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**SOCIALIZATION OF SECONDARY SCHOOL ATHLETES
INTO SPORTS IN KENYA**

**BY
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**A Thesis Submitted to the Department of Physical Education,
Leisure and Sports Science in fulfillment of Requirements for
the Award of the Degree of Doctor of Philosophy of Kenyatta
University**

JULY 2005

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*Socialization of
secondary school*




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DECLARATION

This thesis is my original work and has not been presented for a degree in any other university



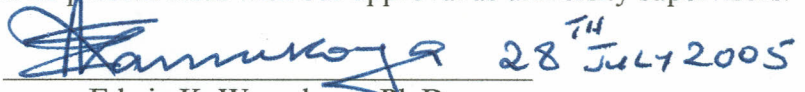
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DEDICATION

It is with deep appreciation and a grateful heart that I dedicate this thesis to my late father who gave himself to me throughout school life and showed me how to till the land.

ACKNOWLEDGEMENT

I'm deeply indebted to everyone who assisted me in one way or another in the writing of this thesis. To all, whether mentioned by name herein or not, I say "Thank you very much." However, the outstanding and invaluable assistance from my supervisors Prof. E.K. Wamukoya, Dr. W.W.S. Njororai and Dr. P.W. Mwangi cannot go unmentioned. I'm grateful for their constructive, scholarly guidance, devotion and criticism throughout the study.

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ABSTRACT

The purpose of this study was to investigate the extent of influence of significant others (parents, siblings, peers, P.E. teachers and coaches) and socializing situations (school and mass media) in socialization into sport of secondary school athletes in Kenya. The study was guided by the hypothesis that "significant others and socializing situations do not influence socialization into sport of secondary school athletes in Kenya." Alongside, factors such as the boarding status of school, school category, gender and parental education and occupation were examined to determine how they interact with significant others and socializing situations in the socialization into sport of secondary school athletes.

Random sampling was used to select four provinces using the criteria of participation in the inter-provincial ball games championships. From each province 12 schools were purposively selected using the criteria of representation of the province during the inter-province ball games championships. A total of 636 purposively selected athletes took part in the study. Questionnaires were used to collect data. The resulting data was analyzed using chi-square, student t-test and analysis of variance (ANOVA) at .05 level of significance. Post hoc Tukey HSD was utilized to test the strength of the resulting significant differences.

Findings indicated that significant others and socializing situations influence the socialization into sport of secondary school athletes in Kenya. Indeed, the socialization into sport of secondary school athletes is contributed mostly by the coach, peers, P.E. teachers, brothers, fathers, sisters and mothers without gender differences ($p > .05$). On

the other hand, the influence of socializing situations wanes from the school, television, sport magazines, newspapers to internet without gender differences.

Findings also showed that the effects of boarding status of school were significant ($p > .05$) for all significant others except for the P.E. teachers, while the effect of school category was also significant ($p > .05$) with the exception of peers. Findings also showed that the parental social economic status were significant ($p > .05$) for fathers' education, mothers' education, fathers' occupation while P.E. teachers influence on the socialization into sport of secondary school athletes is not affected by the level of their mothers occupation.

From the findings of the study, it is recommended that parents and especially the mother need to play a crucial role in the socialization into sport of the secondary school athletes. Secondly, schools need to contribute much more in socialization into sport of secondary school athletes. Further studies should be done encompassing athletes in other sports in secondary schools, primary schools and elite athletes to establish the divergences in their socialization into sport.

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CHAPTER ONE

INTRODUCTION

1.1.0 Background to the Problem

Participation in sports and games provides an environment for amusement, recreation, good health, biological development, freedom of expression, career building, income generation, prestige, skill acquisition, reduction of stress, cognitive and numerous social benefits (Zakrajsek, 1991). However, the benefits are dependent upon one's personal involvement, aspirations, interests and experience (Coakley, 1995). This has led to considerable attention on sport involvement by sociologists, psychologists, medical doctors, psychiatrists and physical educators (Cann, 1991). In this regard, interest in sport socialization has focused on identifying the general factors that influence an individual's involvement in sport or athletic activities (Cann, 1991).

Research studies have recognized that athletic ability alone is not likely to predict participation and it is concluded that the social system must provide support and opportunity for participation before that talent can be translated into active sport involvement (McPherson, 1978, Jackson & Strigas 2004; Kenyon & McPherson, 2005).

Indeed, it has been contended that personal attributes, significant others and socialization situations are associated with becoming getting in physical activity and sport (Kenyon & McPherson, 1981 and Ipinmoroti & Ajayi, 2003). The results of the combination of these influences appear to be a situation in which participation in physical activity and sport is

determined by the attitudes, values and beliefs of those most closely associated with the socialization of the individual (Dixon, 1984).

The process of socialization begins with the biological organism and through a series of interpersonal relationships and eventually continues throughout the person's life. Thus in the "... life of every person, there are a number of people directly involved in socialization who have great influence because of contact, primacy and their control over rewards and punishments" (Coakley, 1995:32).

Introduction to sport is most likely to occur in a family. Synder & Spreitzer (1990) have shown that, family practices revolving around sport were predictive of the participation of both boys and girls in competitive sports. Similarly, Greendorfer & Lewko (1987) contend that parents have significant influence on the children's participation in physical activity and sport. Parents hold certain values about sport which are transmitted either directly or indirectly to their children (Grevis, 1991). Research studies have shown that, parents transmit attitudes and values about physical activity in general and sport in particular (Grevis, 1991). Parents also pay activity fees (Wasonga, 1996), are powerful role models (Grevis, 1991) and provide physical and emotional support (Synder & Spreitzer, 1978) to their offsprings. However, a study was needed to reveal whether the extent of parental influence in sport socialization is equal for both boys and girls and to establish the influence of each of the parents in socialization into sport of secondary school athletes in Kenya. It was also needful to determine whether parental education

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and occupation mediate their influence in socialization into sport of the Kenyan secondary school athletes.

Apart from the family, the school environment provides the greatest exposure to low cost recreational, sporting and coaching programmes to children (Kleiber and Roberts, 1983; Dixon, 1984; Kenyon & McPherson 2005). Wasonga (1996) suggests that high performance in athletics in Kenya could be attributed to the fact that most schools have access to a field which can easily be converted into a track and thus a majority of Kenyan children are socialized into athletics. However, the influence of the school in sport socialization had not been empirically tested in Kenya to ascertain whether the school level and boarding status of the school have any influence on socialization into sports of secondary school athletes.

Within the context of the school, coaches and physical education teachers act as surrogate parents, modelling a version of adulthood to the young males who look up to them for guidance and structure (Katz, 1996). In fact, Synder & Spreitzer (1990) found that both high school basketball coaches and players perceive a coach as a significant other in the lives of players. A coach is often instrumental in determining continued participation in sport by young athletes. However, the findings from previous studies regarding this factor are not consistent. For example, Greendorfer (1983), and Synder & Spreitzer (1990) identified the lack of Physical Education (P.E) teacher influence on female sport involvement. The extent to which P.E teachers and coaches influence sport involvement of boys and girls in Kenyan secondary schools remained to be verified.

Apart from P.E teachers, Jackson & Strigas (2004), showed that peer influence within the neighbourhood is an early socialization agent into sport involvement. The opportunity to learn athletic skills and how to evaluate one's perception of ability is likely to occur in childhood among neighbourhood Peers (Greendorfer & Lewko, 1978). However, Greendorfer & Lewko (1987) reported that peer influence is significant for boys and the same was not reflected in the girls. Thus, there was need to identify whether peers influence socialization into sport of athletes in Kenyan secondary schools.

Apart from the aforementioned, the mass media provide a constant opportunity for youngsters to be acquainted with sport and highlights heroes as role models for behavioural evaluation (McPherson, *et al*, 1989; Kleiber & Roberts, 1983). However, Datta (1984) lamented on the limitation of the printed materials on the socialization of children into sport though he conceded the influence of electronic media. Furthermore, the influence of the mass media on childhood sport socialization has not received any empirical testing in Kenya. Therefore, there was need for a study to evaluate the contribution of mass media (newspapers, sport magazines, radio, T.V./video and internet) in socialization into sport of Kenyan secondary school athletes.

1.2.0 Statement of the Problem

Kenya has asserted her authority in athletics particularly in middle long distance races. Her performance in international athletics competitions have compared favourably against super powers such as U.S.A., Great Britain, Germany and Russia. It is notable that some of these world beaters in athletics have been Secondary school boys and girls

(Burfoot, 1992). However, Kenya has not achieved any significant success in other games. The questions requiring some answers is why Kenya has not attained any success in other games apart from middle and long distance races.

Some exercise physiologists have examined Kenyan runners and suggested physiological and socio-cultural factors as the reasons for success in middle and distance track events in athletics (Burfoot, 1992). However, these findings are not conclusive. Beyond the suggested physiological attributes, the socio-cultural factors require further scrutiny especially for athletes in ball games.

Indeed, it would appear that the physiological attributes of Kenyan athletes would be common to all other athletes who take part in all the games but divergences would emerge in the socio-cultural process. Could it then appear that there are differences in the socialization process of athletes in Kenya? Moreover, for success to be achieved in sport, concerted efforts have to be put in place by the society during the formative years of growth. Is it that socialising institutions have not performed their roles adequately in sport socialization of Kenyan athletes in ball games? It is in this line that the study investigated the extent of influence of significant others and socializing situations in the socialization into sport of secondary school athletes in Kenya.

The study focused on significant others' influences (parents, peers, siblings, coaches and P.E. teachers) as well as the influences of the socializing situations as independent variables with participation in sport as the dependent variable. The study also determined

differences, in the influence of independent variables on socialization into sport of Kenyan secondary school athletes defined by school category, boarding status of the school, gender and parental social economic status. These constituted the categorical variables of the study.

1.3.0 Purpose of the Study

The purpose of the study was to investigate socialization of secondary school athletes into sport in Kenya. The influence of significant others and the effects of socializing situations were investigated to establish how they impact on the socialization of secondary school athletes into sport in Kenya.

1.4.0 The Objectives of the Study

The study aimed at investigating whether significant others and socializing situations have any influence in socialization into sport of secondary school athletes in Kenya. The following were the specific objectives of the study.

1. To investigate the demographic characteristics of secondary school athletes.
2. To determine whether secondary school athletes took part in sport while in primary school.
3. To find out whether secondary school athletes come from families where members are involved in sport.
4. To find out the participation in sport of the athletes individual family members.
5. To determine how secondary school athletes were initiated into sport.

6. To determine influence of significant others in socialization into sport of secondary school athletes based on gender, boarding status of the school, school category, parents' education and occupation.
7. To analyse the effects of socializing situations in socialization into sport of secondary school athletes based on gender, boarding status of the school, school category and parents' education and occupation.

1.5.0 Research Hypotheses

The study hypothesis was that significant others and socializing situations do not influence socialization into sport of secondary school athletes in Kenya. For purposes of testing, it was further hypothesized that: -

- HO₁. Gender did not influence participation in sport of secondary school athletes while in primary school.
- HO₂. Family members' participation in sport does not differ between male and female athletes in Kenyan secondary schools.
- HO₃. Individual members of the athletes families participation in sport does not differ between male and female athletes.
- HO₄. Initial entry into sport does not differ between male and female athletes in Kenyan secondary schools.
- HO₅ Influence of significant others in socialization into sport of secondary school athletes does not differ significantly between: -
- i. Male and female athletes.

- ii. Athletes in schools with different boarding status.
- iii. Athletes in schools with different categories.
- iv. Athletes with different levels of fathers' education.
- v. Athletes with different levels of mothers' education.
- vi. Athletes with different levels of fathers' occupation.
- vii. Athletes with different levels of mothers' occupation.

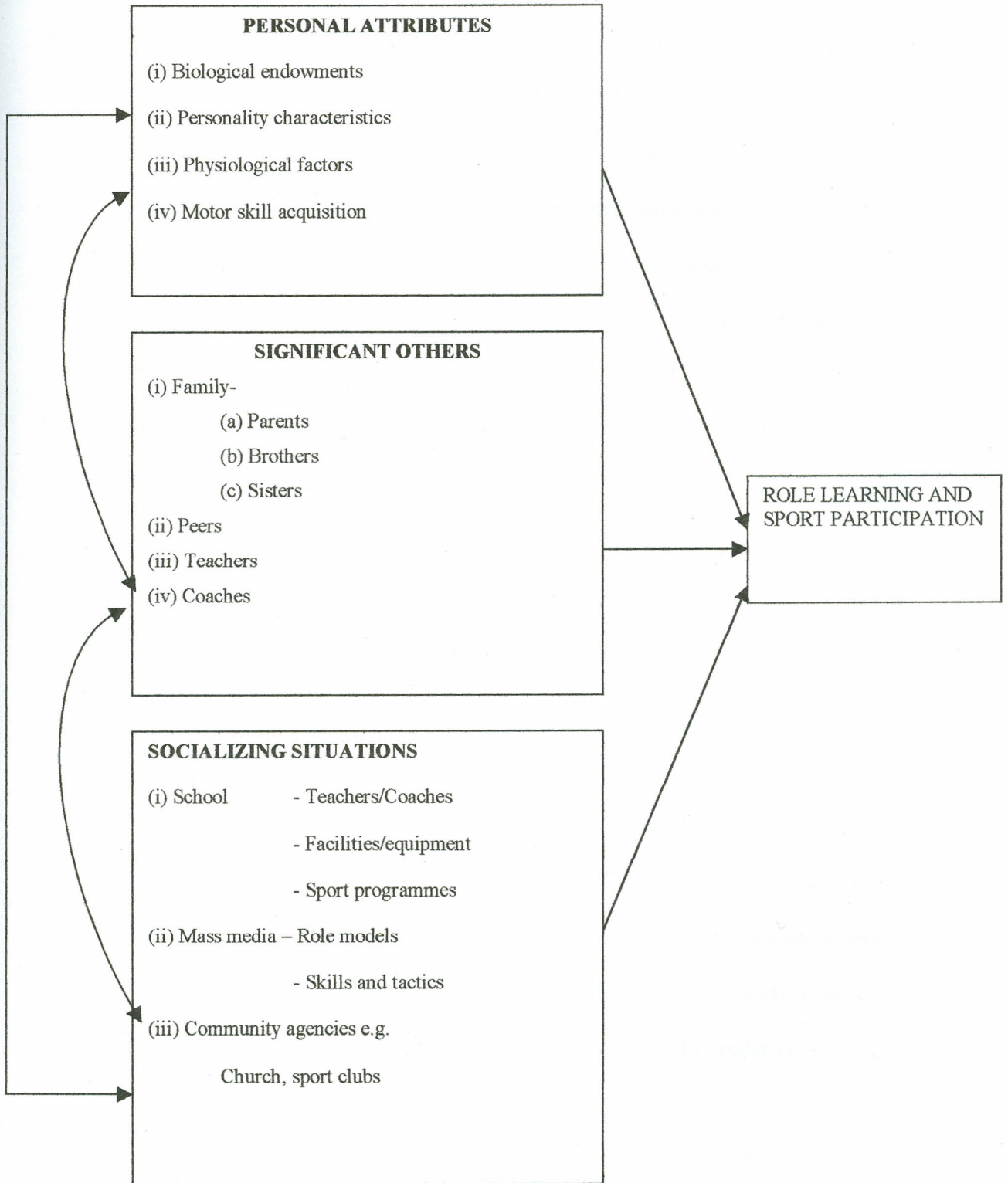
HO₆. Effects of socializing situations in socialization into sport of secondary school athletes does not differ significantly between: - (i, ii, iii, iv, v, vi, vii) as above.

1.6.0 Theoretical Framework

The theory adopted for the study is the social learning theory as propounded by Bandura (1971). The basic tenet of the social learning theory is that behaviour is learned by observing models and social reinforcement (Bandura, 1971). These models may be real-life people and/or characters from other sources. The strength of the learning from any one or all of the models depends on several variables. Key variables in the learning process are a nurturing relationship with the learners, the power and willingness of the model to reward and the consequences that model behaviour produces (Bandura, 1971).

Research studies have utilized a social learning paradigm in which socializing situations (that is opportunity set, availability of programs and equipment) and significant others (family, peers, P.E. teachers and coaches) have been identified as critical influences in socialization of children into sports (Synder & Spreitzer, 1978; Greendorfer & Lewko, 1978; Kenyon & MCPerson, 1981; Kenyon & McPherson, 2005) as shown in the model below.

FIG. 1: Three elements of the socialization process



Source: Adopted from Kenyon & MCPerson (1981)

Sport socialization was investigated using a frame of reference of the three main elements of socialization process as shown in Figure 1. Three elements are significant others (fathers, mothers, brothers, sisters, peers and P.E teachers or coaches) who exert influence with socializing situations (school and mass media) upon secondary school athletes who are characterized by a variety of personal attributes. Socialization into sport is accounted for by exposure of the secondary school athlete who is already characterized by a set of physical and psychological traits to a variety of stimuli and reinforcements provided by significant others who act within one or more social systems. However, this study did not consider the personal attributes of the secondary school athletes. There is an inherent weakness in such a general approach coupled with difficulties of specifying a manageable number of variables from the many plausible ones. However, the variables selected of influence of significant others and effects of socializing situations were considered critical in socialization into sport of the athletes.

The way socialization occurs is by interaction of peers and siblings, parents, teachers/coaches in school, media, cultural messages and social structure of the society (Loy, Mcpherson & Kenyon, 1978; Synder & Spreitzer, 1978; Coakley, 1995; Laker *et al*, 2003). Thus, active parents, peers to play with, sport opportunities through schools, media coverage of sport events, freedom from cultural myths and the society value of a healthy body would all interact to form a persons self-image in sport (Synder & Spreitzer, 1978; Onanunga 1986; Rintaugu 2003).

1.7.0 Significance of the Study

Kenyan athletes continue to excel in athletics at continental and international levels. However, there is paucity of literature or scholarly studies to explain why these Kenyan athletes are world beaters in athletics. Thus the present study contributes immensely to the generation of information, research and documentation in the scientific study of Kenyan athletes particularly the ball games. The findings of the study fill knowledge gaps in the contribution of socialization process towards the excellent performance of Kenyan athletes among other associated factors. The study generates knowledge on some of the sociological factors which contribute to the dismal performance of Kenyan athletes in ball games. This knowledge can be utilized to improve other sports where Kenya has not made a break-through in international competitions such as handball, soccer, volleyball etc.

The findings of the study are useful to sport researchers and practitioners in understanding the nature and complex relationship between social influences and sport involvement. This is because the study has offered practical knowledge on the application of social learning theory to sports in a Kenyan setting. Results of the study therefore are of practical implications on the parents, brothers and sisters, peers, P.E. teachers/coaches, school and mass media in regard to sport socialization. These have policy implications on these social institutions in order to strengthen and/or increase their contribution towards sport socialization.

Given the tremendous value of sport participation and the need for early learning, the results of the study form a strong basis for the formulation of a comprehensive policy to guide participation in sport in both primary and secondary schools. This has a lot of implication to the provision of facilities, equipment and finance bearing in mind the current practice of free primary education in Kenya.

1.8.0 Delimitations of the Study

The study was delimited to the following:

- i. Selection of athletes from 40 secondary schools in Kenya.
- ii. Inclusion of selected parents, P.E. teachers, coaches, peers, brothers and sisters, as significant others and school and mass media, as socializing situations.
- iii. Selection of athletes in ball games that is football, hockey, basketball, handball, netball, rugby and volleyball.

1.9.0 Limitations of the Study

The study was limited by the following:

- i. The research did not have control over biological endowments, psychological attributes, nature of family and cultural factors of athletes as these affect their socialization into sports.
- ii. A longitudinal study could have been the most appropriate in this study based on the variables under investigations. However, time constraints could not allow for that.

1.9.1 Assumptions of the Study

The study was carried out under the following assumptions:

- i. The influence of significant others and the effects of socializing situations have an impact on socialization into sport of secondary school athletes.
- ii. Each secondary school athlete in Kenya who had participated in sports at provincial level had an equal opportunity of participating in the study.
- iii. Participation in competitive sports is a direct consequence of socialization process.

1.9.2 Operational Definition of Terms

The following terms are defined as were used in this study:

Athlete: A student who represented the school team in inter-provincial ball games championship in the games of football, basketball, volleyball, rugby, netball, handball and hockey.

Ballgames: These include football, basketball, volleyball, rugby, netball, handball, handball and hockey.

Boarding Status: Refers to whether the school is boarding, day or boarding and day.

Competitive Sport: The formalized physical activities where athletes compete outside the school but within inter school circles. These include football, basketball, volleyball, rugby, netball, handball, handball and hockey.

Ex post facto: A systematic empirical enquiry in which the scientist does not have direct control over the variables because their manifestations have already occurred or because they are inherently not manipulatable (Kerlinger, 1973: 379).

Peers: Friends of the same age bracket in school, at home and the community.

Secondary School: A public institution offering education between Form One and Form Four under the 8-4-4 system of education and herein refers to Boarding day and Boarding cum Day schools.

Siblings: Brothers and sisters of the athletes (subject who took part in the study)

Significant others: Parents, siblings, peers, P.E. teachers and coaches.

Socializing situations: The effects of the school and mass media (print and electronic).

Socialization process: The assimilation and development of skills and knowledge, values, dispositions and self-perceptions necessary to perform present or anticipated roles in society or in particular groups within society, while at home and in school.

Sports/Sport: The formal competitive physical activities engaged in by students during inter school competitions, such as inter-provincial ball games championships.

Sport Socialization: The initial involvement, as well as its sustenance and the pursuit of excellence in sport.

School Category: Refers to whether the school is international, national or provincial.

Occupation: Refers to professional/managerial, skilled, commercial, unskilled and teaching.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1.0 Introduction

This chapter reviews literature pertaining to socialization into sport and related studies in and outside Kenya.

2.2.0 Socialization into Sport

Socialization into sport is as a result of efforts and influences of significant others such as family, parents, peers, teachers or coaches and socializing situations such as school and mass media (Datta, 1984; Synder & Spreitzer, 1990). The way these factors or variables impact on socialization of athletes is reviewed in subsequent sections.

2.2.1 Family

According to Segal (1978), a child's development is shaped by a number of forces, all of them interacting together. These forces include genetic/heredity, mother's influence, father's influence, family relationships, social economic status, peer influence, socio-cultural influence, print and electronic media influence and the interaction with teachers. Logically, the same factors are bound to determine the child's initiation and involvement in sport.

The family has been identified as one critical force in the general socialization of children. It is in the family that a child is born, spends early years and learns the first

language. Initial experiences have an enduring impact on the physical, intellectual and personality development of the child which adds to the importance of the family socialization function (Datta, 1984). In the same token, the family has the greatest influence on an individual socialization process due to its early interaction as compared to other socialization agents. That is why Udoh (1997) contend that among the family members, the parents ensure that children are exposed to activities most consonant with gender roles and extend rewards for appropriate behaviour.

Synder & Spreitzer (1990) indicate that, family practices revolving around sport were predictive of the participation of both boys and girls in competitive sport. Actually, it has been contended that preferences of various levels of participation in sport and physical activity are a reflection of cultural differences found in raising up of children (Kenyon & McPherson, 1981). If one has parents or older siblings who participate and are interested in sports, one is likely to do the same. Indeed, Hellstedt (1995) observed that, the family provides the primary social environment where athletes can develop an identity, self-esteem and motivation for athletic success. Successful athletes often credit their families for encouragement, discipline, valuing achievement and above all love and support. Thus, there was a need to find out whether secondary school athletes in Kenya come from families where sport participation is encouraged. Specifically, the current study established the extent of the families' involvement in sport.

2.2.2 Parents

Parents are responsible for genetic constitution of the child as well as the provision of the first physical and social environment that the child first encounters. They determine the resources that are available to the child and the social climate experienced by the child from very early to the time the child grows (Segal, 1978).

According to Greendorfer & Lewko (1987), parents have a significant influence on children's participation in sport and their attitudes. Children whose parents have positive attitudes towards sport are more likely to develop their talents on their areas of interest while those who lack it are left feeling inadequate thus reducing their chances of achieving excellence. Parents act as powerful role models and this is reflected in the importance that is placed on the involvement in sport. This obviously has an influence on how children perceive their own participation in sport (Grevis, 1991).

Data from a national study in the United States indicate that, over 80% of the parents with children in sport programmes attend their children games on a frequent basis (Miller Lite Report, 1983). However, Synder & Spreitzer (1990) indicated further that there is a tendency for like-sex parents to have greater influence on sport involvement than opposite sex parents. Indeed, the role of mothers in the daughter childhood sport socialization has not been extensively documented. The current study sought to determine whether parental factors such as social economic status and involvement/interest in sports influence the socialization into sport of secondary school athletes in Kenya. Some of these factors have been cited as affecting parental influence

over socialization of their offsprings (Synder & Spreitzer, 1978; Synder & Spreitzer, 1990; Jackson & Strigas, 2004).

2.2.3 School

The school is the first large-scale organisation to which the child becomes a member (Datta, 1984). It combines the formal and informal process of socialization and modes of social control. A child spends most active hours of the day in school. The primary school class is the first socializing agent in the child's experience which evaluates ones' achievement.

It is in the school where there is a greater emphasis on competitive sports and higher performance (Nteere, 1982). Indeed, Kleiber & Roberts (1983) contend that the school provides children with the greatest exposure to low cost recreational sporting and coaching programmes. That is why Hardman, *et al* (1991) asserted that in Kenya, strong co-curricular programmes through school clubs have increased opportunities for participation in sport of talented children. On the other hand, McElroy (1989) observed that the school value climate determines whether students will expend their energies in sports or in academics. As such many secondary schools have established excellent traditions in competitive sports and games in Kenya (Wamukoya, 1993). Beyond this, many Olympic athletes report that they attended high schools where students and teachers considered their particular sports to be among the most important extra curricular activities (McPherson *et al*, 1989; Kenyon & McPherson, 2005).

It was interesting to establish the extent to which school related factors such as boarding status of the school and school category affect the socialization into sport of secondary school athletes in Kenya. This is partly because in boarding schools all students are required to participate in some level of sport (Wamukoya, 1993).

2.2.4 P.E. Teacher/Coach

Coaches and P.E. teachers are role models and provide the necessary reinforcement in rewards to athletes. That is why coaches have the responsibility to offer necessary technical guidance and assistance to their athletes (Bucher & Krotee, 1993). If the athletes' response is positively rewarded, there is a likelihood of continued participation in athletics (Grevis, 1991). Grevis (1991) continues to observe that many young male athletes spend more time with their coaches and thus develop a bond that can last many years after the player has moved on. Indeed, Jersild (1988) suggested that the athlete perceives, interprets, accepts, resists or rejects the coaches instruction and guidance at his own peril.

Synder & Sprietzer (1978) found that both high school basketball coaches and their players perceived the coach as significant other in the lives of players. A coach is also instrumental in determining continued participation by young athletes. In a related study, Higginson (1995) found that girls over the age of 13 years believed that teachers and coaches provided the most important encouragement and reinforcement for their sport involvement. He concluded that as sport is becoming a more socially accepted activity for adolescent females, the school is becoming more significant in socializing women into

competitive sport roles. However, according to Greendorfer, (1983), there is was teacher influence on female sport involvement Does the same happen to girls in Kenyan secondary schools? Do selected P.E. teachers/coach (es) attributes on sport influence the socialization process of Kenyan secondary school athletes.

2.2.5 Peers

The importance of the peer group as an agent of socialization in present day society is increasing as the peer group shelters and protects its members. Indeed, a peer group replaces parents as a source of information on contemporary issues (Broom & Selznick, 1983). It gives them psychological sustenance by meeting emotional needs of affection, understanding and acceptance. It invests individuals with specific status. A peer group provides an effective learning situation. It transmits the culture of the society (in diluted form), teaches certain roles and social expectations and conditions the attitudes and sentiments of its members (Datta, 1984). Similarly, Mbaabu (1997) contends that peer groups reinforce the early practices and eventual participation in competitive track events among Kenyan elite female athletes. He argues that such reference groups serve as the original stimuli in providing the very impetus required for good performance in track events. Thus, the Kenyan females elite track athletes view their peer groups as both role models and sources of inspiration. Does the same happen to male athletes in secondary schools in Kenya?

According to Greendorfer & Lewko (1987) the opportunity to learn athletic skills and how to evaluate ones perceptions of ability is likely to occur in childhood among

neighbourhood Peers. This is supported by the above sentiments from Mbaabu (1997). Thus beyond the family, children are naturally exposed to peer role models or alternative role models as they provide an effective climate, serve as sources of comparison, feedback and recognition. McPherson *etal* (1989) conclude that research evidence overwhelmingly supports the importance of peer group support for involvement and success in sport. They concluded that without a sport motivated peer group, children often reduce their involvement in sport especially as participants.

During childhood and early adolescence, most of the peer influence comes from same sex peers especially among males. However, many female athletes report having been members of male – dominated peer group in early or middle childhood. During high school females athletes reports receiving more support from female peers than from male peers. Later in life especially after dating begins or after marriage, opposite sex peers may become more influential in encouraging or discouraging various forms of sport involvement for females (McPherson *etal* 1989)

However, does the gender of the peers impact on the socialization of secondary school athletes in Kenya? If there is any influence, then what is its magnitude? Therefore, the study investigated the categorical variables of gender, boarding status of the school, category of the school and parental social economic status and showed how these interacts with other socializing situations to influence socialization into sport of secondary school athletes.

2.2.6 Mass Media

In modern society, the medium of mass communication medium is playing an increasing part in the socialization process (Datta, 1984). In addition to supplying information, the mass media teach norms and values to consumers and they may shape or distort our views of sport, a team or an athlete (McPherson *etal*, 1989). For example, with respect to sport, the media present views on sporting events (game scores) but also teach values (aggressive acts) of sports consumption and competition and they tend to trivializes women's sport by giving it little coverage. Therefore, through their presentation of sport, the media socialize people as well as entertain them. Indeed, Coakley (1995) observed that live coverage of sporting events encourage active participation by giving people role models and game knowledge. Similarly, Hart & Birrell (1981) found that those who watched most sports on television had the highest rates of active participation. Thus, they concluded that the mass media socialize people into the role of spectators and nurtures interest leading them to attend games in person.

Similar, Roloft & Solomon, (1989) opined that although direct and vicarious involvement may differ in some respect there is evidence that individuals who enjoy watching and reading about sport also directly participate in sport on a regular basis. On the other hand, Toyama (1991) investigated the influence of mass media on learning sport language especially football terminology. It was evident that 65% of the sample reported that they learnt football by watching television.

To illuminate on gender differences in the influence of television on socialization into sport, Gantz (1981) found that females reported watching televised sports only when nothing else was on, there was nothing else to do or family and peers were watching. By contrast males watched T.V. Sports "to have few beers", to let off 'steam', to get psyched, to experience some additional excitements as well as to pick up additional information about players. Therefore, female 'appears' trapped into watching Television sport whereas males seems to be sincerely interested and derive enjoyment from it. Consequently, it appears that the mass media especially television is an important agent in cognitive sport socialization.

Thus, the role of mass media and especially television cannot be under-estimated in the process of sports socialization and was worthy investigating its influence on the socialization of secondary school athletes in Kenya.

2.3.0 Related Cases on Socialization into Sport

Due to paucity of local literature and empirical studies, most of the studies reviewed in this section are from Europe, North America and Australia. The section reviews studies on socialization into sport of athletes in primary schools, secondary schools, college or universities and elite athletes.

2.3.1 Athletes in Primary Schools

In a study on the role of parents in socialization into sport of children Orlick (1972), surveyed boys in the eighth grade just before they became eligible to sign up for

participation in the youth ice Hockey. There were marked differences in the responses obtained from parents whose boys chose to participate and the parents of those who did not. The parents of the participants evidenced an interest in sports in a number of ways ranging from watching televised sport events and providing sport equipment for their boys. Overall, upon inspecting parents behaviours, there was a high degree of predictability of whether or not a boy chose to feature in competitive sports. In conclusion Orlick (1972) identified parents as instrumental in their sons' participation in organized sports. Parents who were active participants functioned as role models for the child and that the family reinforced the son's participation in sport activities. However, the above study involved boys only and girls were not studied.

A study of social influences on children's sports participation involving male and female participants between the ages of nine and twelve years was done in Australia using a little league athletics program (Watson,1975). Watson (1975) found that boys identified fathers and peers while girls identified mothers and coaches as significant evaluators of performance. However, Watson (1975) neither elaborated on the importance of this difference in terms of socialization nor provided any information regarding significant others in general or family members in particular.

Greendorfer & Lewko (1978) sought to assess the influence of significant others in active sport involvement of children and to determine which differences if any, occur between the sexes. Specific attention was given to the family and the extent to which individual members affected this process. Results for the boys demonstrated that only peers were

significant socializing agents. For the girls, the regression analysis revealed that sport involvement could not be significantly predicted by any of the three social systems. Parents were a significant influence on sport involvement but siblings were not. Thus, parents rather than siblings are significant socializing agents for both sexes.

In a similar study, Lewko & Ewing (1980) surveyed sport participation of 370 children aged nine to eleven years. Questionnaires were used to collect the data with the children being classified into two categories that is highly involved and less involved. Findings indicated that for those who were highly involved in sports, the father was the most important source of influence and encouragement for both boys and girls. However, the data revealed sex differences in that the fathers' influence was by far greater for boys than mothers', brothers' and sisters' influence, whereas the fathers' influence was only slightly greater for girls than was mothers' influence. For highly involved boys, brothers' influence was much greater than sisters' (and even greater than mothers') and thus difference was also true for the highly involved girls. One would expect that sisters are a more important source of influence for girls than are brothers but the results indicated just the opposite. Finally, Lewko & Ewing (1980) concluded that all the family members' influence was greater for the highly involved females than males. However, the study failed to show or explain the sources of sex differences in socialization into sport of the athletes.

2.3.2 Athletes in Secondary Schools

To determine the role of parents in sport participation of high school girls Synder & Spreitzer (1976), examined some correlates of sports participation among adolescent girls. Data was collected from 566 high school girls in Ohio who were participating in interscholastic gymnastics, basketball and track. A control group of non-athletes was also selected for comparison purposes. Questionnaires and interviews were used to collect data. Results were analysed through chi-square test of independence. The findings indicated a positive relationship between parental interest, coaches encouragement and sports participation. They concluded that sports participation begun in childhood and continued into adolescence and that encouragement from significant others was of great importance. However, the study failed to indicate who was more significant among the parents and the relative contribution of other family members such as brothers and sisters. The current study evaluated the roles played by each family member in the socialization of secondary school athletes in Kenya.

Synder & Spreitzer's (1978) study of 1135 athletes and non-athletes in high school showed that the degree of parental encouragement for their daughters' participation in sports and music did not find evidence of parental negativism towards athletics. They also found that fathers' encouragement for their adolescent daughters' participation in sport tended to be stronger than the degree of maternal encouragement for their daughters' involvement in music. The father was the only significant socializing agent in the family and was the most important predictor of sport participation for both boys and girls. Mother-daughter hypothesis appears to be conceptually inconsistent with the

sibling – opposite hypothesis, yet both are widely held beliefs among sport sociologists. The present study further explored the mothers-daughters hypothesis with the aim of establishing the roles played by mothers in the socialization of secondary school athletes in Kenya.

A further study on socialization into sport of secondary school athletes in Kenya was conducted by Rintaugu (2003). The purpose of the study was to compare the socialization into sport of secondary school athletes defined by gender, geographical location of the school and influence of family members. Data was collected through questionnaires from 84 (42 males and 42 females) athletes purposely selected from four secondary schools in Kenya. Resulting data was analyzed through spearman correlation coefficient and chi-square test of independent measures. Findings revealed that fathers and brothers are most significant agents of socialization into sport at family level. There were no significant differences in socialization into sport between athletes from rural and urban settings. Other findings showed that male athletes started getting involved in sport slightly earlier than girls. Mothers and sisters are rarely engaged in sporting activities. Male athletes were oriented into sport by older brothers followed by the father while female athletes had their initial introduction to sport centering on the father. However, the study did not include all socializing agents such as peers, physical education teachers and coaches. Indeed, the study did not take cognizance of the categories of schools where the athletes were enrolled nor the parental social economic status.

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Adegbesan (1997) investigated the influence of school as a socializing opportunity into sport for female students in Ibadan Metropolis. Two hundred randomly selected female secondary school students were used to test the hypothesis based on sport skills taught, influence of significant others, participation of female students in school intramural, availability of facilities and equipment, the school principals interest at the annual dinner and award ceremonies. Descriptive survey research methods was used and inferential statistic of X^2 revealed a significant difference in the sport skills taught, influence of significant others, the participation of female students in schools intramural and availability of facilities and equipment. However, the school principals' interest and the school annual dinner and award ceremonies did not yield any significant differences. The author concluded that the school is a formal institution of the society for socializing its members and when sports and physical education activities are taught properly, they can make an outstanding contribution to the socialization process. But, the study only involved girls and did not show the extent of the influence of significant others in socialization into sport of the subjects.

Ogharaerumi (2002) investigated strategies for making sport more attractive to the girl child in Warri Metropolis in Nigeria. A sample of 240 purposively selected secondary school girls from 8 secondary school took part in the study. A 14 item questionnaire (SMS – MATS) developed by the researcher was used to elicit information from the subjects. Findings revealed that 68.7% of the respondents had their parents supporting the respondents interest in sport, 59.1% were encouraged by their mates and 8.75% felt that P.E. teachers supported them during P.E lessons. The athletes opined that provision of

wears, facilities and equipments, video coverage of sports for girls and advertisements of professional sports girls will make sports more attractive for girls. Whereas, the above study did not delve on socialization into sport, its findings illuminate on the importance of parents in enhancing participation in sport of girls.

2.3.3. Athletes in Colleges and Universities

Greendorfer (1983) conducted an investigation of why college women enter into athletic participation. Her research was based on a sample of 585 university women. In the study, the female peers served the most significant agents of socialization into sports participation from childhood through adulthood. She reported that teacher-coaches become a factor only during the adolescent stage which counts them more as reinforcing agents of socialization rather than initiating the process.

In light of importance of sport socialization and its relevance to contemporary sport, Ipinmoroti and Ajayi (2003) investigated the effects of motivation of significant others on sport involvement of athletes in Nigerian tertiary institutions. A descriptive research survey was used with 210 randomly selected athletes from tertiary institutions in South Western Nigeria. A five point likert scale questionnaire was used in data collection. Descriptive (simple percentages) and inferential statistic (chi-square) was used for quantitative data analyses. Results showed the athletes were significantly motivated by their fathers, Peers of both the same and opposite genders and physical education teachers to become involved in sport. However, the study had several methodological shortfalls: for example the study did not consider gender of the athletes, the motivation of

significant others such as brothers and sisters and equated physical education teachers with coaches.

Clark (1980) investigated the influence of the family in socialization into sport of college athletes. Data was collected through questionnaires from 116 junior A and 133 college ice hockey players in Canada. He reported that players of both groups had begun playing sports in general and hockey in particular at an early age. The results indicated that the family is the most socializing agent during the youths' early involvement in hockey. Among the family members, the father was reported by the subjects to be the most significant source of encouragement for both groups. However, this study did not take cognizance of other socializing agents such as physical education teachers and coaches. Secondly, the study is handicapped in that it considered subjects who were active in only one sport (hockey), but the findings of this study are congruent with the observation by Overman and Rao (1981) that the greater the fathers' past experiences, the more likely were their children to participate in sports.

Laker *et al* (2003), study on Canadian Collage ice hockey (n= 52) and tennis players (n = 19) focused upon the psychosocial factors accounting for college athletes becoming involved in sports. Direct contact questionnaires was utilized for data collection. Data was analyzed for frequencies and percentages. Findings revealed a number of similarities and differences in the socialization experiences of the two groups. For example 96% of the respondents were interested in sport by age of 10 and that 63% were involved as consumers prior to their participation in sports. This suggests that socialization into sports

begins early in life. Findings on the influence of significant others tended to follow a similar pattern for both groups with single exception being that mothers were more influential for tennis players than for hockey players. The athletes interests in sports was initially a aroused within the family and mainly by the father.

2.3.4 Elite Athletes

Emphasizing the important ways in which families influence their children in sport is evident in a study by Balazo (1975) in which the backgrounds of 24 female Olympic athletes were surveyed. In this retrospective study, the author concluded that both parents had been highly supportive of their daughters' efforts at early stages. From the study it was evident that there was a positive correlation between parental attitudes about physical activity and their children's participation in sport. Secondly, there was a relationship between parental attitudes and abilities and their children's actual performance capacities.

Mbaabu (1997) investigated the psychosocial factors affecting Kenya's women's performance in international track events. The study involved 60 elite female track athletes and 20 coaches in athletics. It was found that although most of the female athletes studied had parental support, a minority showed that they lacked parental support and encouragement in their athletic efforts especially during the formative years. However, elite female athletes viewed their peer group as both role models and sources of inspiration. Thus, the current study investigated the influence of peers in the

socialization of male and female athletes' at secondary school level in Kenya taking part in ball games.

Hill (1993) assessed the youth athletic backgrounds of professional baseball players to determine whether there was early specialization in baseball and to determine the influence of both high school baseball coaches and parents in their baseball careers. Players were also asked to comment on the ideal activities for aspiring young basketball players. Questionnaires were administered to 152 players from six teams in the North West Rookie league. Findings revealed that players were generally multisport athletes during high school. Specialization by playing position appeared to be delayed until the professional level with most players playing several defensive positions during their elementary, junior high and high school years. The players consented to the coaches' instructions and advises and they cited other factors for youth sport specialization as encouragement from adults, encouragement from youth coaches, community interest, weather conditions and social economic level of communities. Findings also revealed that parents appeared to be very influential in shaping the baseball careers of these players. Parents paid for baseball equipment, participation fees, regular spending allowances, served as volunteer coaches practised with the players' and regularly attended players baseball games. However, the above cited study did not show the influence of other family members such as brothers and sisters; did not take cognizance of the influence of significant others and looked at the influence of parents generally without specifying the contributions of the father and mother.

In a study to determine the extent to which the family determines which children participates in swimming and what level of competition, Purday *et al* (1982) surveyed the parents of 69 highly competitive swimmers and 53 summer recreational club swimmers to determine the families' sport orientation and attitudes towards age-group swimming. Results showed that parents of the competitive swimmers reported significantly higher expectations for their children's involvements and achievement in swimming. Parents to competitive swimmers also held higher values for competition, viewed competition more positively and felt that competition in sport was an important training for a competitive society. In contrast, parents to recreational swimmers viewed swimming as an activity where social skills could be acquired. These results suggest that parents serve as indirect role models and pass on attitudes toward competition, specialization and achievement. Consequently, parents are critically important in determining whether a child is socialized into competitive or recreational sport experience.

Early age of involvement and strong family support are major influences on professional women golfers. In her study of LPGA competitors, Therberge (1997) found that women begun to play at age twelve while the average age at which they entered their first tournament was fourteen. The first playing partners were their parents and introduction to Golf took place within the family. Peers reinforced these early influences during later stages of the life cycle. However, family support also took other forms such as parents encouraged daughters to compete at highest level and parents were willing to incur the expense of private lessons and club membership. However, the study only delved on

parents but ignored the other family members such as brothers and sisters, and it focused only on women.

Jackson & strigas (2004), study of United States Olympic team of gymnasts (n = 16) completed a questionnaire to investigate their socialization into gymnastics. Findings indicated that with respect to their personal attributes, gymnasts were skillful in a number of sports having participated in several individual sports before they specialized in gymnastics. An analysis of the role of significant others suggested that fathers and coaches were the most influential significant others followed in order of importance by peers and brothers, mothers, sisters and other relatives were not particularly influential. However, this study did not take into consideration the effects of socializing situations such as school and mass media in socialization into sport of the athletes. Secondly the samples of the study not only appears small but focused on girls only.

In a similar study by Kenyon & McPherson (2005) involving two sets of United States Olympic aspirants, namely track and field athletes and gymnasts. In the study 113 athletes who are competing for positions in the 2000 Sydney Olympics completed a questionnaire designed to gather data concerning the influence of personal attributes, significant others and social situations on the learning of sports roles. Findings indicated that their involvement in sport began early in life with 96% having being involved in sports while in elementary School. Over 75% of the athletes indicated that their interest in sport was first aroused at school by either watching others compete or receiving instructions in a P.E. class. They reported that they attended a school where 88% of the

students and 83% of the teachers valued track and field activities and considered it to be an important extra-curricular activity for students. When asked who was most responsible for arousing an interest in track and field, 30% indicated their peers, 25% indicated their teachers or coaches and 21% felt that members of the family were responsible. However, the study did not show which of the family members were core in socialization into sport of the athletes. Secondly the study did not delve on the effect of social situations such as school and mass media.

2.4.0 Summary

From the literature reviewed, the following observations can be made: only two empirical studies had been carried out in Kenya. These are Mbaabu, (1997) and Rintaugu, (2003). Some studies involved only one gender group at a point in time with a majority focusing on girls in elite sports (Orlick 1972; Greendorfer, 1976; Synder & Spreitzer, 1978; Purdy *et al*, 1982; Adegbesan, 1997; Mbaabu, 1997 and Ipinmoroti & Ajayi 2003). Some studies did not cater for retrogression effects of recall data while other studies had small sample sizes and gender imbalances leaving their generalizations wanting in the realm of social learning theory (Balazo, 1975; Greendorfer & Lewko, 1978; Clark, 1980; Purdy *et al* 1982; Mbaabu, 1997; Rintaugu 2003; Lakers *et al* 2003 and Kenyon & McPherson, 2005).

Some studies focused on some socializing agents (Orlick, 1972; Synder & Spreitzer, 1973; Clark, 1980; Purdy *et al*, 1982; Hill 1993, Lakers *et al*, 2003; Jackson & Strigas, 2004) without establishing divergences and dimensions of the influences of different

socializing agents. Secondly, they ignored the influence of socialization situations as contributors to the entire socialization process. Some studies (Synder & Spreitzer, 1978; Greendorfer & Lewko, 1978; Clark, 1980; Purdy *et al*, 1982; and Mbaabu, 1997, Lakers *et al*, 2003; Jackson & strigas, 2004 and Kenyon & McPherson 2005) focused on athletes in specific sports and different levels of participation. Their findings cannot be generalized to all sport events and different levels of participation. Some studies such as Watson, (1975), Greendorfer & Lewko,(1978) and Lewko & Ewing (1980), focused on some specific age brackets yet socialization is a continuous process. Most of the studies reviewed contradicts each other on the role of fathers and mothers in socialization into sport of boys and girls.

Unlike, the aforementioned studies, this study involved secondary school athletes in Kenya. The study incorporated a large sample of athletes. For uniformity, the study covered both males and females enrolled in the secondary schools and participating in different games of basketball, hockey, netball, volleyball, handball, soccer and rugby.

CHAPTER THREE

METHODOLOGY

3.1.0 Introduction

This chapter presents the methods and procedures that were used in the study. It is organized under the following subheadings: The research design, the target population, the sample and sampling procedures, research instrument, validity and reliability of research instrument, data collection procedures and data analysis techniques.

3.2.0 The Research Design

This study was designed to investigate the extent of influence of significant others and effects of socializing situations in the socialization of secondary school athletes in Kenya. Therefore, the design that was considered appropriate in this study was Ex-post Facto research design. The design is defined as a: -

System of empirical inquiry in which the scientist does not have direct control of independent variables because they are inherently not manipulable. Inferences about relations among variables are made without direct intervention, from concomitant variations of independent and dependent variables (Kerlinger 1973:379).

However, Kerlinger (1973) says that; *"...despite its weakness, much ex post facto research must be done in psychology, sociology and education simply because many research problems in social sciences do not lend themselves to experimental inquiry"* (pp.391-392).

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manipulate the independent variables and ex post facto studies can be done solely to identify variables worthy of experimental investigating. However, the disadvantages of ex post facto research design are that interpretations are limited because, the researcher does not know whether a particular variable is a cause or result of a behaviour being studied and also there may be a third variable which could be affecting the established relationship in a ex post facto study but which may not be established in the study.

Ex Post Facto research design does not allow the manipulation of either independent variable influences (parents, siblings, peers, school, mass media and coaches and physical education teachers) or of the dependent (participation in sports) variable. Equally, the categorical variables of gender, boarding status of the school, school category and parents' social economic status are not manipulable. Besides, their manifestations have already occurred. As such, no treatment was administered to the subjects in order to change their sport participation or their socialization into sport. Moreover, the influence of the significant others and effects of socializing situations on their socialization into sport had already taken place.

3.3.0 Target Population

The target population consisted of secondary school athletes who took part in inter-provincial ball games championship in Kenya in 2002. Kenyan secondary schools are categorized into boys only, girls only and mixed schools. These schools are either public or private. For the public schools they range from national, provincial to district schools.

Depending on whether students are accommodated in the school, then there are three categories, namely; boarding, day and boarding/day.

Different games and sports are offered in the secondary schools and competitions transcend intra-School to inter- provincial competitions which are organized by the Kenya Secondary School Sports Association (K.S.S.S.A). It is the athletes who took part in the inter-provincial ball games competitions who formed the target population of the study. These comprised of a total of 1448 athletes with male athletes being 840 and 736 females. These were participating in the games of Rugby (boys only), n=200, netball (girls), n=96, soccer (boys and girls), n=288, volleyball (boys and girls), n=192, handball (boys and girls), n=192, basketball (boys and girls), n=192 and hockey (boys and girls), n = 252

3.4.0 The Sample and Sampling Procedures

The study was conducted in four provinces which were randomly selected from eight provinces of Kenya. Kenya is administratively divided into eight provinces but North Eastern Province was omitted from the study due to inaccessibility, has few secondary schools and its secondary schools do not consistently take part in inter-provincial secondary school games competitions. After the random selection of the provinces, secondary schools in the following provinces of Western, Central, Eastern and Nairobi took part in the study.

The inter-provincial ball games championships have the following disciplines competed in: - soccer (boys and girls), hockey (boys and girls), volleyball (boys and girls), handball

(boys and girls), basketball (boys and girls), rugby (boys) and netball (girls). Therefore, six schools were selected to cater for the boys' disciplines and six schools to cater for the girls' disciplines, giving a total of twelve schools in each province.

Purposive sampling technique was used to select twelve secondary schools from each of the sampled provinces. The schools selected had one or more of its team representing their respective province during the 2002 edition of inter-provincial secondary school ball games championships. This implies that the school selected had their teams winning at divisional, district and provincial levels of sport competitions. This information was gathered from the records of Kenya Secondary School Sports Association (K.S.S.S.A). These secondary schools were considered to have quality athletes as far as different sports and games are concerned (Gitonga, 2003). Therefore, a total of 48 secondary schools formed the initial sample of the study from all the four provinces. However, it was evident that some secondary schools had more than one team representing the province during the inter-provincial championships and thus all the teams in such a school were selected to take part in the study.

Finally, the athletes' sample was drawn from 40 out of the 48 secondary schools. From each school, all athletes who had represented the school in a given game in inter-provincial ball games championship took part in the study. Thus, a total of six hundred and thirty six (636) athletes took part in the study.

3.5.0 Instrument for Data Collection

A direct contact questionnaire was used/utilized for data collection in the study. It was found suitable as it makes it possible to establish rapport with the respondents. It allows a clarification of points and helps to motivate the respondents. It also leads to minimal wastage of time and loss of questionnaires (Borg & Gall, 1983).

An open-ended and a closed-ended questionnaire were used to collect data from athletes. This questionnaire, adopted from studies by Greendorfer & Lewko (1987) and Synder & Spreitzer (1983), contains items with a 3-point response Likert scale. It has been extensively used in sport sociology and survived under cross-validation conditions. This questionnaire was divided into four sections, namely sections A to D as shown on Appendix A. Section A, of the questionnaire comprised items to collect demographic data of the subjects such as gender, age, school, number of siblings, birth order, education and occupation levels of the mother and father. Section B of the questionnaire sought information pertaining to the subjects' participation in sport while in primary and secondary schools, initial entry into sport and family members' participation in sport. Section C of the questionnaire comprised of items on the influence of significant others in socialization into sport such as helping in the development of positive attitudes, encouragement, involvement, meaning, guidance, interest, physical and emotional support, company, purchase of sport equipment, reinforcement and role models. Items in this section had a 3-point likert scale of, Very Much (VM), Sometimes (S) and Not Much (NM), which were scored as 3,2, and 1 respectively. Section D of the questionnaire had items on the effect of socializing situations in socialization into sport such as provision of

items on the effect of socializing situations in socialization into sport such as provision of role models, learning skills and tactics in sport, encouragement in sport and influence. Items in this section were weighted in a 3-point likert scale of Always (A), Sometimes (S) and Rarely (R) which were also scored as 3,2, and 1 respectively.

3.3.0 Validity and Reliability of the Research Instrument

The questionnaire was piloted using an identical sample of athletes who did not feature in the main study. This was done to appraise the instrument, to check whether the items were clear to the subjects and that they tested what they were meant to test. This also enabled the researcher to establish the validity and reliability of the research instrument.

3.6.1 Content Validity

Validity is the accuracy and meaningfulness of inferences which are based on research results or in other words validity is the degree to which results obtained from the analysis of data actually represent the phenomenon under study (Kerlinger, 1973; Mugenda & Mugenda, 1999). Content validity is a measure of the degree to which data collected using a particular instrument represents a specific domain or content of particular concept. For the purpose of this study three supervisors who are competent in research methods and sport sociology were asked to assess the relevance of the content used in the questionnaire. After the supervisors examined the research instruments, the researcher incorporated their feedback in the instrument that was used in the study. Validity of the instruments was further scrutinized during the pilot study.

3.6.2 Content Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials Nachmias (Mugenda & Mugenda, 1999, Nachmias & Nachmias, 1996). Content reliability in this study referred to ability of the questionnaire to yield similar results after different testing periods.

A test-retest method was utilized to determine the reliability of the research instrument. For the purpose of the study and in order to determine the reliability of the instrument, the questionnaire was administered to 84 subjects (42 males and 42 females) derived from 3 secondary schools (boys, girls and mixed) on two different occasions with an interval of two weeks. After scoring the instrument a comparison was made to establish the extent to which the contents of the research instruments were consistent in eliciting the same responses over time. Results of the pilot study showed that some items needed modification and others were done away with. Reliability coefficient of the remaining items was over 0.80 and adopted for this study. The formula which was used to compute the reliability coefficient is shown below:

$$R_{xx}^1 = \frac{s_t^2}{s_x^2}$$

Where x = performance on the first measurement

x^1 = performance on the second measurement

r_{xx}^1 = Correlation coefficient between x and x^1

s_t^2 – estimated variance of the true scores

s_x^2 = calculated variance of the observed scores

Source: Nachmias & Nachmias (1996: 172)

3.6.0 Data Collection Procedure

A research permit was sought from the Ministry of Education Science and Technology of Kenya in order to allow the researcher to conduct the study in the selected schools of Kenya. Subsequently, the researcher visited the sampled schools as a familiarization exercise and made appropriate appointments with the school heads. During this visit, the researcher explained on the purpose and nature of the study to the school heads who then introduced the researcher to the games teachers for further briefing.

During data collection, a purposive sampling of athletes was done. The athletes who were selected to represent a given school in the study must have had represented the school in the inter-provincial ball games championship. These were considered to have had been socialized into sport with the influence of significant others and socializing situations. The researcher and his assistants with the help of games teacher purposively selected the athletes who then responded to the questionnaires on the spot in venues such as classroom, laboratory and library away from the other students

3.7.0 Data Analysis

The study aimed at investigating the extent of influences of significant others and effects of socializing situations in the socialization into sport of secondary school athletes in Kenya. The variables of the study included selected factors, attributes and behaviours of significant others namely parents, siblings, peers, P.E. teachers and coaches. Other variables included a selection of factors related to the school and mass media. The study analyzed how all these variables influence the socialization into sport of secondary school

athletes. Data was coded and entered into the computer. The statistical package for social sciences (SPSS) windows 2000' version 10.0 programme for data processing was used. Thus, data generated from part one of the questionnaire was analyzed, summarized and presented descriptively using percentages, means and standard deviations.

3.8.1 Chi-Square Technique

Chi-square as non-parametric analytic technique is useful when searching for relationship in a non-parametric data. Its choice is usually justified when the study correlates nominally measured variables (Hinton, 1995; Mugenda & Mugenda, 1999).

Given the nominal nature of the data in some parts of the study (section A and B), the Chi-square test of independence was used in testing some hypothesis. In this study, the chi-square was used to compare two or more patterns of frequencies to see if they are different from each other (Hinton; 1995). For example, chi-square was used to establish whether gender influenced the participation in sport of secondary school athletes while in primary school.

3.8.2 Analysis of Variance

Analysis of variance (ANOVA) is data analysis procedure that is used to determine whether there are significant differences between two or more groups of samples at a selected probability level. (Mugenda & Mugenda 1999). One way ANOVA is applicable where there is only one independent variable that is measured at either nominal or ordinal levels. The dependent variable is measured at either the ratio or interval scale. In this study, analysis of variance was used to test the influence of significant others and effect

of socializing situations in socialization of secondary school athletes into sport. For example, ANOVA was employed to compare the influence of significant other in socialization into sport of athletes at different school categories, boarding status and parental social economic status. Tukey Honestly Significant Difference (HSD) was used to test the strength of resulting significant differences. Tukey (HSD) was chosen for this study because it allows all comparisons to be made as it corrects all the increased risk of type errors reducing the significance level of individual comparisons and it is also easy to carry out.

3.8.3. T-Test

A T-test technique is used to test whether there are significant difference two means derived from two samples or groups at a specified probability level (Mugenda & Mugenda, 1999). In this study the independent t-test was employed to test whether the influence of significant others and the effects of socializing situations differed between male and female athletes. This is because an independent t-test shows whether or not the difference between two sample means is significant (Hinton, 1995). All the hypotheses were tested at .05 level of significance.

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CHAPTER FOUR

RESULTS AND DISCUSSION.

4.1.0 Introduction

The purpose of this study was to investigate the extent of influence of significant others and the effects of socializing situations in socialization into sport of secondary school athletes into sport in Kenya. The selected significant others included, parents, siblings, peers, P.E. teachers and coaches while socializing situations included the school and mass media. To achieve these goals, the following research objectives were formulated and used to guide the study.

- To investigate the demographic characteristics of secondary school athletes.
- To determine whether secondary school athletes took part in sport while in primary school.
- To find out whether secondary school athletes come from families where members are involved in sport.
- To find out the participation in sport of the athletes individual family members.
- To determine how secondary school athletes were initiated into sport.
- To determine influence of significant others in socialization into sport of secondary school athletes based on gender, boarding status of the school, school category, parents education and occupation.

- To analyze the effects of socializing situations in socialization into sport of secondary school athletes based on gender, boarding status of the school, school category, parents education and occupation.

To guide the attainment of the above objectives, hypotheses were formulated and tested by use of chi-square, student t-test and one way analysis of variance. To test the strength of resulting significant differences from ANOVA, Tukey HSD was used. The acceptance and rejection of the hypotheses was set at $p < .05$. Additionally, the findings are interpreted and discussed as shown below.

4.2.0 Demographic Information

This section describes the demographic characteristics of the respondents.

Age: The athletes who took part in the study had their age range, mean age and standard deviation of 15-22, 17.37, \pm 2.37 years respectively. Thus it is evident that these athletes started taking part in sport in their early ages. Consequently, it can be said that their socialization into sport begun in childhood and continued through their adolescence. These findings concur with those of Clark (1980), Therbege (1997), and Lakers *etal* (2004) where subjects in their studies started taking part in sport when they were younger than twelve years. Their birth ranks showed that 152 (23.9%) were first born, 138 (21.7%) were last born while 346 (54.4%) were middle born. Asked whether they had brothers and sisters they revealed that 486 (76.4%) had brothers and sisters, 79 (12.4%) had sisters only while 68 (10.7%) had brothers only in their families. These findings are consonant with those of Udoh (1997) where younger siblings were over-

represented in comparison with the first borns. Indeed, it has been found that first borns are less likely than last born to participate in sport considered more dangerous such as hockey and football (McPherson, *etal* 1989). Therefore, it is imperative to establish the sport which the athletes were taking part as shown in Table 4.1.

Table 4.1: Distribution of athletes participation in specific sport and gender

GAME/SPORT	GENDER				Total	
	Male		Female		No.	%
	No.	%	No.	%		
Hockey	66	10.4%	70	11.0	136	21.4
Football	65	10.2	67	10.5	132	20.7
Handball	48	7.5	49	7.7	97	15.2
Volleyball	43	6.8	46	7.2	89	14.0
Basketball	27	4.2	43	6.8	70	11.0
Rugby	71	11.2	-	-	71	11.2
Netball	-	-	41	6.5	41	6.5%
Total	320	50.3	316	49.7	636	100%

From table 4. 1, it is evident that hockey had the majority, 136 (21.38%) players, followed by soccer with 132 (20.75%), handball with 97 (15.25%), volleyball with 89 (13.99%), basketball 70 (11.00%), rugby for boys with 71 (11.16%) and netball for girls with 41 (6.44%). A total number of 636 athletes took part in the study where 320 (50.31%) of the athletes were males while 316 (49.68%) were females. The gender parity between male and female athletes is not surprising as all the teams in secondary schools are supposed to reflect/have the official figures in each discipline/sport.

Moreover there is a lot of emphasis on these team games more particularly when a school has qualified to represent the province in the inter-provincial ball games (Wamukoya, 1993). The results on the distribution of athletes by boarding status of the school is shown in Table 4.2.

Table 4.2: Distribution of athletes by boarding status of the school.

SCHOOL TYPE	GENDER				Total	
	Male		Female		No.	%
	No.	%	No.	%		
Boarding	224	35.2	227	35.7	451	70.9
Day	64	10.1	52	8.2	116	18.2
Boarding/Day	32	5.0	37	5.8	69	10.8
Total	320	50.3	316	49.7	636	99.9*

*Rounding off error

From table 4.2, majority of the athletes 451 (70.9%) came from Boarding schools, 116 (18.2%) from Day schools and 69 (10.8%) came from Boarding/day schools. The male athletes were 320 (50.3%) while female athletes were 316 (49.7%). The distribution in Table 4. 2 show that more athletes came from Boarding schools. This is because a majority of Secondary schools in Kenya fall in these categories. Needless is to say that Boarding schools are well established and have sound sport infrastructure (Njororai, 1990; Gitonga 2003). Beyond that, in boarding schools all the students are required to participation in sport at some level (McPherson, *etal*, 1989). The few athletes who come from Boarding/Day schools are from the urban-based schools. The distribution of athletes by school gender is shown in Table 4.3.

Table 4.3: Distribution of athletes by school gender

SCHOOL GENDER	GENDER				Total	
	Male		Female		No.	%
	No.	%	No.	%		
Boys	254	39.9	-		254	39.9
Girls	-		277	43.6	277	43.6
Co-educational	66	10.4	39	6.1	105	16.5
Total	320		316		636	100

From table 4.3, 254 (39.9%) of the athletes were in boys' schools, 277 (43.6%) were in girls' school while 105 (16.5%) of the athletes were in co-educational schools. Male athletes from co-educational schools were 66 (62.8%) while the female athletes were 39 (37.14%). This can be attributed to the fact that males have been documented to be more active in sport than females (Cann, 1991; Lewko & Ewing, 1980). Consequently, that is why we have fewer girls taking part in sport in the co-educational institutions. The results on the distribution of athletes by the school category is shown in Table 4.4 below.

Table 4.4: Distribution of athletes by school Category

SCHOOL LEVEL	GENDER				Total	
	Male		Female		No.	%
	No.	%	No.	%		
National	61	9.6	18	2.8	79	12.4
Provincial	251	39.5	298	46.9	549	86.4
International	8	1.2	-		8	1.3
Total	320		316		636	100.1*

* Rounding off error

From table 4.4, it is evident that 79 (12.4%) of the athletes were in National schools, 549 (86.3%) in Provincial schools while 8(1.3%) were in an International school. This is not surprising because Kenya has only seventeen National schools as opposed to the large number of Provincial schools and few International schools. The National schools and International schools are disadvantaged in their few numbers and cannot dominate in the Secondary school competitions which is a preserve of the Provincial schools (Gitonga, 2003). The results on the distribution of athletes by gender and school ownership is shown in Table 4.5 below.

Table 4.5: Distribution of athletes by gender and school ownership

SCHOOL OWNERSHIP	GENDER				Total	
	Male		Female		No.	%
	No.	%	No.	%		
Public	300	47.2	292	45.9	592	93.1
Private	20	3.1	24	3.8	44	6.9
Total	320	50.3	316	49.7	636	

Table 4.5 above shows that a majority, 592 (93.1%), of the athletes were enrolled in public schools while only 44 (6.9%) were in private schools. This is not surprising, as private schools do not commit themselves to sports participation, lack basic sports infrastructure and are principally commercial enterprises (Gitonga, 2003, Wamukoya, 1993). The distribution of athletes based on their fathers' highest level of education and gender is shown in Table 4.6.

Table 4.6: Distribution of athletes based on fathers' education and gender.

LEVEL OF EDUCATION	GENDER				Total	
	Male		Female		No.	%
	No.	%	No.	%		
No schooling	4	0.6	3	0.5	7	1.1
Primary	30	4.8	56	8.9	86	13.7
Secondary up to form 4	72	11.5	91	14.5	163	26
Secondary up to form 6	65	10.4	65	10.4	130	20.8
University/Tertiary	149	23.5	101	14.9	240	38.4
Not clear/indicated	2	0.3	8	1.25	10	1.28
Total	320		316		636 *101.2	

* Rounding off error

From table 4.6, it is evident that majority of athletes, 240 (38.4%), had their fathers' highest level of education of university/tertiary, 130 (20.8%) of their fathers' highest level of education as secondary education up to Form six, 163 (26%) of the athletes fathers' highest level of education of secondary education up to Form four, 86 (13.7%) of the athletes fathers' had their highest levels of education was primary education and 7 (1.1%) of the fathers had no formal education. However, 10(1.57%)of the athletes did not reveal their fathers' highest level of education. It can be postulated that these athletes did not know their fathers' level of education as reflected in Table 4.6, majority of the athletes (38.4%) had their fathers' highest level of education as University/Tertiary. It is therefore alluded that these fathers' are able to pay school fees for their children, have value for participation in sport and encourage participation in sport (McPherson *et al*, 1989). On the other hand, the minimal number of athletes whose fathers did not have

formal education reflects their fathers' inability to pay school fees or encourage participation in sport. The distribution of athletes based on their mothers' highest levels of education and gender is shown in Table 4.7.

Table 4.7: Distribution of athletes based on mother's education and gender.

LEVEL OF EDUCATION	GENDER				Total	
	Male		Female		No.	%
	No.	%	No.	%		
No schooling	6	0.8	12	1.6	18	2.4
Primary	40	6.3	83	13.1	123	19.4
Secondary up to form 4	99	15.6	104	16.4	203	32
Secondary up to form 6	43	6.8	48	7.6	91	14.4
University	132	20.9	69	10.9	201	31.8
Not clear/indicated	1	0.15	2	0.31	3	0.46
Total	320	50.3	316	49.7	636	100

In Table 4.7, it is evident that 203 (32%) of the athletes had their mothers highest level of education as secondary up to Form 4, 201 (31.8%), 123 (19.4%), 91 (14.4%), and 18 (2.4%) mothers' highest levels education of university, primary, secondary up to Form six, and no formal education respectively. However, 3 (0.47%) of the athletes did not reveal the highest levels of education of their mothers. It is postulated that these may not know their maternal mothers or come from single parenthood families. These distribution of athletes based on the mothers' highest level of education are not different from those on their fathers' highest levels of education as shown in Table 4.6. Thus it is evident that the higher the levels of education of the parents, the more likely that their children would

take part in sport. In the same vein Maundu, (1986) observed that the higher the parental SES, the more the parents attend open days concerts and PTA meetings and the more often they talked with heads and class teachers about how their children were doing school. Beyond the distribution of athletes based on their parents' highest levels of education, it was important to establish the distribution of the athletes based on their parents' occupation. This is shown in Table 4.8 for the fathers' and Table 4.9 for the mothers' occupation.

Table 4.8: Categorization of athletes by gender and their fathers' occupation.

OCCUPATION	GENDER				Total	
	Male		Female		No.	%
	No.	%	No.	%		
Professional/Managerial	81	12.7	57	8.9	138	21.6
Skilled	47	7.4	69	10.8	116	18.2
Teaching/Health	52	8.1	39	6.1	102	14.2
Commercial/self	58	9.1	49	7.7	106	16.8
Unskilled	40	6.2	62	9.7	91	15.9
Not clear	42	6.6	41	6.4	83	13
Total	320	50.3	316	49.7	636	*99.7

* Rounding off error

In Table 4.8, majority of the athletes had their fathers' occupation as professional/management, 138 (21.69%), 116 (21%), 106 (19.2%), 102 (16.5%) and 91 (15.9%) were skilled, commercial/self-employed, teaching/health and unskilled jobs respectively. However, data in Table 4.8, tallies with the data in Table 4.6, which reveals that the higher the level of education, the better the occupation. Unfortunately, 83 (13.05%) of the athletes did not reveal their fathers' occupation. It can be postulated that these athletes have either their fathers deceased or come from single parenthood families.

It is evident in Table 4.8, that the higher the fathers' occupation, the more likely that their offsprings would participate in sport. This is because the fathers' in higher occupations value physical activity, have the ability to buy sport equipments and even have their siblings pay in sport clubs. On the other hand, low occupations suggest lack of encouragement to participate in sport of their offsprings (McPherson, *et al*, 1989).

Table 4.9: Categorization of athletes by gender and their mothers occupation.

OCCUPATION	GENDER				Total	
	Male		Female		No.	%
	No.	%	No.	%		
Professional/managerial	27	4.24	9	1.41	36	5.65
Skilled	27	4.24	26	4	53	8.24
Teaching	80	12.57	75	11.79	155	24.36
Commercial	92	14.46	72	11.3	164	25.76
Unskilled	77	12.1	120	18.86	197	30.96
Not clear	17	2.67	14	2.2	31	4.87
Total	320	50.3	316	49.7	636	*99.84

*Rounding off error

From Table 4.9, it appears that majority 197 (30.96%) of the athletes mothers' occupation was unskilled jobs, 164 (25.76%) are commercial/self employed, 155 (24.36%) are in teaching/health, 53 (8.24%) are in skilled jobs and a minority of 36 (5.65%) are in professional or managerial occupations. However, 31 (4.87%) of the athletes did not reveal their mothers occupations possibly because they did not have their mothers, they did not know their mothers or their mothers are involved in weird occupations, which are not worth revealing. The above Table, reflects that the higher the mothers' occupation

the more unlikely their children will not participate in sport. This could be attributed to the fact that those mothers may be spending most of their time in their occupations and have less time to oversee or encourage the participation in sport of their children. Indeed, the female athletes are the ones who are more affected in this scenario than the male athletes. On the other hand, mothers in lower occupations have their children participating in sport. This could be attributed to their ability to be with their children and may take a keen interest in their children activities as they struggle to pay school fees for their children.

4.3.0 Participation in Sport of Athletes While in Primary School

The results for the participation in sport of the athletes while in primary school is shown in Table 4.10.

Table 4.10: Participation in sport of the athletes while in primary school by gender.

PARTICIPATION IN SPORT	GENDER						X ²
	Male		Female		Total		
	No.	%	No.	%	No.	%	
Yes	240	37.73	260	40.88	500	78.61	1.15
No	80	12.57	56	8.8	136	21.4	4.22*
Total	320	50.3	316	49.7	636		5.38*

X²=5.38, df=1, p>.05

From table 4.10, it is evident that 500 (78.61%) of the athletes took part in sport while in primary school as opposed to 136 (21.37%) who did not take part. For the male athletes, 240 (75%) of them took part in sport while 80 (25%) did not take part in sport while in primary school. On the other hand, 260 (82.28%) of the female athletes took part in sport but 56 (17.72%) did not take part in sport while in primary school. Consequently, the calculated X² of 4.7 was highly significant (p<.05) indicating significant differences

between male and female athletes' participation in sport while in primary school. In concomitant with these findings then the hypothesis that gender does not influence participation in sport of secondary school athletes while in primary school is not accepted. This is because the differences become evident when comparisons are made between male and female athletes' non-participation in sport. These findings contradict Rintaugu (2003) findings that there were no significant differences in participation in sport of male and female athletes while in primary school. Therefore, it is asserted that socialization into sport of these athletes began in childhood. These findings concur with observations of Therbege (1997), Udoh, (1997), Adegbesan (1997) Ipinmoroti & Ajayi (2003) and Kenyon & McPherson (2005) that athletes in their studies started participating in sport at tender ages. Since socialization of these athletes into sport started while in primary school, then it was prudent to establish whether the athletes came from homes where participation in sports is encouraged.

4.3.1 Participation in Sport of Athletes Family Members

As the family has been identified as a critical force in sport socialization of children, it was imperative to establish whether athletes in this study come from families where members participate in sport. Their responses are shown in Table 4.11:

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Table 4.11: Family members participation in sport by gender

PARTICIPATION & NON/PARTICIPATIO N IN SPORT	GENDER				Total		X ²
	Male		Female		No.	%	
	No.	%	No.	%			
Yes	269	42.29	277	43.55	546	85.84	0.22
No	51	8.01	39	6.13	90	14.14	1.66
Total	320		316		636		1.82

$$X^2=1.82, df=1, p>.05$$

From Table 4.11, it is evident that 546 (85.84%) of athletes who formed a majority had their family members participating in sport while 90 (14.14%) of the athletes family members were not participating in sport. For the male athletes, 269 (84.06%) of them had their family members participating in sport while only 51 (15.93%) of male athletes' family members did not participate in sport. As for the female athletes 277 (87.58%) of them had the family members taking part in sport while 39 (12.34%) athletes family members' did not participate in sport. However, the calculated X² of 1.82 did not reveal any significant differences ($p>.05$) in participation in sport of family members of male and female athletes. Consequently, the hypothesis that family members participation in sport does not differ between male and female athletes in Kenyan secondary schools is not rejected. The findings of this study indicate that athletes come from families where members are engaged in sport. This is consistent with findings of previous studies of Synder & Spreitzer (1978), Lewko & Ewing (1980), Rintaugu (2003), and Kenyon & McPherson (2005) where athletes indicated that their family members are engaged in sport. However, it was prudent to establish the participation in sport by individual family members as shown in the section below.

4.3.2 Athletes Individual Family Members' Participation in Sport by Gender

Though data in Table 4.11 show that athletes come from families where family members' participate in sport, it was necessary to establish whether all the family members' are engaged in sport. This is shown in Table 4.12.

Table 4.12: Athletes' individual family members' participation in sport

PARTICIPATION /NON- PARTICIPATION IN SPORT		GENDER				TOTAL		X ²
		Male		Female		No.	%	
		No.	%	No.	%			
Father	Yes	210	33.01	207	32.54	417	65.55	0.01
	NO	110	17.29	109	17.13	219	34.42	
Mother	YES	141	22.16	185	29.08	326	51.24	13.61*
	NO	179	28.14	131	20.59	310	48.73	
Brother(s)	YES	205	32.23	237	37.26	442	69.49	11.36*
	NO	115	18.08	79	12.42	194	30.5	
Sister(s)	YES	147	23.11	205	32.23	352	55.34	23.25*
	NO	173	27.20	111	7.45	284	44.65	

X²=0.01, df=1, p>.05, *x² =13.61, df=1, p>.05*x² =11.36, df=1, p>.05, *x² =23.25,

df=1, p>.05

*Significant

From table 4.12, it is evident that 417 (65.55%) fathers of the athletes took part in sport while 219 (34.42%) did not take part in sport. For the male athletes 210 (65.63%) of their fathers took part in sport while 110 (34.37%) did not take part in sport. On the other hand, 207(65.50%) of the female athletes fathers' took part in sport while 109 (34.49%)

did not take part in sport. However, the calculated X^2 of 0.01 did not reveal any significant ($p > .05$) differences between male and female athletes fathers' participation in sport. This corroborates the findings of previous studies by Lewko & Ewing (1980) that athletes are likely to come from families where the fathers are involved in sport.

Most of the athletes' mothers' 326(51.24%) were involved in sport while 310 (48.3%) of the athletes' mothers did not participate in sport. For the male athletes 141 (44.06%) of their mothers were involved in sport while 179 (55.93%) were not involved in sport. As for the female athletes 185(58.54%) of their mothers were involved in sport while 131 (41.45%) were not involved in sport. The calculated X^2 of 13.61 revealed significant ($p < .05$) differences between the male and female athletes' mothers' participation in sport. Therefore, it is evident, that female athletes had mothers' who were participating in sport in comparison to the male athletes. This finds support in Synder & Spreitzer (1990) assertion that like sex parents seem to have greater influence than opposite sex-parents on sport socialization of children. This agrees with the observation of McPherson *et al* (1989) and Lakers *etal*, (2003) observed that a girl is more likely to be socialized into sport if her mother was or is physically active.

Results in Table 4.12 further indicate that 442 (69.49%) of the athletes' brothers were involved in sport while 194 (30.5%) did not participate in sport. For the male athletes 205 (65.06%) of their brothers were taking part in sport while 115 (35.93%) did not take part in sport. On the other hand, 237 (75%) of female athletes' brothers' took part in sport while 79 (25%) did not take part in sport. The calculated X^2 of 11.36 revealed

significant differences ($p < .05$) between male and female athletes' brothers participation in sport. This is because a bigger percentage of the female athletes brothers were taking part in sport as opposed to the male athletes brothers. This corroborates assertions by Lewko & Ewing (1980) and McPherson *et al*, (1989) that girls are likely to be encouraged by their brothers to take part in sport. Indeed, brothers may have been socialized into sport through other sources and the sisters have to rely on them as playmates or partners (Greendorfer, 1992).

Majority 352 (55%) of the athletes' sisters were taking part in sport while 284 (44.65%) of the athletes' sisters were not taking part in sport. For the male athletes 147 (45.93%) of their sisters were engaged in sport while 173 (54.06%) were not involved in sport. As for the female athletes 205 (64.87%) of the sisters to the athletes were involved in sports while 111 (35.12%) did not take part in sports. The calculated X^2 of 23.25 was significant ($p < .05$) indicating significant differences between male and female athletes sisters' participation in sport. This is because more of the female athletes' sisters were taking part in sport in comparison to the sisters of the male athletes.

Based on the above results, the hypothesis that family members participation in sport does not differ between male and female athletes in Kenyan secondary schools is not accepted. This is because significant differences are evident between male and female athletes for the mother, brothers and sisters with the exception of the father. That is why Synder & Spreitzer (1990) and Jackson & Strigas (2004) observed that introduction to sport is most likely to occur in the family if the child has parents or older siblings who

participate and/or are interested in sport activities. Indeed, Njororai (1996) observed that sport socialization emanates from the home environment and the influence of peers. The home where sport is considered an important facet of life is more likely to encourage and promote sport involvement as opposed to a home where sport involvement is frowned upon.

4.3.3 Initiation into Sport of Athletes

The result on the initiation into sport of athletes by significant others is shown in Table 4.13.

Table 4.13: Initiation into sport of the athletes by significant others

Significant others	GENDER				Total		X ²
	Male		Female		No.	%	
	No.	%	No.	%			
Father	53	8.33	57	8.96	110	17.29	0.14
Mother	17	2.67	28	4.4	45	7.07	2.68
Brother(s)	38	5.97	32	5.03	70	11.0	0.51
Sister(s)	5	0.78	10	1.57	115	3.35	1.66
Friend(s)	81	12.73	45	7.07	126	19.8	10.28*
P.E. Teacher	13	2.04	22	3.45	35	5.5	2.31
Coach	92	4.46	112	17.6	204	32.07	1.96
Neighbourhood	18	2.83	10	1.57	28	4.4	2.2.8
Total	320	50.3	316	49.7	636	100.48**	

** Rounding off error

* Significant

*X²=10.28, df=2 p<.05

Data in table 4.13 show that 204 (32.07%) of the athletes were initiated into sport by the coach, followed by Peers 126 (19.8%), fathers 110 (17.3%), brothers, 70 (11%), mother, 45 (7.1%), P.E. teachers 35 (5.5%), neighbourhood 28 (4.4%) and sisters 15 (2.4%). For the male athletes as shown in Table 4.13, majority of the male athletes were initiated into sport by the coaches 92(14.46%), followed by peers, 81(12.73%), fathers 53(8.33%), brothers 38(5.97%), neighbourhood 18(2.83%), mothers 17(2.67%), PE teachers 13(2.04%) and lastly sisters, 5(0.78%). On the other hand, initiation into sport of female athletes shows that coaches 112(17.6%) leads followed by the fathers 57(8.96%), Peers 45(7.07%), brothers 32(5.03%), mothers 28(4.4%), PE teacher 22(3.45%) and neighbourhood and sisters 10(1.57%). The calculated X^2 of 10.28 revealed significant ($p < .05$) differences between male and female athletes initial entry into sport through Peers. Thus, the hypothesis that initial entry into sport does not differ between male and female athletes in Kenyan secondary schools is not rejected. However, the differences between male and female athletes initiation into sport by fathers, mothers, brothers, sisters, P.E. teacher, coach and neighbourhood was not significant ($p > .05$). For the males, they were initiated into sport by coach, peers and father while for the female athletes greatest impulse to join sport came from coaches, fathers and peers. In other words introduction to sport is most likely to occur in the family if the child has parents or older siblings who participate and/or are interested to sport activities (Synder & Sprietzer, 1990). The findings of this study are similar to Rintaugu (2003) where no significant differences were found between male and female athletes on who provided the initial impetus to take part in sport. However, as the coach is credited of luring sports participation as shown in Table 4.13 for both males and female athletes, then it is

postulated that coaches are important in ushering athletes into a specific sport and not the general initial entry into sport.

4.4.0 Influence of Significant others in Socialization into Sport of Secondary School Athletes

The influence of following significant others (father, mother, brother(s), sister(s), peer(s), PE teachers and coaches) on socialization into sport of secondary school athletes in Kenya were considered in this study. The results on the influence of significant others socialization into sport of male and female athletes is shown in Table 4.14.

Table 4.14: Means, standard deviations and t-values on influence of significant others on socialization into sport of male and female athlete

Factor	Gender	N	\bar{X}	SD	Df	t-value	Sign.
Father	Male	320	1.96	.62	634	-3.75	P<.05
	Female	316	2.14	.62	634		
Mother	Male	320	1.79	.52	634	-6.16	P<.05
	Female	316	2.06	.59	634		
Brother(s)	Male	320	2.22	.67	634	-3.08	P<.05
	Female	316	2.37	.61	634		
Sister(s)	Male	320	1.83	.60	634	-6.74	P<.05
	Female	316	2.17	.66	634		
Peer (s)	Male	320	2.55	.38	634	5.42	P<.05
	Female	316	2.37	.42	634		
P.E. teacher(s)	Male	320	2.24	.64	634	-6.33	P<.05
	Female	316	2.54	.53	634		
Coach(s)	Male	320	2.68	.06	634	-1.87	P> .05
	Female	316	2.73	.06	634		

Significant at $p < .05$, $df = 634$, critical value, 1.645

Results in Table 4.14, shows that the influence of significant others in socialization into sport of secondary school athletes is mostly by coaches, followed by peers, P.E. teachers,

brothers, fathers, sisters and lastly the mothers. The female athletes had higher mean scores than male athletes for all the significant others with the exception of peers. Therefore, it is alluded that female athletes are influenced more than the male athletes by the significant others. The t-test results showed that there are significant differences ($p < .05$) between male and female athletes in the influence of significant others in their socialization into sport with the exception of the coaches. These findings are contrary to observation by Watson (1975), Greendorfer & Lewko (1978), Synder & Spreitzer (1978), Ipinmoroti & Ajayi (2003) that boys' interest in sport is likely to be supported in any family situation regardless of parental involvement in sport. This could be attributed to the fact that boys in this study received influence from other sources apart from significant others. However, the findings of this study concur with those of Mbaabu (1997) where he indicated that female athletes had parental encouragement in their athletic efforts especially during formative years.

The lack of significant differences ($p > .05$) in the influence of the coach in socialization into sport between male and female athletes was best argued by Greendorfer (1976) when she observed that coaches must encourage players in their disposal to participate in sport without gender discrimination. However, the above findings are to be interpreted with some caution because the intervening realities of the socio-cultural processes, geographical locations, parental SES and race have been shown to interfere with socialization into sport especially of the females (Cann, 1991; Greendorfer, 1992).

4.4.1 Significant others and socialization into sport of athletes depending on the boarding status of the school

The results of the influence of significant others in socialization into sport of athletes based on boarding status of the school is shown in Table 4.15.

Table 4.15: Means and standard deviations on the influence of significant others on athletes based on boarding status of the school

Significant Others		Father		Mother		Brother		Sister		Peers		P.E. teachers		Coach	
Boarding status of the school	Count	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
Boarding	451	1.99	.60	1.84	.55	2.27	.66	1.96	.65	2.49	.39	2.07	.55	2.71	.27
Day	116	1.96	.65	2.02	.55	2.23	.62	1.98	.58	2.33	.46	2.00	.49	2.66	.37
Boarding /Day	69	2.56	.46	2.29	.53	2.55	.54	2.32	.66	2.48	.40	2.29	.46	2.77	.27
Total	636	2.05	.63	1.92	.57	2.29	.64	2.00	.65	2.46	.41	2.00	.54	2.20	.29

Table 4.15 shows the means and standard deviations of the influences of significant others on socialization into sport of athletes in schools with different boarding status. It is evident that the influence of significant others on the socialization into sport of secondary school athletes was mostly contributed by the coach ($\bar{X}=2.70$), followed by peers ($\bar{X}=2.46$), brother(s) ($\bar{X}=2.29$), fathers ($\bar{X}=2.05$), P.E. teacher(s) ($\bar{X}=2.00$) and sister(s) ($\bar{X}=2.00$) and mothers ($\bar{X}=1.92$) made the least contribution. The statistical analysis to realize whether there are significant differences in the influence of significant others in

the socialization of secondary school athletes in schools with different boarding status is shown in Table 4.16.

Table 4.16: ANOVA summary on the influence of significant others and boarding status of the athletes

Factor	Source	SS	df	Ms	F	Comment
Father	Between	22.4	2	11.2	30.64	Significant
	Within	231.5	633	0.3		
	Total	253.9	635			
Brother	Between	5.1	2	2.5	6.1	Significant
	Within	262.0	632	0.4		
	Total	267.1	635			
Mother	Between	13.58	2	6.7	21.86	Significant
	Within	196.64	633	0.3		
	Total	210.22	635			
Sister	Between	7.68	2	3.8	9.17	Significant
	Within	265.23	633	.41		
	Total	272.91	635			
Peers	Between	2.29	2	1.1	6.8	Significant
	Within	106.62	633	0.16		
	Total	108.91	635			
P.E. teacher	Between	1.54	2	.77	2.08	Not Significant
	Within	234.89	633	.37		
	Total	236.44	635			
Coach	Between	.56	2	.28	3.22	Significant
	Within	55.62	633	.08		
	Total	56.19	635			

$F(2,633) = 3.00 p < .05$

Results in Table 4.16 were significant $F(2,633) = 30.64, p < .05$ indicating significant differences in terms of mean scores on the influence of the father among athletes from schools with different boarding status. Post hoc tests (Tukey – HSD) indicated athletes

from boarding/day ($\bar{X} = 2.58$) differed significantly from athletes in boarding schools ($\bar{X} = 1.99$) and day schools ($\bar{X} = 1.96$) in terms of the influence of the fathers on the socialization into sport. Athletes in boarding/day schools reported most influence from the fathers followed by athletes in boarding schools and day schools. Interestingly, athletes in day schools should be receiving more influence from their father because they meet them on daily basis before and after school but the results just indicated the opposite.

Results on the influence of the brothers were also significant $F(2,633) = 6.1, p < .05$ as shown in Table 4.16. Post hoc tests (Turkey HSD) indicated that athletes from boarding/day schools ($\bar{X} = 2.5$) differed significantly from boarding ($\bar{X} = 2.27$) and day ($\bar{X} = 2.3$) schools. Results suggested that the influence of the brother was least among athletes in day schools and boarding schools. These results are not remote because very few athletes who took part in the study came from day schools.

The influence of the mother on athletes' socialization into sport was significant $F(2,633) = 21.86, p < .05$ as reflected in Table 4.16. Tukey HSD indicated that athletes in boarding/day schools ($\bar{X} = 2.29$) differed significantly from athletes in boarding schools ($\bar{X} = 1.84$) and day schools ($\bar{X} = 2.02$). This is not surprising as athletes in day schools have time to spend together with their mothers after school and during weekends.

Results for the influence of the sister were also significant $F(2,633) = 9.17, p < .05$ as shown in table 4.16. Tukey HSD indicated that athletes in boarding/day school ($\bar{X} = 2.32$) differed significantly from those athletes in boarding schools ($\bar{X} = 1.96$) and day

schools ($\bar{X} = 1.98$). However, differences in means between athletes in day school and boarding schools did not differ significantly.

The influence of peers on athletes socialization into sport were significant $F(2,633, = 6.8, p < .05)$ as shown in Table 16. Tukey HSD showed that athletes in boarding schools ($\bar{X} = 2.49$) differed from those on boarding/day schools ($\bar{X} = 2.48$) and day schools ($\bar{X} = 2.33$). Therefore, athletes in boarding schools are influenced into sport by Peers. This is attributed to the fact that they spend more time in school with their Peers and also share a lot with their Peers while in school.

Results for the influence of the coach were also significant $F(2,633 = 3.22, p < .05)$. Post hoc tests of HSD indicated that athletes in boarding/day schools ($\bar{X} = 2.77$) differed significantly from those athletes in day schools ($\bar{X} = 2.66$). This is attributed to the fact that the athletes in boarding/day schools spend more time with their coaches either in school or while playing for the clubs outside the school. In any case the influence of the coaches was not restricted to coaches in schools but also coaches operating outside the school set up such as in clubs.

For the influence of the P.E teacher, results were not significant ($p > .05$), indicating no significant differences among athletes in different boarding status of the school on the influence of the coach in their socialization into sport. This is attributed to the fact that P.E. teachers in all schools have the same kind of qualifications and training. Some discrepancies become only evident when considerations are made on sports

infrastructure, finances and the school climate towards sport participations. The influence of significant others in the socialization of secondary school athletes is mediated by the type of school athletes are enrolled in. More aptly, the influences of the significant others except, the P.E. teachers are affected by the boarding status of the school.

The findings have shown that influence of significant others into sport of athletes differs according to the boarding status of the school that the athletes are enrolled in. These findings corroborates Gitonga's (2003) assertion that players in boarding schools have more time to train including weekends, better relationship with their P.E. teachers and coaches, solidarity (team spirit) and more finances than the day schools. Indeed, Wamukoya (1993) indicated that secondary schools were organized as boarding schools in order to increase the cultural gap between home and school. On the other hand, day schools in Kenya are characterized by students' indiscipline, lack of sports infrastructure and poor performance in national examinations. This possibly spills over to their inadequate preparation and participation in sport. Thus, the hypothesis that the influence of significant others in socialization into sport will not differ significantly between athletes in different boarding status of the school is not accepted.

4.4.2 Significant others and socialization into sport of athletes in different school categories

The results on the influence of significant others on socialization into sport of secondary school athletes enrolled in different school categories is shown in Table 4.17.

Table 4.17: Means and standard deviations on the influence of significant others on athletes based on school category

Significant others influence		Father		Mother		Brother		Sister		Peers		P.E. teachers		Coach	
School category	Count	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
National	79	1.78	.61	1.67	.58	2.10	.68	1.79	.65	2.47	.36	2.08	.76	2.67	.34
Provincial	549	2.09	.62	1.96	.56	2.33	.64	2.04	.65	2.46	.41	2.44	.57	2.72	.27
International	8	.85	.56	1.76	.49	1.97	.57	1.49	.38	2.27	.54	1.90	.41	2.28	.65
Total	636	2.05	.63	1.92	.57	2.29	.64	2.00	.65	2.46	.41	2.39	.61	2.70	.29

Table 4.17, shows the means and standard deviations of the influences of significant others on socialization into sport of athletes in three school categories of national, provincial and international school. For the athletes in national schools, the influence of significant others on their socialization into sport decreases from the coach, followed by peers, brothers, PE teachers, sisters, fathers and mothers. The same pattern of means and standard deviations of influences of significant others applies to the athletes in provincial and international school with minimal variations.

However the mean scores on the influence of significant others on socialization into sport of athletes in different categories of schools is mostly contributed by coach ($\bar{X} = 2.70$), peers ($\bar{X} = 2.46$), P.E teachers ($\bar{X} = 2.39$), brothers ($\bar{X} = 2.29$), fathers ($\bar{X} = 2.05$), sisters ($\bar{X} = 2.00$) and mothers ($\bar{X} = 1.92$).

The results on summary of ANOVA on the influence of significant others on socialization into sport of athletes in different school categories is shown in Table 4.18.

Table 4.18: Summary of ANOVA on the influence of significant others in socialization into sport of athletes in different school categories

Factor	Source	SS	df	MS	F	Comment
Father	Between	7.1	2	3.5	9.1	Significant
	Within	246.8	633	0.39		
	Total	253.9	635			
Brother	Between	4.5	2	2.2	5.4	Significant
	Within	262.6	632	0.41		
	Total	267.20	635			
Mother	Between	5.8	2	2.9	9.00	Significant
	Within	204.4	633	0.32		
	Total	210.2	635			
Sister	Between	6.2	2	3.11	7.3	Significant
	Within	266.68	633	0.42		
	Total	272.9	635			
Peers	Between	31	2	.15	0.91	Not Significant
	Within	108.60	633	.17		
	Total	108.91	635			
P.E. teacher	Between	10.81	2	5.4	15.17	Significant
	Within	225.6	633	.35		
	Total	236.44	635			
Coach	Between	1.60	2	0.81	9.45	Significant
	Within	54.56	633	0.08		
	Total	56.16	635			

$F(2,633) = 3.00, p < .05$

Table 4.18 shows the summary of ANOVA on the influence of significant others (fathers, brother, mother, sister, peers, PE teacher and coach) on socialization into sport of athletes in different school categories. Results (Table 4.18) were significant $F(2,633) = 9.1, p < .05$

indicating significant differences in terms of mean scores on the influence of the father on the socialization of athletes in different school levels. Post hoc tests (Tukey HSD) indicated that athletes in provincial schools ($\bar{X} = 2.09$) differed significantly from athletes in national schools ($\bar{X} = 1.78$). Thus, athletes in provincial schools are influenced most by the father in comparison to athletes in both international and national schools. This is attributed to the fact that a lot of emphasis is placed on participation in sport in the provincial schools.

Results on the influence of the brother(s) were also significant $F(2,632) = 5.4, p < .05$ as shown in Table 4.18. Tukey HSD showed that athletes in provincial schools ($\bar{X} = 2.33$) differed significantly from athletes in national schools ($\bar{X} = 2.1$). However, the influence of the brother(s) did not differ significantly between athletes in international schools and athletes in national schools. Results showed that the influence of brothers in socialization into sport was most on athletes in provincial schools, followed by national schools and was least in international schools.

The influence of the mother in the socialization of secondary school athletes was significant $F(2,633) = 9, p < .05$. Post hoc tests (Tukey HSD) revealed that athletes in provincial schools ($\bar{X} = 1.96$) differed significantly from the athletes in national schools ($\bar{X} = 1.67$). However, there were no significant differences between athletes in national schools ($\bar{X} = 1.67$) and international schools ($\bar{X} = 1.67$) ($p > .05$). The influence of the mother in socialization into sport is most pronounced in athletes in provincial schools,

($\bar{X} = 1.96$), followed by international schools ($\bar{X} = 1.76$) and then national schools ($\bar{X} = 1.67$).

Results in Table 4.18, on the influence of the sister(s) were also significant $F(2,633) = 7.3, p < .05$. Post hoc tests (Tukey HSD) showed that athletes in provincial schools ($\bar{X} = 2.04$) differed significantly with athletes in national schools ($\bar{X} = 1.79$) and athletes in international schools ($\bar{X} = 1.49$). However, there were no significant differences, ($p > .05$) between athletes in national and international schools. Therefore, it is evident that the influence of the sister is more among athletes in provincial schools ($\bar{X} = 2.04$), followed by athletes in national schools ($\bar{X} = 1.79$) and then international schools ($\bar{X} = 1.49$).

The influence of P.E. teachers in the socialization of secondary school athletes is also significant $F(2,633) = 15.17, p < .05$. Tukey (HSD) indicated that the influence of the P.E. teachers on athletes in provincial schools ($\bar{X} = 2.44$) differed significantly from athletes in national schools ($\bar{X} = 2.08$) and international schools ($\bar{X} = 1.90$) in terms of scores on the influence of the P.E. teachers. Athletes in international schools are least influenced by the P.E. teachers while athletes in national and provincial schools are influenced more by the P.E. teachers.

Coaches have significant $F(2,633) = 9.45, p < .05$ influence in socialization into sport of secondary school athletes. Post hoc tests (Tukey HSD) showed that athletes in international schools ($\bar{X} = 2.2$) differed significantly from athletes in national schools ($\bar{X} = 2.67$) and athletes in provincial schools ($\bar{X} = 2.72$). However, there are no

significant differences in the influence of the coach in the socialization of secondary school athletes enrolled in national school ($\bar{X} = 2.67$) and provincial schools ($\bar{X} = 2.67$). For the influence of peers on the socialization into sport of secondary school, results were not significant ($p > .05$) indicating no significant differences among the three school categories with respect to scores on the influence of peers.

The findings of the study indicate that the influence of significant others in socialization into sport of athletes in different schools categories are significant with the exception of the influence of peer. These findings corroborate with Gitonga's (2003) assertions that, secondary schools have had historical evolutionary processes and have been equipped differently. Indeed, Wamukoya (1993) indicated that many secondary schools in Kenya had established excellent traditions in competitive sports and games with team games being more popular. He went further to indicate that inter-school sport competitions are considered to be very important in most Kenyan secondary schools. Excellence in school sports competition will enhance the school's recognition and promotion of the school head and teacher in charge.

Findings of this study have shown that the influence of significant others in socialization into sport of secondary schools is greatest in the provincial schools. No wonder these schools (provincial) continue to dominate in inter-school competitions in ball games in comparison to the national and international schools (Gitonga, 2003). Most of the provincial schools are proximal to a majority of the athletes homes. Parents are able to

make frequent visits to their offsprings while in school and this enhances family interaction which in turn adds mileage to socialization into sport.

Indeed, national schools in Kenya are recognized for their academic excellence and it is postulated that the main focus in these schools could be purely academic and less attention is given to excellence in sports. Indeed, Mwiria (2004) observed that national schools and a few provincial schools came out best at K.C.S.E. Examinations once again is under stable. They have the most qualified and experienced teachers, the best facilities, are best managed, admit top KCPE performance and enjoy the most active parental participation. However, the influences of significant others in socialization into sport is low among athletes in national schools. Hence, it affirms that parents may have little interest in participation in sport of their students in national schools. Thus, the hypothesis that the influence of significant others in socialization into sport of secondary athletes will not differ according to school category is not accepted.

4.4.3 Significant others and Socialization into Sport of Athletes Based on Their Fathers' Highest Levels of Education

The results on the influence of significant others on socialization into sport of athletes based on their fathers' highest level of education is shown in Table 4.19.

Table 4.19: Means and standard deviations on influence of significant others on socialization into sport of athletes based on fathers' highest level of education

Significant Others		Father		Mother		Brother		Sister		Peers		P.E. teachers		Coach	
Fathers highest level of education	Count	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
No schooling	7	1.58	.59	1.59	.61	2.15	.66	1.74	.65	2.31	.43	2.42	.55	2.53	.31
Primary	86	2.18	.67	2.12	.63	2.50	.54	2.24	.67	2.41	.36	2.55	.52	2.73	.38
Secondary up form 4	163	2.16	.56	2.04	.57	2.34	.61	2.12	.60	2.42	.43	2.51	.53	2.71	.25
Secondary up form 6	130	2.11	.64	1.90	.56	2.37	.59	2.04	.64	2.46	.42	2.47	.54	2.72	.27
University	240	1.94	.61	1.79	.52	2.19	.69	1.84	.64	2.52	.40	2.21	.67	2.69	.32
Total	626	2.06	.62	1.92	.57	2.31	.64	2.01	.65	2.46	.41	2.39	.60	2.71	.29

Table 4.19 shows the means and standard deviations of influence of significant others in socialization into sport of athletes based on their fathers' highest levels of education.

From the table, it is evident that for the athletes whose fathers did not have formal education, the influence was greatest by the coach, followed by PE teachers, peers, brothers, sisters, fathers and mothers. Surprising the same order of influence is reflected in athletes within the other categories of fathers' highest levels of education.

As such, across the board the influences of significant others in socialization into sport of athletes defined by different levels of fathers education wanes from coach, ($\bar{X} = 2.71$), peers ($\bar{X} = 2.46$), P.E teachers ($\bar{X} = 2.39$), brothers ($\bar{X} = 2.31$), fathers ($\bar{X} = 2.06$), sisters ($\bar{X} = 2.01$) to mothers ($\bar{X} = 1.92$). To establish whether the differences between

athletes' with different levels of fathers' education and influence of significant others' in socialization into sport is shown in the ANOVA below.

Table 4.20: Summary of ANOVA on the influence of significant others and in socialization into sport of athletes based on their fathers' highest level of education

Factor	Source	SS	df	MS	F	Comment
Father	Between	8.4	4	2.11	5.56	Significant
	Within	235.61	621	0.37		
	Total	244.06	625			
Brother	Between	7.4	4	1.8	4.66	Significant
	Within	248.9	621	0.4		
	Total	256.3	624			
Mother	Between	10.6	4	2.6	8.41	Significant
	Within	195.6	621	0.31		
	Total	206.2	625			
Sister	Between	14.1	4	3.5	8.7	Significant
	Within	252.84	621	0.4		
	Total	267.02	625			
Peers	Between	1.3	4	0.33	1.98	Not Significant
	Within	105.6	621	0.17		
	Total	106.9	625			
P.E. teacher	Between	13.33	4	3.33	9.46	Significant
	Within	218.68	621	0.35		
	Total	232.01	625			
Coach	Between	.30	4	0.07	0.89	Not Significant
	Within	53.75	621	0.08		
	Total	54.05	625			

$F(4,621) = 2.37, p < .05$

Table 4.20 shows the differences in the influence of significant others on socialization into sport of athletes defined by their fathers highest level of education. Results (Table 4.20) were significant $F(4,621) = 5.56, p < .05$ indicating significant differences in terms of mean scores on the influence of the father in socialization into sport of athletes from

different fathers' education grouping. Post hoc tests (Tukey HSD) indicated that, athletes with fathers' education up to primary ($\bar{X} = 2.18$) and fathers secondary education up to Form six ($\bar{X} = 2.16$) differed with those athletes whose fathers education went up to the university ($\bar{X} = 1.94$). However, there were no significant differences in the influence of the fathers in socialization into sport of secondary school athletes whose fathers' level of education was no schooling ($\bar{X} = 1.58$), university ($\bar{X} = 1.9$) and secondary up to Form four ($\bar{X} = 2.11$). The influence of the father based on their highest levels of education in the socialization into sport of secondary school athletes was least in those fathers' who had no formal education, followed by fathers with university education, fathers' who had secondary education up to form four secondary education up to Form six and was most in athletes whose fathers had primary education. This is attributed to the fact that fathers with minimal level of education may encourage their children to take part in sport with a view of climbing the SES ladder through sports. However, this contradicts McPherson *et al* (1989) assertion that as education increases so does the likelihood of encouraging or participating in sport and exercise.

Results on the influence of the brother(s) were also significant $F(4,620) = 4.66, p < .05$ as shown in Table 4.20. Tukey HSD showed that athletes whose fathers' highest level of education was primary ($\bar{X} = 2.5$) differed significantly with those athletes whose fathers education level was university ($\bar{X} = 2.19$). However, the influence of the brothers was more pronounced among athletes whose fathers' education level was primary ($\bar{X} = 2.5$), secondary up to Form six ($\bar{X} = 2.37$), secondary up to Form four ($\bar{X} = 2.34$), university

($\bar{X} = 2.19$) and no schooling ($\bar{X} = 2.15$). The influence of the brother(s) in the socialization into sport did not differ significantly ($p > .05$) between athletes of other categories of fathers' education.

Results for the mothers were also significant. $F(4,621) = 8.41$, $p < .05$ as shown in Table 4.20. Tukey HSD indicated that athletes whose fathers' education was primary ($\bar{X} = 2.12$) differed significantly with those athletes whose fathers education was university ($\bar{X} = 1.79$) and those athletes whose fathers education was up to Form six ($\bar{X} = 2.04$). Equally, the athletes whose fathers highest level of education was secondary up to Form six ($\bar{X} = 2.04$) differed significantly with those athletes whose fathers highest level of education was university ($\bar{X} = 2.04$). The influence of the mother on socialization into sport of secondary athletes was much on athletes whose father's education level was primary ($\bar{X} = 2.12$), secondary education up to Form four ($\bar{X} = 2.04$), secondary education up to form six ($\bar{X} = 2.90$), university ($\bar{X} = 1.79$) and athletes whose father did not have formal education was least ($\bar{X} = 1.59$).

The influence of the sister based on fathers' highest level of education was also significant $F(4,621) = 8.7$, $p < .05$. Tukey HSD revealed that athletes whose fathers' highest level of education was university ($\bar{X} = 1.84$) differed significantly with those athletes fathers' highest level of education was secondary up to Form six ($\bar{X} = 2.12$) and secondary education up to Form four ($\bar{X} = 2.04$). However, the influence of the sisters based on father education was least among athletes whose fathers education was no

schooling ($\bar{X} = 1.74$) and was most pronounced amongst athletes whose father's highest level of education was primary education ($\bar{X} = 2.24$).

Results for the influence of P.E. teacher were also significant $F(4,621) = 9.46, p < .05$. Post hoc tests (Tukey HSD) revealed that athletes whose fathers' highest level of education was university ($\bar{X} = 2.21$) differed significantly with those athletes whose fathers education was secondary up to Form four ($\bar{X} = 2.47$) and secondary up to Form six ($\bar{X} = 2.51$). It is evident that the influence of the sister on socialization into sport based on the fathers' highest level of education of the athletes was most among athletes whose fathers education level was primary ($\bar{X} = 2.55$), secondary up to Form six ($\bar{X} = 2.51$), secondary up to Form four ($\bar{X} = 2.47$), no schooling ($\bar{X} = 2.42$) and least among athletes whose fathers highest level of education was university ($\bar{X} = 2.21$). Lastly, the influence of the coach and peers based on the athletes fathers level of education was not significant ($p > .05$.)

It is evident that influence of significant others with the exception of the coach and Peers in socialization into sport of secondary school athletes defined by the fathers highest level of education was significant. This necessitates the rejection of the hypothesis that influence of significant others in socialization into sport of secondary school athletes will not differ significantly between athletes with different levels of fathers education. It can be said that with the exception of peers, the influence of significant others is greatest to athletes whose fathers highest level of education is primary and lowest to athletes whose

highest level of education of father is no schooling. This is not surprising because fathers with no formal education may not know the positive consequences of participation in sport. However, these findings contradict McPherson *et al.*, (1989) observation that as education increases so does the likelihood of participating or encouraging ventures into sport or leisure. This also dispels Coalter *et al* (1995) observation that education level to be the most important component of social class for influencing participating /non-participation in sport. Equally, Mutesa (2003) observed that men in Kenya whether educated or not are expected to be role models for their children.

4.4.4 Significant others and Socialization into Sport of Athletes with Different Levels of Mothers' Education

The results on the influence of significant others in socialization into sport of athletes with different levels of mothers' education is shown in Table 4.21.

Table 4.21: Means and standard deviations on influence of significant others on socialization into sport of athletes based on mothers' highest level of education

Significant Others		Father		Mother		Brother		Sister		Peers		P.E. teachers		Coach	
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
Mothers Level of Education	Count														
No schooling	15	2.06	.69	1.91	.60	2.35	.43	2.01	.61	2.29	.40	2.45	.54	2.65	.28
Primary	123	2.17	.66	2.01	.61	2.45	.54	2.22	.63	2.34	.41	2.58	.48	2.70	.28
Secondary up form 4	203	2.10	.60	1.99	.58	2.35	.64	2.06	.64	2.46	.41	2.47	.54	2.73	.28
Secondary up form 6	91	2.04	.64	1.85	.56	2.37	.62	2.05	.64	2.54	.39	2.45	.56	2.72	.28
University	201	1.94	.60	1.84	.52	2.13	.68	1.80	.62	2.51	.40	2.15	.69	2.69	.32
Total	633	2.05	.63	1.93	.57	2.30	.64	2.01	.65	2.46	.41	2.39	.61	2.71	.29

Table 4.21 shows the means and standard deviations on the influence of significant others in socialization into sport of athletes defined by their mothers' highest levels of education. The mothers level of education was categorised into five namely no schooling, primary education, secondary up to Form four, secondary up to Form six and University.

It is evident from Table 4.21 that the influences of significant others in socialization into sport of secondary school athletes defined by mothers' highest levels of education wanes from coach ($\bar{X} = 2.71$), peers ($\bar{X} = 2.46$), P.E. teacher ($\bar{X} = 2.39$), brothers ($\bar{X} = 2.30$), father ($\bar{X} = 2.05$), sister ($\bar{X} = 2.01$) to mother ($\bar{X} = 1.93$). To establish whether there were differences in influence of significant others in socialization into sport of athletes

defined by their mothers' highest levels of education is shown in the ANOVA table below.

Table 4.22: Summary of ANOVA on influence of significant others on socialization into sport of athletes based on their mothers' highest level education

Factor	Source	SS	df	MS	F	Comment
Father	Between	4.1	4	1.18	3.02	Significant
	Within	246.1	628	0.39		
	Total	250.8	632			
Brother	Between	9.8	4	2.46	6.11	Significant
	Within	252.5	627	0.4		
	Total	262.3	631			
Mother	Between	3.6	4	0.90	2.77	Not Significant
	Within	204.1	628	0.32		
	Total	207.7	632			
Sister	Between	14.70	4	3.6	9.0	Significant
	Within	255.16	628	0.4		
	Total	269.86	632			
Peers	Between	3.3	4	0.84	5.06	Significant
	Within	105.2	628	0.16		
	Total	108.6	632			
P.E. Teacher	Between	17.7	4	4.4	12.8	Significant
	Within	217.5	628	0.3		
	Total	235.2	632			
Coach	Between	0.24	4	0.06	0.69	Not Significant
	Within	55.65	628	0.08		
	Total	55.89	632			

$$F(4,628) = 2.37 \text{ } p < .05$$

Results on Table 4.22 were significant $F(4,628) = 3.02$, $p < .05$ indicating significant differences on the influence of the fathers' among athletes with different levels of mothers' education. Post- hoc tests (Tukey HSD) indicated that athletes whose mothers education was up to primary level ($\bar{X} = 2.17$) differed significantly with those whose mothers' level of education was university level ($\bar{X} = 1.94$). Athletes whose mothers' level of education was primary school were influenced most while those whose mothers

had university education level were influenced least. The other groups did not differ significantly.

Results for the influence of the brother were also significant $F(4,627) = 6.11$ $p < .05$. Post hoc tests (Tukey HSD) showed that athletes whose mothers' highest levels of education was university ($\bar{X} = 2.13$), differed significantly with those mothers education levels was secondary up to Form six ($\bar{X} = 2.35$), secondary education up to Form four ($\bar{X} = 2.37$) and primary education ($\bar{X} = 2.45$). The influence of the brothers based on mothers' highest level of education was strongest among athletes whose mothers' had primary education ($\bar{X} = 2.45$) and least among athletes whose mothers highest level of education was university ($\bar{X} = 2.13$).

The influence of the sisters(s) on the socialization of secondary school athletes into sports defined by the highest level of mothers' education was significant $F(4,628) = 9.04$, $p > .05$. Tukey HSD revealed that athletes whose mothers' had attained a university level of education ($\bar{X} = 1.80$) differed significantly with those athletes whose mothers' highest level of education was secondary up to Form six ($\bar{X} = 2.05$), secondary up to form four ($\bar{X} = 2.06$) and primary education ($\bar{X} = 2.22$). However, it is notable that the influence of the sister(s) in the socialization of secondary school athletes based on the level of mothers' education was greatest among athletes whose mothers' had gone to primary school ($\bar{X} = 2.22$) and least among athletes whose mothers' had university education ($\bar{X} = 1.80$).

Results on the influence of Peers were also significant $F(4,628) = 9.0, p < .05$. Tukey HSD showed that athletes whose mothers had no formal education ($\bar{X} = 2.29$) differed significantly with those athletes whose mothers' highest level of education was university ($\bar{X} = 2.51$) and secondary up to Form six ($\bar{X} = 2.54$). Thus the influence of friend(s) on the socialization of secondary school athletes based on mothers' education was greatest among athletes whose levels of education was secondary up to Form six ($\bar{X} = 2.54$), followed by university ($\bar{X} = 2.51$) and least among athletes whose mothers never went to school.

The influence of the P.E. teachers was also significant $F(4,628) = 5.06, p < .05$. Tukey HSD showed that athletes whose mothers' highest levels of education was university ($\bar{X} = 2.15$) differed significantly with those athletes whose mothers education was secondary up to form 6 ($\bar{X} = 2.45$), secondary up to form 4 ($\bar{X} = 2.47$) and primary education ($\bar{X} = 2.58$). Thus, the influence of the P.E. teachers on the socialization of secondary school athletes defined by the mothers level of education was least among athletes whose mothers highest level of education was university ($\bar{X} = 2.15$) and most among athletes whose mothers education was primary ($\bar{X} = 2.58$).

The results of the influence of the mother and coach (es) and on the socialization of secondary school athletes was not significant ($p > .05$) on the different groups of athletes defined by the mother's level of education. Across the board, it is evident that the influence of significant other (father, brother, sister, Peers and physical education teacher) is greatest among athletes whose mothers highest level education was primary

school and lowest among athletes whose mothers level of education was university. This finding is contrary to observations of McPherson *et al.*, (1989) and Lagers *etal* (2003) that as education increases so does the likelihood of participating or encouraging participation in sport and leisure. However, it is postulated that mothers whose highest level of education was primary school are aware to some of the benefits of participation in sport such as social mobility. Consequently, they may encourage their siblings to continue participating in sport so as to climb the social-economic ladder. On the other hand, the minimal influence by significant others to athletes whose mothers level of education was university, maybe attributed to the fact they have the ability to pay for the athletes to be encouraged to participate in sport by physical education teachers, coaches and other socialization agents.

These findings lead to the rejection of the hypothesis that influence of significant others in socialization into sport of secondary school athlete does not differ significantly between athletes with different levels of mothers education.

4.4.5 Significant others and Socialization into Sport of Athletes Based on Their Fathers Occupation

The results on the influence of significant others on socialization into sport of athletes based on their fathers occupation is shown in Table 4.23 below.

Table 4.23: Means and standard deviations on influence of significant others based on socialization into sport of athletes based on their fathers' occupation

Significant Others		Father		Mother		Brother		Sister		Peers		P.E. teachers		Coach	
Occupation	Count	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
Professional /Managerial	137	2.20	.69	1.84	.57	1.89	.66	1.89	.66	2.51	.38	2.26	.65	2.69	.29
Skilled	116	2.33	.64	1.92	.56	2.11	.67	2.11	.67	2.48	.39	2.41	.61	2.75	.25
Commercial	106	2.30	.67	1.88	.52	1.93	.62	1.93	.62	2.49	.38	2.37	.57	2.71	.26
Unskilled	102	2.44	.57	2.14	.65	2.23	.65	2.23	.65	2.39	.42	2.61	.50	2.70	.30
Teaching	91	2.36	.62	1.89	.62	2.07	.59	2.07	.59	2.52	.42	2.45	.59	2.72	.33
Total	553	2.11	.60	1.93	.64	2.03	.65	2.03	.65	2.48	.40	2.41	.60	2.71	.28

Table 4.23 shows the means and standard deviations of the influences of significant others in socialization into sport of secondary school athletes defined by their fathers' occupation. The fathers' occupation was categorized into professional/managerial, skilled, commercial, unskilled and teaching. From the table it is evident that, the influence of significant others in socialization into sport of secondary school athletes with different categories of fathers occupation is greatest by coaches ($\bar{X}=2.71$), peers ($\bar{X}=2.48$). P.E teachers ($\bar{X}=2.41$), brothers ($\bar{X}=2.32$), fathers ($\bar{X}=2.11$), sisters ($\bar{X}=2.03$) and mothers ($\bar{X}=1.9$).

Results of ANOVA on influence of significant other on socialization into sport of athletes based on their fathers occupation is shown in Table 4.24.

Table 4.24: Summary of ANOVA on influence of significant others on socialization into sport of athletes based on their fathers' occupation

Factor	Source	SS	df	MS	F	Comment
Father	Between	2.4	4	0.62	1.7	Not Significant
	Within	200.27	548	0.36		
	Total	202.67	552			
Brother(s)	Between	3.6	4	0.9	2.19	Not Significant
	Within	228.3	547	0.4		
	Total	232.9	551			
Mother	Between	5.9	4	1.48	4.5	Significant
	Within	178.73	548	0.32		
	Total	184.66	552			
Sister(s)	Between	8.69	4	2.17	5.22	Significant
	Within	228.11	548	0.41		
	Total	236.80	552			
Peers	Between	1.2	4	0.3007	1.88	Not Significant
	Within	87	548	0.1593		
	Total	88.47	552			
P.E. Teacher(s)	Between	7.6	4	1.90	5.4	Significant
	Within	192.9	548	0.35		
	Total	200.5	552			
Coach	Between	0.28	4	0.0704	0.84	Not Significant
	Within	45.67	548	0.833		
	Total	45.95	552			

$F(4,548) = 2.37, p < .05$

Results in Table 4.24 on the influence of the mother were significant $F(4,548) = 4.5, p < .05$. Post hoc tests (Tukey HSD) showed that athletes whose fathers occupation was unskilled ($\bar{X} = 2.14$) differed significantly with the other groups of professional ($\bar{X} =$

1.84), commercial ($\bar{X} = 1.88$), teaching ($\bar{X} = 1.89$) and skilled ($\bar{X} = 1.92$). The influence of the mothers based on fathers' occupation was most among athletes whose fathers' occupation was unskilled, skilled, teaching/health, commercial and least among professional/managerial. This is not surprising because mothers whose fathers occupations are unskilled are likely to be spending more time with their children (athletes) and they are likely to, motivate their athletes/children to engage in sport as a way of climbing the SES ladder. However, this contradicts McPherson *et al* (1989) observations that those employed in a profession or in managerial positions are more likely to spend their leisure time physically active than are those other occupational groups.

The influence of the sisters based on the father's occupation was also significant $F(4,548) = 5.22, p < .05$. Tukey HSD revealed that athletes whose fathers occupation was professionals ($\bar{X} = 1.89$) differed significantly with those athletes whose fathers occupations were skilled ($\bar{X} = 2.11$) and unskilled ($\bar{X} = 2.23$). Equally, significant differences were evident between athletes whose fathers occupation was commercial ($\bar{X} = 1.93$) and unskilled ($\bar{X} = 2.23$). Athletes whose fathers occupations involved unskilled activities were greatly influenced by sisters, followed those whose fathers were on skilled activities and the sisters least influenced athletes with fathers occupation as professional/managerial occupations.

Results table 4.24 on the influence of the P.E. teachers were also significant $F(4,548) = 5.4, p < .05$. Tukey HSD showed that there were significant differences between athletes

whose fathers' occupation was unskilled activities ($\bar{X} = 2.37$) and those whose fathers' occupation was professional/managerial ($\bar{X} = 2.26$). Therefore, the influence of the P.E. teachers on the socialization of secondary school athletes was least among athletes whose fathers' were in professional/managerial occupations and greatest among athletes whose fathers' occupations involved unskilled activities. Results in the influence of the fathers, brothers, peers and coaches in the socialization of athletes belonging to different fathers' occupations were not significant ($p > .05$) as shown in Table 4. 24. However, this lack of significant differences between the athletes based on the fathers' occupation requires further scrutiny.

Mcpherson *et al.*, (1989) observed that access to certain types of sport and levels is strongly influenced by the background of one's parents. Those from a middle class and upper classes family background are more likely to have parents who are actively involved in sport or who encourage sport participation. These observations are contrary to the findings of this study where the influence of significant others in socialization into sport is greatest among athletes whose fathers' occupation is unskilled activities and lowest among athletes whose fathers' occupation is professional/managerial activities with the exceptions of Peers and coaches. Indeed, higher occupation suggests that the parents are able to purchase sport equipment, afford high cost of training, travel and coaching. That is why Njororai (1996) observed that social class or social economic status of the parents influences sport involvement of the child as it determines such choices as residence hence the neighbourhood, leisure activities engaged in, the playing apparatus and even the kind of peer that one gets.

Consequently, the hypothesis that influence of significant others' in socialization into sport of athletes will not differ significantly based on occupations of the athletes fathers is not rejected. This is because the influences of mother, sister and physical education teacher were significant while those of the father, brother, Peers and coach were not significant.

4.4.6 Significant others and Socialization into Sport of Athletes with Different Categories of Mothers' Occupation

The results on the influence of significant others in socialization into sport of athletes with different categories of mothers occupation is shown in Table 4.25.

Table 4.25: Means and standard deviations on influence of significant others on socialization into sport of athletes based on their mothers' occupation

Significant Others		Father		Mother		Brother		Sister		Peers		P.E. teachers		Coach	
		Count	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}
Professional /managerial	36	2.04	.64	1.89	.53	2.29	.57	1.90	.64	2.62	.72	2.18	.72	2.69	.29
Skilled	53	1.93	.60	1.94	.51	2.26	.59	1.93	.68	2.50	.66	2.29	.66	2.74	.19
Commercial	164	2.06	.60	1.90	.54	2.25	.69	1.96	.66	2.46	.67	2.31	.67	2.72	.28
Unskilled	197	2.14	.65	1.97	.64	2.41	.58	2.11	.66	2.43	.49	2.56	.49	2.71	.29
Teaching	155	2.00	.62	1.89	.54	2.22	.68	1.97	.62	2.47	.59	2.32	.59	2.70	.33
Total	605	2.06	.62	1.92	.57	2.30	.64	2.01	.65	2.47	.61	2.38	.61	2.71	.29

Table 4.25 shows the means and standard deviations in influence of significant others on socialization into sport of athletes based on their mothers occupation. As the case of fathers occupation, the mothers occupation was categorised into professional/managerial, skilled, commercial, unskilled and teaching. Across all the categories of mothers'

occupations. The influence of significant others in socialization into sport of athletes in a descending order of magnitude is coaches ($\bar{X} = 2.71$), peers ($\bar{X} = 2.47$), P.E. teachers ($\bar{X} = 2.38$), brothers ($\bar{X} = 2.30$), fathers ($\bar{X} = 2.06$), sisters ($\bar{X} = 2.01$) and mothers ($\bar{X} = 1.92$). A summary of ANOVA determining whether the above order cuts across all the categories of mother's occupation is shown in table 4.26.

Table 4.26: Summary of ANOVA on influence of significant others on socialization into sport of athletes based on their mothers' occupation.

Factor	Source	SS	df	MS	F	Comment
Father	Between	2.5	4	0.64	1.64	Not Significant
	Within	235.0	600	0.39		
	Total	237.5	604			
Brother	Between	3.8	4	0.96	2.3	Not Significant
	Within	247.4	599	0.41		
	Total	251.2	603			
Mother	Between	0.77	4	0.19	0.58	Not Significant
	Within	198.89	600	.33		
	Total	199.66	604			
Sister	Between	3.5	4	0.87	2.04	Not Significant
	Within	257.6	600	0.42		
	Total	261.1	604			
Peers	Between	1.14	4	0.28	1.70	Not Significant
	Within	101.05	600	0.16		
	Total	102.29	604			
P.E. Teacher	Between	9.8	4	2.4	6.8	Significant
	Within	216.8	600	0.36		
	Total	226.6	604			
Coach	Between	0.074	4	0.018	0.21	Not Significant
	Within	51.60	600	0.086		
	Total	51.67	604			

$F(4,604) = 2.37$ $p < .05$

Results on table 4.26 were significant $F(4,600) = 6.8, p < .05$ on the influence of P.E teachers in the socialization into sport of secondary school athletes. Tukey HSD showed that the athletes whose mothers' occupation was unskilled activities ($\bar{X} = 2.56$), differed significantly from those of professional occupations ($\bar{X} = 2.18$), skilled occupations ($\bar{X} = 2.29$), commercial activities ($\bar{X} = 2.3$) and in teaching ($\bar{X} = 2.32$) in terms of scores on the influence of the P.E. teachers on socialization into sport of secondary school athletes. Athletes whose mothers' occupations involved unskilled activities received more influence from the P.E. teachers followed by those athletes whose mothers occupation was teaching while athletes whose mothers were in professional occupations received least influence.

The influence of the fathers, mothers, brothers, sisters, peers and coaches based on mothers occupation were not significant ($p > .05$). This is not surprising as the mothers occupation in Kenya is inconsequential particularly where the fathers' occupations are higher than the mothers. Secondly, the role of the mother in socialization into sport of athletes especially in this study is minimal across all the social economic categories. This is congruent with the studies of Synder & Spreitzer(1978), Gitonga (2003), Ipnimoroti & Ajayi (2003), Kenyon & McPherson (2005) whose findings are that the mother is not a role model and is less likely to provide encouragement for their siblings participation in sport.

Consequently, the hypothesis that the influence of significant others in socialization into sport of athlete does not differ significantly between athletes with different categories of

mothers occupations was not rejected as physical education teachers are the only significant factor.

4.5.0 Socializing Situation and Socialization into Sport of Secondary School Athletes

The socializing situations included in this study was mass media and the school. To determine how these impacts socialization into sport of secondary school athletes, mass media was categorised into radio, newspapers, sport magazines, Television and Internet. On the other hand, the school factors which were examined included provision of facilities, equipment, role models, encouragement and learning of skills and tactics in sport.

4.5.1 Socializing Situations and Socialization of Male and Female Athletes into Sport

The results on the effects of socializing situations on socialization into sport of male and female athletes is shown in Table 4.27

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Table 4.27: Means, standard deviations and t-values of effects of socializing situations on male and female athletes.

Socializing situation	Gender	N	\bar{X}	SD	df	t-value	Significant
Radio	Male	320	1.97	.66	634	-3.21	p<.05
	Female	316	2.13	.63			
Newspapers	Male	320	2.27	.56	634	-1.38	p>.05
	Female	316	2.33	.52			
Sport Magazines	Male	320	2.48	.55	634	.60	p>.05
	Female	316	2.45	.54			
TV/Video	Male	320	2.57	.51	634	1.33	p>.05
	Female	316	2.51	.50			
Internet	Male	320	1.71	.72	634	2.18	p<.05
	Female	316	1.59	.66			
School	Male	320	2.65	.47	634	-1.10	p>.05
	Female	316	2.69	.42			

Significant at p<.05 df=634, Critical value, 1-645

Table 4.27 shows that male and female athletes are influenced in socialization into sport by school ($\bar{X} = 2.67$), followed by TV/Video ($\bar{X} = 2.54$), sport magazines ($\bar{X} = 2.47$), newspapers ($\bar{X} = 2.30$), For the male athletes, they had higher scores than female athletes on the effects of TV/Video ($\bar{X} = 2.57$), Sport magazines ($\bar{X} = 2.48$) and Internet ($\bar{X} = 1.71$). On the other hand, female athletes had higher mean scores than male athletes on the effects of radio ($\bar{X} = 2.13$), newspapers ($\bar{X} = 2.33$) and the School ($\bar{X} = 2.69$), radio ($\bar{X} = 2.05$) and internet ($\bar{X} = 1.66$). However, t-test results showed that there are significant differences (p>.05) in the effects of internet (t=2.18) and radio (t = -3.2) on socialization into sport between male and female athletes. The effects of newspapers, sport magazines, TV/Video and school on socialization into sport of male and female athletes were not

statistically significant ($p > .05$). Consequently, the hypothesis that there are no significant differences in the effects of socializing situations in socialization into sport of male and female athletes is not rejected.

These findings are congruent with Mbogoh's (2003) observations that males are more likely to get access to internet while females are more likely to listen to music from the radio due to its soothing music. Therefore, it is apparent that gender differences become eminent as athletes choose and get access to different sources of mass media.

On the other hand, lack of significant differences ($p > .05$) in the effects of newspapers, TV/video and sport magazines in socialization into sport of male and female athletes could mean that both male and female athletes have access to the above forms of mass media either in school or at home. Mbogoh (2003) observed that newspapers and TV were the most used forms of print and electronic media. Indeed, she indicated that sport broadcasts helped subjects in her study to learn techniques of sporting activities and helped them improve their sporting skills. But it is imperative to mention that Television broadcasts have really made in-roads in sports and a symbiotic relationship exist between Television and Sports. No wonder Television is ranked second after school on its influence on socialization sport of secondary school athletes. That is why Hangreaves (1994) pointed out that TV is clearly the most dominant form of mass media. This is because it reaches the largest most diversified audience, it appeals to a variety of senses, it is consumed in greater amounts than any other medium and its potential impact on viewers is the most powerful. However, Gantz (1981) found that females watched

televised sport only when nothing else was on, they had nothing to do or family and friends were also watching. By contrast males watched TV sports “to let off steam, to get psyched, to experience some additional excitement as well as to pick up additional information about players” it is evident that females appear “trapped” into watching whereas males seem to sincerely interested and derive enjoyment from it.

4.5.2 Socializing Situations and Boarding Status of the School Athletes are Enrolled in.

The results on socializing situations and the boarding status of the school is shown in

Table 4.28.

Table 4.28: Means and standard deviations on the effects of socializing situations in socialization into sport of athletes based on boarding status of the school.

Socializing Situation		Radio		Newspaper		Magazine		TV/video		Internet		School	
		\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
Boarding Status of the School	Count												
Boarding	451	2.03	.52	2.32	.52	2.50	.53	2.59	.48	1.71	.71	2.69	.43
Day	116	1.91	.54	2.14	.54	2.28	.57	2.38	.58	1.40	.56	2.53	.521
Boarding/Day	69	2.39	.59	2.46	.59	2.56	.55	2.49	.51	1.72	.66	2.80	.38
Total	636	2.05	.54	2.30	.54	2.47	.54	2.54	.51	1.66	.69	2.67	.45

Table 4.28 shows the means and standard deviations on the influence of socializing situations in socialization into sport of athletes defined by the boarding status of the school. The secondary schools were categorized into boarding, day and boarding/day. From Table 4.28, it is evident that the influence of socializing situations on socialization

into sport of secondary school athletes defined by the boarding status of the school is greatly contributed by the school ($\bar{X} = 2.67$), TV ($\bar{X} = 2.54$), sport magazines ($\bar{X} = 2.47$), newspapers ($\bar{X} = 2.30$), radio ($\bar{X} = 2.05$) and internet ($\bar{X} = 1.66$). The same order is reflected in both boarding and day schools. However, the order of contribution changes in the boarding/day schools. To determine whether the differences between effects of socializing situations on athletes in the three school boarding status is shown in the ANOVA table.

Table 4.29: Summary of ANOVA on the effects of socializing situations on socialization into sport of athletes with different boarding status of the school.

FACTOR	SOURCE	SS	df	MS	F	Comment
Radio	Between	10.3	2	5.1	12.48	Significant
	Within	262.4	633	0.41		
	Total	272.7	635			
Newspaper	Between	4.7	2	2.38	8.1	Significant
	Within	184.0	633	0.29		
	Total	251.2	635			
Magazine	Between	5.06	2	2.5	8.5	Significant
	Within	186.37	633	0.29		
	Total	191.44	635			
TV/video	Between	4.38	2	2.19	8.5	Significant
	Within	161.42	633	0.25		
	Total	165.80	635			
Internet	Between	9.37	2	4.68	9.7	Significant
	Within	297.4	633	0.46		
	Total	306.77	635			
School	Between	3.5	2	1.75	8.8	Significant
	Within	125.4	633	0.17		
	Total	128.9	635			

$F(2,633) = 3.00$ $p < .05$

Results on table 4.29 indicate significant differences in terms of mean scores on the effects of radio on the socialization into sport of athletes from schools with different boarding status $F(2,633)=12.48$, $p<.05$. Post hoc tests of (Tukey HSD) indicated that athletes in Boarding/Day schools ($\bar{X} = 2.39$) differed significantly from athletes in day schools ($\bar{X}=1.91$) and athletes in Boarding schools ($\bar{X} = 2.03$) in terms of the effects of the radio in their socialization into sport. Athletes in Boarding/Day secondary schools were influenced most by the radio while athletes in Day schools were least influenced by the radio. This is surprising because it is expected that athletes in Day schools have better access to radio at home compared to athletes in Boarding or Day/Boarding schools. However, only 10.8% of the athletes came from Boarding/Day schools took part in the study. Consequently, that is why the effects of the radio may appear to be favouring them.

Results for the effects of newspapers were also significant $F(2,633) = 8.19$, $p<.05$. Tukey HSD showed that athletes in Day schools ($\bar{X} = 2.14$) differed significantly from those athletes in boarding ($\bar{X} = 2.32$) and Boarding/Day ($\bar{X} = 2.46$). It is evident that the effect of newspapers is more pronounced among athletes in boarding/day schools and least among athletes in Day schools. This is attributed to the fact that, athletes in Day schools may not have access to newspapers while in schools and at home, (Mbogoh, 2003). Equally, day schools attract students who have a low parental economic status. This makes purchase of newspapers in these families not to be a priority. On the other hand, it is possible that athletes in Boarding/Day schools may access newspapers both in school and at home. Athletes in boarding schools are expected to receive much influence by the

newspapers due to their availability in schools but this was not the case in this study. That is why Mbogoh (2003) observed that appreciable number of schools usually buy daily editions of local newspapers these are not enough to serve the big student population in some of Kenyan secondary schools.

Results on the effects of TV/video $F(2,633) = 8.59$ $p < .05$. indicate significant differences in terms of mean scores on the effects of TV among athletes in different schools. Tukey HSD showed that athletes in Boarding schools ($\bar{X} = 2.59$) differed significantly from athletes in day schools ($\bar{X} = 2.30$). The effects of TV on socialization into sport of secondary school athletes was least among athletes in Day schools and most in boarding schools. This is possible because a majority of athletes in boarding schools may have access to TV in schools and at home. Also these athletes in boarding schools are from the well – to- do families as their parents are able to pay their schools fees and also can afford to own a TV at home. Students from boarding schools have been found to perform well in national examinations. This led to the observation that boarding at a school is found to raise pupils motivation and achievement because of closer supervision by school authorities (Maundu, 1986; Orodho, 1996). In the same token, it is possible that athletes in boarding schools may watch TV/Video with the supervision of teachers in charge of games or coaches and have also the time especially over the weekends to watch T.V.

Results on the effects of sport magazine $F(2,633) = 8.5$ $p < .05$ indicate significant differences in terms of mean scores in the effects of sport magazines among athletes in different schools. Tukey HSD showed that athletes in Day schools and ($\bar{X} = 2.28$)

differed significantly from those in boarding schools ($\bar{X} = 2.50$) and Boarding/Day schools ($\bar{X} = 2.56$). It is evident that the effects of sports magazines on socialization into sport wanes from Boarding/Day schools boarding to day schools. This is not surprising because sport magazines are not available in Day schools and athletes have no time to read them in Day schools. Athletes in Boarding/Day schools may have access to magazines while at home and in school possibly because their parents or Peers are able to purchase and avail magazines to these athletes.

Results on the effects of internet were also significant $F(2,633) = 9.98, p < .05$ indicating significant differences in terms of mean scores on the effects of internet on the socialization into sport of athletes from schools with different boarding status. Post hoc (Tukey HSD) showed that athletes in day schools ($\bar{X} = 1.4$) differed significantly from athletes in boarding schools ($\bar{X} = 1.71$) and boarding/day schools ($\bar{X} = 1.72$). The effects of internet on socialization into sport of secondary school athletes was much on Boarding/Day schools, followed by Boarding schools and then day schools. Day schools do not have access to computers. Computers are least used due to limited accessibility and expensive charges by computer firms. (Mbogoh, 2003). Equally, very few schools have internet services and even those schools which have internet services may not allow students to access them.

Results on the effects of the school were also significant $F(2,633) = 8.8, p < .05$ indicating significant differences in terms of mean scores on the influence of school on socialization into sport of secondary school athletes. Post hoc (Tukey HSD) showed that athletes in

day schools ($\bar{X} = 2.53$) differed significantly from athletes in boarding ($\bar{X} = 2.69$) and boarding/day ($\bar{X} = 2.80$) in influence of school in socialization into sport. The effects of the school was more pronounced among athletes in boarding/day, boarding and day schools.

The effects of the school in socialization into sport is argued on the premise that schools Sport Programmes have had different historical developmental backgrounds (Wamukoya, 1993) and the importance of the school system in the promotion of sport talent was inherited from the British who colonized Kenya (Mazrui, 1986). In line with the above, it is evident that players in boarding schools have more time to train, including weekends and better finances to spend in sports than the day school where participation in sport is not a priority. This is partly because day schools thrive on profit making objectives, lack sport infrastructure, P.E. teachers (Njororai, 1990). Equally, students in day schools spend less time in sporting activities as they spend most of this time in commuting back to their homes.

Based on the findings of this study, it is evident that all the socializing situations have significant influence on the socialization into sport of athletes in schools with different boarding status. Therefore the hypothesis that the effects of socializing situations in socialization into sport of athletes will not differ according to boarding status of the school is not accepted.

4.5.3 Socializing Situations and School Categories where the Athletes are Enrolled

The results on the influence of socializing situations on socializing into sport of athletes

based on categories is shown in Table 4.30.

Table 4.30: Means and standard deviations on effects of socializing situations on socialization into sport of athletes based on school categories

Socializing Situation		Radio		Newspaper		Magazine		TV/video		Internet		School	
School Category	Count	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
National	79	1.78	.61	2.05	.51	2.26	.60	2.58	.48	1.76	.68	2.58	.49
Provincial	549	2.10	.64	2.34	.53	2.50	.53	2.54	.51	1.63	.69	2.69	.431
International	8	1.40	.37	2.00	.51	2.43	.65	2.40	.59	2.18	.70	2.12	.75
Total	636	2.05	.65	2.30	.54	2.47	.54	2.54	.51	1.66	.69	2.67	.45

Table 4.30 shows the means and standard deviations on the effects of socializing situations on socialization into sport of athletes based on the school category. The schools were categorised into three categories, namely national, provincial and international. Across the board, athletes were effected most by the school ($\bar{X}=2.67$), followed by TV/Video ($\bar{X}=2.54$), Sport magazines ($\bar{X} =2.47$), newspapers ($\bar{X}=2.30$), radio ($\bar{X}=2.05$) and Internet ($\bar{X}=1.66$). It is notable that the effects of Internet on socialization into sport of secondary school athletes was minimal due to its unavailability in a majority of the schools and also computer literacy among the athletes is very low. However, to establish whether differences in the effects of socializing situations in the three categories of schools was significant, ANOVA was done as shown in Table 4.31.

Table 4.31: Summary of ANOVA on effects of socializing situation on socialization into sport of athletes based on school categories

FACTOR	SOURCE	SS	df	MS	F	Comment
Radio	Between	10.53	2	5.2	12.70	Significant
	Within	262.22	633	0.41		
	Total	272.75	635			
Newspaper	Between	6.6	2	3.3	11.52	Significant
	Within	182.1	633	0.29		
	Total	188.7	635			
Magazine	Between	3.75	2	1.87	6.3	Significant
	Within	187.18	633	0.29		
	Total	191.43	635			
TV/Radio	Between	.31	2	.15	0.69	Not Significant
	Within	165.49	633	.26		
	Total	165.80	635			
Internet	Between	3.46	2	1.73	3.6	Significant
	Within	303.31	633	0.47		
	Total	306.7	635			
School	Between	3.36	2	1.68	8.4	Significant
	Within	125.55	633	0.19		
	Total	128.92	635			

$F(2,633) = 3.00, p < .05$

Results on Table 4.31 were significant $F(2,633) = 12.7, p < .05$ indicating significant differences on the effects of radio on the socialization into sport of athletes in different school categories. Tukey HSD showed that athletes in Provincial schools ($\bar{X} = 2.10$) differed significantly from those in National schools ($\bar{X} = 1.78$) and those in International schools ($\bar{X} = 1.40$). The athletes in Provincial schools were influenced most by the radio followed by those in National schools and the International school. It is postulated that athletes in provincial schools may be having radio as the only source of information

reception in comparison to athletes in national and international schools who have other sources of information such as TV, newspaper, sport magazines and Internet.

Results on the effects of newspapers were also significant $F(2,633) = 11.52$ $p < .05$. Post hoc tests (Tukey HSD) indicated that athletes in national schools ($\bar{X} = 2.05$) differed significantly from those athletes in provincial schools ($\bar{X} = 2.34$). However, the effects of newspapers on their socialization into sport was greatest on athletes in Provincial schools followed by National schools and least in International schools. This is attributed to the fact that athletes in International schools have other sources of information.

Results in the effects of sport magazines were also significant $F(2,633) = 6.3$, $p < .05$, Tukey HSD indicated that athletes in national schools ($\bar{X} = 2.26$) differed significantly from those athletes in provincial schools ($\bar{X} = 2.50$). However, the effects of sport magazines was more pronounced among athletes in Provincial schools, followed International and National schools. It appears that there is an over reliance on print media in Provincial schools in comparison to the other categories of schools. This might be why Mbogoh (2003) observed that adolescents look for renowned athletes who them psychological satisfaction in their continued search for excellence in sport in sport magazines.

The effects of the school on socialization into sport of secondary school athletes was also significant $F(2,633) = 8.4$, $p < .05$ among athletes enrolled in different school categories. Tukey HSD showed that athletes in international schools ($\bar{X} = 2.12$) differed significantly

from those in both National schools ($\bar{X} = 2.58$) and in Provincial schools ($\bar{X} = 2.69$) in terms of the scores on the effects of the school. However, effects of the school was least among athletes in International schools and most in the Provincial schools. This is possible because athletes in International school may be members of sport clubs and may enjoy private tuition or coaching in sport.

Findings indicate that the effects of school is least among athletes in international schools, greater in national schools and most in provincial schools. This is not surprising as Gitonga, (2003) observed that national schools are recognized for their academic excellence and thus the main focus in these schools could be purely academic and less attention is given to excellence in sports. Indeed, the contribution of provincial schools to socialization into sports of its athletes could be best understood in context of Wamukoya's (1993), assertion that excellence in school sports competitions will enhance the school's recognition and promotion of the school head, games teachers and also the community surrounding the schools..

The lack of significant difference ($p > .05$) in the effects of TV on socialization into sport of athletes in different schools could be attributed to the fact all the schools have access to TV. Moreover, research has demonstrated that young people are heavy consumers of TV broadcast and these broadcasts are being received in a majority of places in Kenya (Mbogoh, 2003). As the findings of the study have shown that all socializing situations except TV influence socialization into sport of secondary school athletes in different school categories then the hypothesis that socializing situations do not influence the

socialization into sport of secondary school athletes in different school levels is not accepted.

4.5.4 Socializing Situations and Socialization into Sport of Athletes Based on their Fathers' Education

The results on the effects of socializing situations on socialization into sport of secondary school athletes defined by their fathers highest level education is shown in Table 4.32.

Table 4.32: Means and standard deviations on effects of socializing situation on socialization into sport of athletes based on their fathers' levels of education

Socializing Situation		Radio		Newspaper		Magazine		TV/video		Internet		School	
Fathers' highest level of education	Count	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
No schooling	7	1.53	.44	2.10	.49	1.96	.30	2.07	.23	1.14	.24	2.42	.60
Primary	86	2.24	.59	2.41	.52	2.43	.52	2.51	.48	1.61	.65	2.71	.43
Secondary up form 4	163	2.16	.59	2.29	.53	2.39	.57	2.43	.57	1.52	.60	2.71	.42
Secondary up form 6	130	2.13	.63	2.36	.54	2.55	.49	2.57	.49	1.65	.69	2.68	.40
University	240	1.88	.69	2.25	.55	2.51	.55	2.63	.55	1.80	.75	2.64	.48
Total	626	2.05	.65	2.30	.54	2.47	.54	2.47	.54	1.66	.69	2.67	.45

Table 4.32, shows the means and standard deviations on effects of socializing situations on socialization into sport of athletes based on their father's highest level of education. It is evident that the effects of socializing situations on socialization into sport of secondary school athletes based on the fathers' levels of education indicates that across all the

categories fathers' highest level of education, the effects is strongest from the school ($\bar{X}=2.67$), followed by TV ($\bar{X}=2.47$), sport magazines ($\bar{X}=2.47$), newspapers ($\bar{X}=2.30$), radio ($\bar{X}=2.05$) and internet ($\bar{X}=1.66$). To realize whether there are variations in the influence of socializing situations on socialization into sport of athletes defined by highest level of fathers' education is shown in the ANOVA table.

Table 4.33: Summary of ANOVA on effects of socializing situations on socialization into sport athletes based on their fathers' highest level of education

FACTOR	SOURCE	SS	df	MS	F	Comment
Radio	Between	14.83	4	3.7	9.0	Significant
	Within	254.96	621	0.4		
	Total	269.79	625			
Newspaper	Between	2.58	4	0.64	2.18	Not Significant
	Within	183.56	621	0.29		
	Total	186.14	625			
Magazine	Between	4.13	4	1.03	6.3	Significant
	Within	184.50	62	0.29		
	Total	188.63	625			
TV/Radio	Between	5.61	4	1.4	5.53	Significant
	Within	157.46	621	0.25		
	Total	163.07	625			
Internet	Between	10.52	4	2.6	5.55	Significant
	Within	293.90	621	0.47		
	Total	304.42	625			
School	Between	0.99	4	0.24	1.22	Not Significant
	Within	125.92	621	0.20		
	Total	126.91	625			

$F(4,621) = 2.37, p < .05$

Results in Table 4.33 were significant $F(4,621) = 9.0 p < .05$, indicating significant differences in terms of mean scores on the effects of radio in the socialization into sport

of athletes whose fathers had different levels of education. Post hoc tests (Tukey HSD) indicated that athletes whose fathers had never been to school ($\bar{X} = 1.53$) differed significantly with those whose fathers' highest level of education was primary ($\bar{X} = 2.24$). Equally, athletes whose fathers had their highest level of education as university ($\bar{X} = 1.88$) differed significantly from those whose athletes fathers' highest level of education was secondary up to Form six ($\bar{X} = 2.13$), followed by secondary education up to Form four ($\bar{X} = 2.16$) and last in those whose fathers education was primary ($\bar{X} = 2.24$). Therefore, it is evident that the effects of radio in socialization into sport was greatest amongst athletes whose fathers' highest level of education was primary, secondary up to Form four, secondary up to Form six, university in that order but was least among athletes whose fathers had no formal education. This is not surprising as Datta (1984) indicated that the radio may be the only source of mass media utilized by people of the lower social economic status.

The effects of sport magazines on the socialization of secondary school athletes were significant $F(4,621) = 3.47, p < .05$ indicating significant differences in the effects of sports magazines between athletes with different levels of fathers education. Tukey HSD showed that athletes whose fathers did not have formal education (no schooling) ($\bar{X} = 1.96$) differed significantly with those whose fathers' had proceeded up to Form six ($\bar{X} = 2.51$). The effects of sport magazines was least among athletes whose fathers had no formal education, followed by athletes whose fathers' had proceeded up to form four, primary education, university and most to the athletes whose fathers' education was secondary up to Form six.

Results on the effects of TV/video on the socialization of secondary school athletes were also significant $F(4,621) = 5.53, p < .05$ indicating significant differences in the effects of Tv/Video among athletes with different levels of fathers education. Tukey HSD showed that athletes whose fathers' had no formal education ($\bar{X} = 2.07$) differed significantly from athletes whose fathers' highest level of education was university ($\bar{X} = 2.63$). Secondly, athletes whose fathers' education was secondary up to Form four ($\bar{X} = 2.43$) differed significantly from those whose fathers' highest level of education was university ($\bar{X} = 2.63$). Thus, the effects of TV/ video on the socialization of secondary school athletes was most among athletes whose fathers' highest level of education was university and least among athletes whose fathers did not have any formal education. This is not remote as the fathers education in Kenya determines a lot especially the purchase of TV/video. Indeed, Hangreaves (1994) indicated that TV appeals to good number of people due to its ease of accessibility, its immediacy and apparent authenticity.

Results (Table 4. 33) were significant $F(4,621) 5.55, p < .05$ indicating significant differences in terms of mean scores on the effects of internet on socialization among athletes with different levels of fathers' education. Tukey HSD showed that athletes whose fathers highest level of education was secondary up to Form four ($\bar{X} = 1.52$), differed significantly from those athletes whose fathers' highest level of education was university ($\bar{X} = 1.80$). Therefore, it evident that the effects of internet in the socialization of secondary school athletes was greatest among athletes whose fathers' highest level of education was university and lowest in athletes whose fathers did not have any formal

education. This is not remote because Internet sources are not accessible to those athletes whose fathers' formal education is minimal.

Results of the effects on the school and newspapers on the socialization into sport were not significant ($p > .05$). This is not surprising as the data was collected from schools whose teams have been doing well in sports. Thus, these schools spend time and resources towards sports excellence. They invest in hiring of coaches, support their player through sport equipment and the entire climate in these schools is pro-sport. That is why Clark (1980) observed that the school plays an important role in advancing and refining the already learned sport skills. In the same token, Iso-Ahola and Hartfield (1986) reported that the school plays an important role in reinforcing and expanding earlier patterns of sport socialization through its inter-scholastic athletic programs.

4.5.5 Socializing Situations and Athletes' Mothers' Highest Levels of Education

The results for the effects of socialising situations on socialization into sport of athletes defined by their mothers levels of education is shown in Table 4.34.

Table 4.34: Means and standard deviations on effects of socializing situations on socialization into sport of athletes based on their mothers' highest level of education

Socializing Situations		Radio		Newspaper		Magazine		TV/video		Internet		School	
Mothers highest level of Education	Count	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
No schooling	15	2.11	.59	2.31	.50	2.21	.55	2.36	.37	1.50	.67	2.41	.63
Primary	123	2.19	.61	2.35	.52	2.40	.55	2.43	.54	1.541	.64	2.73	.42
Secondary up form 4	203	2.14	.60	2.33	.54	2.45	.53	2.50	.52	1.55	.62	2.71	.39
Secondary up form 6	91	2.07	.70	2.39	.57	2.59	.48	2.66	.43	1.76	.73	2.66	.45
University	201	1.86	.67	2.21	.57	2.49	.57	2.61	.49	1.81	.74	2.62	.49
Total	633	2.05	.65	2.30	.54	2.47	.54	2.54	.50	1.66	.69	2.67	.45

Table 4.34, portrays the means and standard deviations on the effects of socializing situations on socialization into sport of athletes based on their mothers' highest level of education. Based on the means, the effects of socializing situations is greatest by the school ($\bar{X} = 2.67$), followed by the TV ($\bar{X} = 2.54$), sport magazines, newspapers ($\bar{X} =$

2.30), radio($\bar{X} = 2.05$) and internet($\bar{X} = 1.66$). To determine whether there were differences between the above means, ANOVA was carried out as shown in Table 4.35.

Table 4.35: Summary of ANOVA on effects of socializing situations on socialization into sport of athletes based on their mothers' highest level of education

FACTOR	SOURCE	SS	df	MS	F	Comment
Radio	Between	11.08	4	2.77	6.68	Significant
	Within	260.26	628	0.41		
	Total	271.34	632			
Newspaper	Between	2.70	4	0.67	2.30	Not Significant
	Within	184.32	628	0.29		
	Total	187.02	632			
Magazine	Between	2.98	4	0.74	2.5	Not Significant
	Within	186.19	628	0.29		
	Total	189.17	632			
TV/Video	Between	4.55	4	1.13	4.48	Significant
	Within	159.48	628	0.25		
	Total	164.03	632			
Internet	Between	10.200	4	2.55	5.41	Significant
	Within	295.95	628	0.47		
	Total	306.15	632			
School	Between	2.33	4	0.58	2.90	Not Significant
	Within	126.07	628	0.20		
	Total	128.40	632			

$F(4,628) = 2.37, p < .05$

Results in Table 4.35 should significant differences $F(4,628) = 6.68 p < .05$ in terms of mean scores on the effects of radio in the socialization into sport of athletes with different levels of mothers' education. Tukey HSD showed that athletes whose mothers' level of education was university ($\bar{X} = 1.86$) differed significantly from those athletes whose mothers' proceeded only up to Form four ($\bar{X} = 2.14$) as well as up to primary level of

education ($\bar{X} = 2.19$) in terms of the effects of the radio in the socialization into sport. The effects of the radio in socialization into sport was highest among athletes whose mothers' level of education was primary education and lowest amongst athletes whose levels of education was university. This is attributed to the fact that athletes whose mothers level of education is university may have other sources of media influence in comparison to the other groups. Athletes whose mothers education is primary may have the radio as the only source of information. Formal education up to primary school translates into non-skilled jobs, low income or even jobless and this may necessitate their offsprings to rely on radio as the only source of information. Needless is to say that mothers with no formal education may not even have access to the radio and consequently their athletes their athletes are handicapped when it comes to accessing the radio at home.

Results on the effects TV/Video were also significant $F(4,628) = 4.48, p < .05$ indicating significant differences in the effects of TV on the socialization of athletes with different levels of mothers' education. Post hoc tests (Tukey HSD) showed that athletes whose mothers' education was primary ($\bar{X} = 2.43$) differed significantly from those athletes whose mothers' education was university ($\bar{X} = 2.61$) and secondary education up to form six ($\bar{X} = 2.66$). The effects of TV/video on the socialization of secondary school athletes was most pronounced among athletes whose mothers education was secondary up to form six, followed by university and then least among athletes whose mothers education was no schooling and primary education. This is not surprising as mothers with university education may own TV, in comparison to others (primary and not schooling) who may

not have the knowledge of TV and may not own one. Mothers with no formal education may live in rural areas where TV are not available and inaccessible.

The results in the effects of internet were also significant $F(4,628) = 5.41, p < .05$, indicating significant differences in the effects of internet in the socialization of secondary school athletes having different levels of mothers education. Post hoc tests (Tukey HSD) revealed that athletes whose mothers level of education was university ($\bar{X}=1.81$) differed significantly from those athletes whose mothers level of education was no formal education ($\bar{X} = 1.50$) and primary education ($\bar{X} = 1.54$) on the effects of internet in socialization of secondary school athletes into sport. However, the effects of internet was most pronounced among athletes whose mothers level of education was university, and least among athletes whose mothers did not have formal education. This corroborates sociological literature that the higher the level of education the higher the propensity to utilize the internet. This is buttressed by the findings of the study where the effects of Internet on socialization into sport is very low compared to the other socializing situations.

Results on the effects of newspapers, sport magazines and the school on socialization of secondary school athletes with different levels of mother's education was not significant ($p > .05$). This is attributed to the fact that the schools where these athletes are enrolled may have newspapers and sport magazines accessible to them and this neutralizes the effects of mothers' education levels on socialization into sport.

4.5.6 Socializing Situations and Fathers Occupation

The results on the effects of socializing situations on socialization into sport of athletes based on fathers occupations is shown in Table 4.36.

Table 4.36: Means and standard deviations on effects of socializing situations on socialization into sport of athletes based on their fathers' occupation

Socializing Situations		Radio		Newspaper		Magazine		TV/video		Internet		School	
Fathers occupation	Count	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
Professional	138	1.90	.69	2.25	.55	2.48	.54	2.63	.45	1.84	.73	2.64	.49
Skilled	116	2.08	.64	2.34	.53	2.50	.54	2.51	.52	1.64	.69	2.73	.38
Commercial	106	2.11	.63	2.35	.48	2.47	.50	2.52	.48	1.65	.67	2.67	.42
Unskilled	102	2.20	.59	2.35	.54	2.39	.58	2.41	.55	1.54	.63	2.70	.44
Teaching	91	1.14	.64	2.35	.48	2.59	.47	2.67	.43	1.63	.69	2.71	.41
Total	552	2.07	.65	2.32	.52	2.48	.53	2.55	.49	1.67	.69	2.69	.43

Table 4.36 shows the means and standard deviations on the effects of socializing situations on socialization into sport of athletes based on their fathers' occupation. The fathers' occupation was categorized into 5 groups of professional/managerial, skilled, commercial, unskilled and teaching. On the other hand, socializing situations considered in this study included radio, newspaper, sport magazines, TV/Video, Internet and School. From the table, the order of effects from the greatest to the lowest is school($\bar{X}=2.69$), TV/video($\bar{X}=2.55$), sport-magazines($\bar{X}=2.48$), newspapers($\bar{X}=2.32$), radio($\bar{X}=2.07$) and internet($\bar{X}=1.67$). To determine whether these influences differed between athletes

whose father's had different occupations, ANOVA was carried as shown in the table below.

Table 4.37: Summary of ANOVA on the effects of socializing situation on socialization into sport of athletes based on their fathers' occupation

FACTOR	SOURCE	SS	df	MS	F	Comment
Radio	Between	6.40	4	1.6	3.80	Significant
	Within	230.60	548	0.42		
	Total	237.00	552			
Newspaper	Between	1.01	4	0.25	0.91	Not Significant
	Within	151.11	548	0.29		
	Total	152.12	552			
Magazine	Between	2.00	4	0.50	1.74	Not Significant
	Within	157.40	548	0.28		
	Total	159.40	552			
TV/Video	Between	4.48	4	1.12	4.67	Significant
	Within	131.57	548	0.24		
	Total	136.05	552			
Internet	Between	5.98	4	1.49	3.12	Significant
	Within	262.45	548	0.47		
	Total	268.43	552			
School	Between	0.57	4	0.14	0.75	Not Significant
	Within	103.70	548	0.18		
	Total	104.27	552			

$$F(4,548) = 2.37, p < .05$$

Results on Table 4.37 were significant $F(4,548) = 3.80, p < .05$ indicating significant differences in the mean scores on the effects of radio on the socialization into sport of athletes with different levels of fathers' occupations. Post hoc Tukey (HSD) showed that athletes whose fathers' occupation was professional ($\bar{X} = 1.90$) differed significantly from those athletes whose fathers' occupation was unskilled ($\bar{X} = 2.30$). The effects of radio on the socialization of secondary school athletes was highest among athletes whose

fathers' occupation was unskilled activities and lowest among athletes whose fathers' occupation was professional/managerial activities. This is buttressed by assertions that people in the lower class rely on the radio for information. (Datta, 1984; Mbogoh, 2003)

The effects of the TV/video on socialization of secondary school athletes was significant $F(4,528) = 4.67$, ($p < .05$) indicating significant differences in the influence of TV on athletes with different fathers' occupation. Post hoc tests (Tukey HSD) showed that athletes whose fathers' occupation was unskilled ($\bar{X} = 2.41$) differed significantly from those whose fathers' occupation was professional ($\bar{X} = 2.63$) and teaching ($\bar{X} = 2.67$), on the effects of TV in the socialization of secondary school athletes. However, the effects of TV on socialization of secondary school athletes was most pronounced among athletes whose fathers' occupation was teaching and professional and least among athletes whose fathers' occupation was unskilled. This is because the higher the social class levels the greater ability to purchase and own a TV. Similarly, McPherson *et al* (1989) observed that although there is little to prevent most individuals from consuming sport in radio or TV, some class based differences seem to affect which type of media sport are consumed.

Results on the effects of internet in the socialization of secondary school athletes were also significant $F(4,548) = 3.12$ $p < .05$, indicating significant differences between athletes with different fathers' occupation. Post hoc tests (Tukey HSD) showed that athletes whose fathers' occupation was professional ($\bar{X} = 1.84$) differed significantly from those athletes whose fathers' occupation was unskilled ($\bar{X} = 1.54$) in the effects of internet on

socialization of secondary school athletes into sport. That is why the effects of internet on the socialization into sport of secondary school athletes was more pronounced among athletes whose fathers' occupation was professional/managerial and least among athletes whose fathers' occupation was unskilled. This is attributed to the fact that computers and internet in particular is not accessible to people of lower SES.

Results on the effects of the newspapers, sport magazines and school in the socialization of secondary school athletes based on fathers' occupation was not significant ($p > .05$). This is because the newspapers and sport magazines are available in school and are utilized by all the athletes without regard to the fathers' occupation. Influence of the school in socialization into sport is likely to be uniform for all the athletes without reference to the fathers' occupation. Indeed, this study was conducted in schools which have invested heavily in sports. The above findings are supported by Mbogoh's (2003) observation that children whose parents worked in high level occupations used media more and they are able to afford a wide variety of media. Indeed, McPherson *et al* (1989) observed that age, gender, race/ethnicity and social class may influence what media individuals choose to pay attention to and probably the content interpretation. Possibly that is why there is no significant differences in the influence of newspapers, sport magazines and school on socialization into sport of athletes based on their fathers' occupation. As a matter of fact the school is appreciated to neutralize family influences as the athletes are subjected to equal opportunities in sport participation (Greendorfer, 1992).

4.5.7 Socializing Situations and Mothers Occupation.

The results on effects of socializing situations on socialization into sport of athletes defined by mothers occupation is shown in Table 4.38.

Table 4.38: Means and standard deviations on the effects of socializing situations on socialization into sport of athletes based on their mothers' occupation

Socializing Situations		Radio		Newspaper		Magazine		TV/video		Internet		School	
Mothers occupation	Count	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD	\bar{X}	SD
Professional/ Managerial	36	1.90	.65	2.16	.51	2.63	.43	2.77	.35	1.87	.80	2.61	.62
Skilled	53	2.00	.67	2.30	.57	2.59	.50	2.61	.51	1.74	.73	2.64	.48
Commercial	164	2.01	.67	2.27	.55	2.42	.55	2.51	.53	1.63	.68	2.72	.38
Unskilled	197	2.21	.60	2.37	.53	2.45	.55	2.51	.50	1.60	.65	2.68	.45
Teaching	155	1.95	.66	2.29	.51	2.45	.54	2.55	.47	1.68	.70	2.65	.42
Total	605	2.05	.65	2.30	.54	2.47	.54	2.54	.50	1.65	.69	2.68	.44

Table 4.38 shows the means and standard deviations on effects of socializing situations on socialization into sport of athletes based on their mothers' occupation. The mothers' occupation was classified into five categories of professional/managerial, skilled, commercial, unskilled and teaching. Across the board, the effects of socializing situations on socialization into sport of athletes defined by the mothers' occupation shows that the effects was more by the school(\bar{X} =2.68), TV/video(\bar{X} =2.54), sport magazines(\bar{X} =2.47), newspapers(\bar{X} =2.30), radio(\bar{X} =2.05) and internet(\bar{X} =1.65). The

differences in the effects of these socializing situations is shown in the ANOVA table below.

Table 4.39: Summary of ANOVA on the effects of socializing situations on socialization into sport of athletes based on their mothers' occupation

FACTOR	SOURCE	SS	df	MS	F	Comment
Radio	Between	7.98	4	1.99	4.77	Significant
	Within	251.00	600	0.41		
	Total	258.98	604			
Newspaper	Between	1.90	4	0.47	1.62	Not Significant
	Within	1.75.63	600	0.29		
	Total	177.53	6.4			
Magazine	Between	2.09	4	0.52	1.76	Not Significant
	Within	1.78.34	600	0.29		
	Total	180.43	604			
TV/Video	Between	2.41	4	0.60	2.42	Significant
	Within	149.22	600	0.24		
	Total	151.63	604			
Internet	Between	2.91	4	0.72	1.51	Not Significant
	Within	288.08	600	0.48		
	Total	291.00	604			
School	Between	0.74	4	0.18	0.95	Not Significant
	Within	118.33	600	0.19		
	Total	119.07	604			

$$F(4,600) = 2.37, p < .05$$

Results in Table 4.39 were significant $F(4,600) = 4.77, p < .05$, indicating significant differences in the effects of radio in the socialization of secondary school athletes with different levels of mothers' occupation. Post hoc tests (Tukey HSD) revealed that athletes whose mothers' occupation was unskilled ($\bar{X} = 2.21$) differed significantly from those athletes whose mothers' occupation was professional ($\bar{X} = 1.90$) and teaching ($\bar{X} =$

1.95). The effects of the radio was highest among athletes whose mothers' occupation was unskilled and lowest among athletes whose mothers' occupation was professional/managerial. This difference is attributed to the fact that athletes whose mothers' occupation was unskilled may solely rely on the radio as the only source of information in comparison to the athletes whose mothers are professionals where the athletes have alternative sources of information.

The effects of TV/video in the socialization into sport of secondary school athletes were significant differences $F(4,600) = 2.42, p < .05$ indicating significant differences in the effects of TV/video in the socialization into sport of athletes with different levels of mothers occupation. Tukey HSD showed that athletes whose mothers' occupation was professional ($\bar{X} = 2.77$) differed significantly from those athletes whose mothers occupation was unskilled ($\bar{X} = 2.51$) and commercial ($\bar{X} = 2.51$). Indeed, the effects of TV on socialization into sport was highest among athletes whose mothers' occupation was professional and lowest among athletes whose mothers' occupation was unskilled. This is because as the occupation status becomes higher, the probability of owning a TV/video is equally higher. That is why Maundu (1986) observed that well educated parents with regular income are better able to provide for the children's needs. Similarly, it can be affirmed that the purchase and utilization of TV sets among the affluent members of society allows their children to watch diverse programmes. That is why Hangreaves (1994) observed that TV is clearly the most dominant type of media as it reaches the largest most diversified audience and it appeals to a variety of senses and its potential impact on viewers is the most powerful.

The effects of newspapers, sport magazines, internet and school on the socialization into sport of secondary school athletes with different levels of mothers' occupation was not significant ($p > .05$) possibly because these are available or not available in the secondary schools. In any case, the effects of mothers' occupations becomes minimized if the father has a higher occupation. However, it is imperative to appreciate that Internet services may be picking up among the affluent members of society in Kenya but its access to people of the other cadres is still very low (Mbogoh, 2003). On the other hand, Greendorfer (1992) indicated that the school system (coaches and teachers) may play a more important role in stimulating interest in sport participation. As such it is alluded that the effects of the school in sport socialization at secondary school may not be affected by the socio economic status of the mother. This is because a school plays its primary responsibility of advancing and refining the already learnt sport skills (Clark, 1980).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1.0 Introduction

This chapter presents summary of the findings, conclusions and recommendations based on the findings.

5.2.0 Summary of the Findings

The purpose of this study was to investigate the extent of effects of significant others and socializing situations on socialization into sport of secondary school athletes in Kenya. The selected significant others included, parents, siblings (brothers and sisters), peers, physical education teachers and coaches while socializing situations included the school and mass media. The variables of gender, boarding status of the school, school categories and parents' level of education as well as parents' occupation were all considered as categorical variables. To guide the study some objectives and hypotheses were formulated.

The hypotheses that were set for the study included:

1. Gender did not influence participation in sport of secondary school athletes while in primary school.
2. Family members' participation in sport does not differ between male and female athletes in Kenyan secondary schools.
3. Individual members of the athletes families participation in sport does not differ

between male and female athletes.

4. Initial entry into sport does not differ between male and female athletes in Kenyan secondary schools.
5. Influences of significant others in socialization into sport of secondary school athletes does not differ significantly between: -
 - i. Male and female athletes.
 - ii. Athletes in schools with different boarding status.
 - iii. Athletes in schools with different categories.
 - iv. Athletes with different levels of fathers' education.
 - v. Athletes with different levels of mothers' education.
 - vi. Athletes with different levels of fathers' occupation.
 - vii. Athletes with different levels of mothers' occupation.
5. Effects of socializing situations in socialization into sport of secondary school athletes does not differ significantly between: - (i, ii, iii, iv, v, vi, vii) as above.

The study involved an analysis of data derived from 636 athletes (320 males and 316 females) purposively selected from 40 secondary schools in four randomly selected provinces of Kenya. Data was collected through direct contact questionnaires. The resulting data was analyzed through descriptive and statistical methods. The descriptive statistics involved percentages, means and standard deviations, while inferential statistics included the use of chi-square, student t-test and analysis of variance (ANOVA). Resulting significant differences were subjected to post hoc tests of Tukey, honestly significant differences (HSD) to test their strengths. Acceptance and rejection of

hypothesis was set at $p < .05$. The major findings of the study are presented on family members participation in sport, influence of significant others and socializing situations.

5.2.1: Findings on Athletes Background Information and Family Members Participation in Sport

The findings on athletes background information and their family member participation sport were as follows:

- (a) Gender did not effects the participation in sport of secondary school athletes while in primary school. However, gender did effects the non-participation in sport athletes while in primary school. This is because more male athletes did not participate in sport as compared to female athletes while in primary school.
- (b) Initial entry into sport did not differ significantly between male and female athletes. However, significant differences between male and female athletes become evident when comparisons are made on initiation into sports through Peers.
- (c) Athletes' family members' participation in sport does not differ significantly between male and female athletes. But more of the female athletes' family members participated in sport than the male athletes family members.

5.2.2 Findings on the Influence of Significant Others in Socialization into Sport of the Athletes

The findings on the influence of significant others in socialization into sport of secondary school athletes were as follows:

- (a) There is significant difference in the influence of significant others in socialization into sport of male and female athletes. With the exception of the coach(es), the following significant other influence differed, father, mother, brother(s), sister(s), peers and P.E. teacher(s).
- (b) The influence of significant others in socialization into sport differed significantly between athletes depending on the boarding status of the school where the athletes were enrolled in. However, the effects of the P.E. teacher(s) did not differ between athletes in schools with different boarding status.
- (c) The influence of significant others in socialization into sport differed significantly depending on the school categories where the athletes were enrolled in. The strength of the effects of significant others was mainly among athletes in provincial schools, national and international schools.
- (d) The influence of significant others in socialization into sport differed significantly according to the athletes fathers' highest level of education. It was evident that the higher the level of the fathers' education the lower the effects of significant others in sport socialization.
- (e) The influence of significant others in socialization into sport differs significantly according to athletes mothers' highest level of education. However, the effects of the mother and the coach(es) did not elicit significant differences.

- (f) The influences of father, brother(s), peers and coach(es) in socialization into sport does not differ significantly according to the athletes' fathers occupation. But the effects of the mother, sister(s) and P.E. teacher(s) differed significant between athletes with different occupations of the father.
- (g) The influence of the significant others namely, father, mother, brothers, sisters, peers and coaches with the exception of P.E. teacher(s) did not differ significantly according to the athletes' mothers' occupation. However, the better the occupation the lower the effects of the significant others.

5.2.3 Findings on the Effects of Socializing Situations in Socialization into Sport of Athletes

The findings on the effects of socializing situations in socialization into sport of athletes were as follows:

- (a) There were no significant differences in the effects of newspapers, sport magazines, TV and school in socialization into sport of male and female athletes. But there were significant differences in the effects of internet and radio in socialization into sport of male and female athletes.
- (b) The effects of socializing situations in socialization into sport differs significantly according to the boarding status of the school where the athletes are enrolled in. The strength of the effects of socializing situations decreases from the school, followed by TV, sport magazines, newspapers, radio and internet.
- (c) The effects of socializing situations with the exception of TV/Video in socialization into sport differed significantly between athletes enrolled in different

school categories. Indeed, more of the effects of the socializing situations was on athletes in provincial schools, followed by national schools and international schools.

- (d) The effects of radio, sport magazines, TV/video, and internet in socialization into sport differed significantly between athletes with different levels of fathers' education. However, the effects of newspapers and the school did not differ significantly between athletes with different levels of fathers' education. The order of effects from greatest to lowest was the school, followed by TV/Video, sport magazines, newspapers, radio and internet.
- (e) The effects of radio, TV/Video and internet on socialization into sport differed significantly between athletes with different levels of mothers' education. However, the effects of newspapers, sport magazines and school did not differ significantly between athletes with different levels of mothers' education.
- (f) The effects of newspapers, sport magazines and school on socialization into sport did not differ significantly between athletes with different levels of fathers' occupation. However, the effects of radio, TV/Video and internet differed significantly between athletes with different levels of fathers' occupation.
- (g) The effects of radio and TV on socialization into sport differed significantly between athletes with different levels of mothers' occupation. On the other hand, the effects of newspapers, sport magazines, internet and school did not differ significantly between athletes with different levels of mothers' occupation.

5.3.0 Conclusions

The conclusions that be drawn from the findings of this study are categorised into those involving family members, significant others and socializing situations.

5.3.1 Athletes Background Information and Family Members Participation in Sport

Some of the conclusions drawn from the findings on athletes background information and their family members participation in sport were as follows:

- (a) More female athletes participated in sport than male athletes while in primary school. However, as they went to secondary school, more male athletes took part in sport than female athletes. This is attributed to the fact that girls mature faster than boys and as the females grow up, they face socio-cultural constraints which prevent them from further participation in sport.
- (b) Athletes were initiated into sport by different significant others. However, the coach, peers and the father were key in initiating both male and female athletes into sport.
- (c) Athletes' family members are involved in sport. For both male and female athletes majority of their brother(s) are involved in sport, followed by the father, sisters and the mother. As the family members are involved in sports then it alluded that these athletes started taking part in sport with the support of the family members.

5.3.2 Significant Others and Socialization into Sport

The conclusions on the effects of significant others in socialization into sport of athletes were as follows:

- (a) The influence of the coach and father in sport differs between male and female athletes. However, the effects of the mother, brother(s), sister(s), peers and P.E. teacher(s) do not differ between male and female athletes.
- (b) The influence of significant others with the exception of the coach(es) is significant for athletes in schools with different boarding status. Indeed, the effects of significant others across the three boarding status of the schools decreases from the coach, followed by peers brother(s), father, P.E. teacher(s), sister(s) and mother.
- (c) The influence of significant others with the exception of peers is significant for athletes in different school categories. The effects of significant others is more pronounced among athletes in provincial schools, national schools and international schools. This is not surprising as provincial schools continue to perform well in national ball games competitions as opposed to either the national or international schools.
- (d) The influence of significant others with the exception of peers and coach(es) is significant for athletes with different levels of fathers' education. The effects of peers is more pronounced among athletes whose fathers' highest level of education is university and lowest among athletes whose fathers did not have formal education. On the other hand, the effects of coach(es) is greatest among athletes whose fathers' highest level of education was primary education and lowest on athletes whose fathers' did not have any formal education.

- (e) The influences of significant others with the exception of the mother and coach(es) is significant for athletes with different levels of mothers' education. It was evident that the effects of the mother was greatest among athletes whose mothers' highest level of education was primary school and lowest in athletes whose mothers' highest levels of education was university. On the other hand, the effects of coach(es) on socialization into sport was greatest among athletes whose mothers' highest level of education was secondary education up to form four and lowest on athletes whose mothers' did not have formal education.
- (f) The influence of the mother, sister(s) and P.E. teacher(s) is significant for athletes with different levels of fathers' occupation. However, the effects of father, brother(s), peers and coach(es) were significantly different for athletes with different levels of fathers' occupation.
- (g) The influence of significant others is only significant for the P.E. teacher(s) for athletes with different levels of mothers' occupation. The effects of the P.E. teacher(s) is greatest among athletes whose mothers' occupation was unskilled activities and lowest among athletes whose mothers were engaged in professional/managerial activities.

5.3.3 Socializing Situations and Socialization into Sport

The conclusions on the effects of socializing situations in socialization into sport were as follows:-

- (a) The effects of radio and internet in socialization into sport of male and females athletes was significantly different while the effects of newspapers, sport magazines,

TV and school did not differ between male and female athletes. It is surprising that female athletes were affected more than the male athletes by radio, while on the other hand, male athletes were affected more by the internet than the female athletes.

- (b) The effects of socializing situations with the exception of TV in socialization into sport differs significantly between athletes in different school categories. The effect of TV is greatest among athletes enrolled in National schools and lowest among athletes who were in an International school. It is alluded that athletes in international schools have other sources of information.
- (c) The effects of socializing situations with the exception of newspapers and school are significantly different for athletes with different levels of fathers' education. For the newspapers their effects on socialization into sport is greatest among athletes whose fathers' highest level of education was primary education and lowest among those athletes whose fathers did not have formal education. For the school, its effects are greatest among athletes whose fathers' highest levels of education was primary and lowest among athletes whose fathers did not have formal education.
- (d) The effects of radio, TV and internet differed significantly between athletes with different levels of mothers' occupation while the effects of newspapers, sport magazines and school did not differ significantly.
- (e) The effects of radio, TV and internet differed significantly between athletes with different levels of fathers' occupation while the effects of newspapers, sport magazines and school did not differ significantly.
- (f) The effects of socializing situations does not differ significantly between athletes with different levels of mothers' occupation with the exception of radio and TV. For

radio, its effects on socialization into sport was more pronounced among athletes whose mothers were involved in unskilled activities and lowest among athletes whose fathers' occupation was professional/managerial activities. On the other hand, the effects of TV was more pronounced among athletes whose mothers were in professional occupations and lowest among athletes whose mothers were involved in unskilled activities.

5.4 Recommendations

From the conclusions of the study, the following recommendations for application, policy formulation and further research are made.

5.4.1 Recommendations for Application

1. Female athletes are active in sport especially in primary school and they need more encouragement to continue their participation in sport. This has to be done starting at family level by the parents and especially the mother. Once this is done it will not be difficult for other significant others especially P.E. teachers and coaches to continue influencing the females participating in sport.
2. Family members especially parents need to have positive attitudes and encourage sport participation. This can be translated into their active sport participation and consequently athletes (both males and females) will have adequate role models starting at the family level.
3. P.E. teachers and coaches have a major role to play if athletes have to continue participating in sport. Therefore, P.E. teachers and coaches have to take stock of

factors which lead to drop out in sport. Beyond that they need to ensure a conducive atmosphere for athletes to continue taking part in sport.

4. Secondary schools and especially day schools need to provide a conducive environment for participating in sport. This calls for provision of sound sport infrastructure of facilities, equipment and supplies.
5. Secondary schools need to provide adequate newspapers sports magazines, TV sets, radio and internet services to their students.

5.4.2 Recommendations for Policy Formulation

The recommendations made for policy formulation are as follows:

1. The effects of mass media in socialization into sport of athletes is evident in this study. Therefore, inter-school sport organizers and the Ministry of Education, Science and Technology personnel need to ensure wide coverage of sporting events especially inter-school competitions.
2. Parents should be educated on their possible influence in their children as regards sport participation. This can only be possible with the help of Ministry of Education, Science and Technology instituting measures to have sports days in all schools where parents, pupils, teachers and community participate.
3. P.E. teachers have important influence in socialization into sport of secondary school athletes. Therefore, school heads need to appreciate this important role of P.E. teachers by availing and facilitating their attendance to sports seminars, workshops and conferences.

4. The school plays a key role in socialization into sport of students. Therefore, the ministry of education, science and technology need to ensure that adequate sport infrastructure is available in schools. Consequently, the wing of the ministry's inspectorate need to ensure that equal attention is given to participation in sport just like academic work.
5. The complimentary role of academic and sport participation needs to be extolled in all the schools. Therefore school heads should ensure that all students should be expected to register and participate at least in one sport in secondary schools in Kenya..

5.4.3 Recommendations for Further Research

1. Similar studies should be done to establish socialization into sport of athletes in other educational institutional levels such as primary schools, colleges and universities.
2. Other studies should be done involving secondary schools which were eliminated at lower levels of competition and in other games such as athletics, racket games and swimming.
3. Other studies adopting a longitudinal design will be worthwhile to unearth the changes in socialization into sport of athletes and capture their profile from primary, secondary, and post-secondary.
4. The three elements of socialization into sport include personal attributes, significant others and socializing situations. Others studies should be done to establish the personal attributes of Kenyan secondary school athletes.

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APPENDIX A

LETTER OF TRANSMITTAL

KENYATTA UNIVERSITY
PHYSICAL EDUCATION DEPARTMENT
P.O. BOX 43844
NAIROBI.

DATE:

Dear Student,

I am a postgraduate student taking a degree in Doctor of Philosophy (Ph.D) at Kenyatta University specializing in Physical Education. I intend to investigate the role of significant others in socializing school athletes into sports in Kenya.

The purpose of this letter is request you to complete the attached questionnaire which will help me accomplish my task. **THIS IS NOT A TEST.** Answer all questions honestly and faithfully as they apply to you alone.

The intended study is purely academic and therefore your response will be treated with strict confidence. The findings will assist towards the improvement of sports and general learning of games in Kenyan Secondary Schools.

Answering all the questions will be greatly appreciated. Thanking you in advance for your co-operation.

Yours sincerely

E. R. Gitonga.

QUESTIONNAIRE FOR ATHLETES

Appendix A: QUESTIONNAIRE FOR ATHLETES

SECTION A: Fill in or Tick where applicable.

A.1. Name of school: _____ Province _____

2. Your Class _____ District _____

3. Your Gender Male Female

4. Your Age _____ Date of Birth _____

5. Type of school

(a) National Provincial

(b) Boys Girls Mixed

(c) Boarding Day Boarding/Day

(d) Public private

(B) (i) How many brothers and sisters do you have?

Brothers Sisters

(ii) What is your birth rank?

First last middle

SECTION B

Here are some questions based on your previous and current participation in sports. Please be honest and give answers individually by putting a Tick or filling in where applicable.

1. Did you represent your primary schools in any game/sport during inter school competitions.

Yes [] No []

2. If yes in (I) above, Name the games in which you took part and highest level reached.

<u>Game/sport</u>	<u>Highest level</u>	<u>Year</u>
e.g. Basket ball	National	2003
_____	_____	
_____	_____	
_____	_____	

3. Which games/sport have your represented your school in during inter-school competitions and the highest level reached?

<u>Game/sport</u>	<u>Highest level</u>	<u>Year</u>
(a) _____	_____	
(b) _____	_____	
(c) _____	_____	

- (4) Whom do you consider to have aroused/initiated your interest in the above games
(Tick one only)

(a) Father []

(b) Mother []

- (c) Brother(s) []
- (d) Sister(s) []
- (e) Friend(s) []
- (f) P.E. Teacher []
- (g) Coach []
- (h) Neighbourhood []

5(a) Do/did your family members take part in any sport or game?

Yes [] No []

(b) If yes in (5a) above, name the game(s) which they are playing/played.

- (a) Father _____
- (b) Mother _____
- (c) Brothers _____
- (d) Sisters _____
- Others, please specify _____

6(a) Which was the highest educational level of your father (Tick where applicable)

1. No schooling _____
2. Primary education _____
3. Secondary upto form 4 _____
4. Secondary upto form 6 _____
5. University/Tertiary _____

(b) Which was the highest educational level of your mother?

1. No schooling _____

2. Primary education _____
3. Secondary upto form 4 _____
4. Secondary upto form 6 _____
5. University/Tertiary _____

(c) What is the current occupation of your father? _____

(d) What is the current occupation of your mother? _____

SECTION C (i)

Some people may have assisted or helped you in one way or another as you have continued to take part in sport or games. Put a tick () against the item of your choice by using the following key. Very much (VM), Some (S), Not Much (NM).

1. How much positive value do the following people attach to sports in your family?
 - (a) Father VM () S () NM ()
 - (b) Mother VM () S () NM ()
 - (c) Brother(s) VM () S () NM ()
 - (d) Sister(s) VM () S () NM ()
 - (e) Friend(s) VM () S () NM ()
2. How much positive attitude do the following people attach to sport(s)
 - (a) Father VM () S () NM ()
 - (b) Mother VM () S () NM ()
 - (c) Brother(s) VM () S () NM ()
 - (d) Sister(s) VM () S () NM ()

- (e) Friend(s) VM () S () NM ()
- (f) P.E. teacher VM () S () NM ()
- (g) P.E. teacher VM () S () NM ()
- (h) School VM () S () NM ()
- (i) School VM () S () NM ()
- (j) Neighbouring community VM () S () NM ()

3. How much encouragement in sports have you received from the following?

- (a) Father VM () S () NM ()
- (b) Mother VM () S () NM ()
- (c) Brother(s) VM () S () NM ()
- (d) Sister(s) VM () S () NM ()
- (e) Friend(s) VM () S () NM ()
- (f) P.E. teacher VM () S () NM ()
- (g) Coach VM () S () NM ()
- (h) School VM () S () NM ()
- (i) Mass media VM () S () NM ()
- (k) Neighbourhood/Community VM () S () NM ()

4. How much active are these people in sport(s) currently?

- (a) Father VM () S () NM ()
- (b) Mother VM () S () NM ()

- (c) Brother(s) VM () S () NM ()
- (d) Sister(s) VM () S () NM ()
- (e) Friend(s) VM () S () NM ()
- (f) P.E. teacher VM () S () NM ()
- (g) Coach VM () S () NM ()
- (h) Neighbourhood/Community VM () S () NM ()

5. How much importance is placed on involvement in sports by

- (a) Father VM () S () NM ()
- (b) Mother VM () S () NM ()
- (c) Brother(s) VM () S () NM ()
- (d) Sister(s) VM () S () NM ()
- (e) Friend(s) VM () S () NM ()
- (f) P.E. teacher VM () S () NM ()
- (g) School VM () S () NM ()
- (h) Mass media VM () S () NM ()
- (i) Coach VM () S () NM ()
- (j) Neighbourhood/Community VM () S () NM ()

6. How much guidance in sports do you get from?

- (a) Father VM () S () NM ()
- (b) Mother VM () S () NM ()

- (c) Brother(s) VM () S () NM ()
- (d) Sister(s) VM () S () NM ()
- (e) Friend(s) VM () S () NM ()
- (f) P.E. teacher VM () S () NM ()
- (g) School VM () S () NM ()
- (h) Coach VM () S () NM ()
- (i) Neighbourhood/Community VM () S () NM ()

7. How much effects in sport do you get from the

- (a) Father VM () S () NM ()
- (b) Mother VM () S () NM ()
- (c) Brother(s) VM () S () NM ()
- (d) Sister(s) VM () S () NM ()
- (e) Friend(s) VM () S () NM ()
- (f) P.E. teacher VM () S () NM ()
- (g) School VM () S () NM ()
- (h) Mass media VM () S () NM ()
- (i) Coach VM () S () NM ()
- (j) Neighbourhood/Community VM () S () NM ()

8. How much skills and tactics in sports have you learnt from

- (a) Father VM () S () NM ()
- (b) Mother VM () S () NM ()

- (c) Brother(s) VM () S () NM ()
- (d) Sister(s) VM () S () NM ()
- (e) Friend(s) VM () S () NM ()
- (f) P.E. teacher VM () S () NM ()
- (g) School VM () S () NM ()
- (h) Mass media VM () S () NM ()
- (i) Coach VM () S () NM ()
- (j) Neighbourhood/Community VM () S () NM ()

9. How much are the following people an inspiration to you as you take part in sports?

- (a) Father VM () S () NM ()
- (b) Mother VM () S () NM ()
- (c) Brother(s) VM () S () NM ()
- (d) Sister(s) VM () S () NM ()
- (e) Friend(s) VM () S () NM ()
- (f) P.E. teacher VM () S () NM ()
- (g) Coach VM () S () NM ()

10. How much would like to imitate these people in sports?

- (a) Father VM () S () NM ()
- (b) Mother VM () S () NM ()
- (c) Brother(s) VM () S () NM ()

- (d) Sister(s) VM () S () NM ()
- (e) Friend(s) VM () S () NM ()
- (f) P.E. teacher VM () S () NM ()
- (g) Coach VM () S () NM ()

11. How much are these people interested in sports or sports events?

- (a) Father VM () S () NM ()
- (b) Mother VM () S () NM ()
- (c) Brother(s) VM () S () NM ()
- (d) Sister(s) VM () S () NM ()
- (e) Friend(s) VM () S () NM ()
- (f) P.E. teacher VM () S () NM ()
- (g) Coach VM () S () NM ()

12. How much emphasis is placed on sports by

- (a) Father VM () S () NM () NAT ()
- (b) Mother VM () S () NM () NAT ()
- (c) Brother(s) VM () S () NM ()
- (d) Sister(s) VM () S () NM ()
- (e) Friend(s) VM () S () NM ()
- (f) P.E. teacher VM () S () NM ()
- (g) Coach VM () S () NM ()
- (h) School VM () S () NM ()

- (i) Mass media VM () S () NM ()
- (j) Neighbourhood/Community VM () S () NM ()

13. How much do you play with these people in your game/sport?

- (a) Father VM () S () NM ()
- (b) Mother VM () S () NM ()
- (c) Brother(s) VM () S () NM ()
- (d) Sister(s) VM () S () NM ()
- (e) Friend(s) VM () S () NM ()
- (f) P.E. teacher VM () S () NM ()
- (g) Coach VM () S () NM ()

SECTION C (ii)

Use the following key to answer questions in this section. Always (A), Sometimes (S), Rarely (R)

1. How often do these people provide you with physical and emotional support as you take part in sports?

- (a) Father A () S () R ()
- (b) Mother A () S () R ()
- (c) Brother(s) A () S () R ()
- (d) Sister(s) A () S () R ()
- (e) Friend(s) A () S () R ()
- (f) P.E. Teacher A () S () R ()
- (g) Coach A () S () R ()

2. How often do these people accompany/attend and watch practice sessions or competitions in sports

- (a) Father A () S () R ()
- (b) Mother A () S () R ()
- (c) Brother(s) A () S () R ()
- (d) Sister(s) A () S () R ()
- (e) Friend(s) A () S () R ()
- (f) P.E. Teacher A () S () R ()

(g) Coach A () S () R ()

3. How often do these people buy you playing kits, rackets, boots or balls?

(a) Father A () S () R ()

(b) Mother A () S () R ()

(c) Brother(s) A () S () R ()

(d) Sister(s) A () S () R ()

(h) Peers A () S () R ()

4. How often do these people instruct/guide you in your sports?

(a) Father A () S () R ()

(b) Mother A () S () R ()

(c) Brother(s) A () S () R ()

(d) Sister(s) A () S () R ()

(e) Friend(s) A () S () R ()

(f) P.E. Teacher A () S () R ()

(g) Coach A () S () R ()

5. How often do these people care whether you continue practicing or not?

(a) Father A () S () R ()

(b) Mother A () S () R ()

(c) Brother(s) A () S () R ()

(d) Sister(s) A () S () R ()

(e) Friend(s) A () S () R ()

(f) P.E. Teacher A () S () R ()

(g) Coach A () S () R ()

6. How often do these people give you rewards/praises after featuring in a sport competition?

(a) Father A () S () R ()

(b) Mother A () S () R ()

(c) Brother(s) A () S () R ()

(d) Sister(s) A () S () R ()

(e) Friend(s) A () S () R ()

(f) P.E. Teacher A () S () R ()

(g) Coach A () S () R () N ()

(h) Neighbourhood/Community A () S () R ()

7. How often do these people evaluate your performance in sports?

(a) Father A () S () R ()

(b) Mother A () S () R ()

(c) Brother(s) A () S () R ()

(d) Sister(s) A () S () R ()

(e) Friend(s) A () S () R ()

(f) P.E. Teacher A () S () R ()

(g) Coach A () S () R ()

(h) Neighbourhood/Community A () S () R ()

8. How often do these people talk about sports participation at home

(a) Father A () S () R ()

(b) Mother A () S () R ()

(c) Brother(s) A () S () R ()

(d) Sister(s) A () S () R ()

(e) Friend(s) A () S () R ()

9. How often are you accompanied while watching televised sport programs by these people

(a) Father A () S () R ()

(b) Mother A () S () R ()

(c) Brother(s) A () S () R ()

(d) Sister(s) A () S () R ()

(e) Friend(s) A () S () R ()

(f) P.E. Teacher A () S () R ()

(g) Coach A () S () R ()

SECTION D A () S () R ()

1. How often do you get role models in sports from?

(a) School A () S () R () *skills and tactics from*

(b) Newspapers A () S () R ()

- (c) Radio A () S () R ()
- (d) Sports Magazines A () S () R ()
- (e) Television/Video A () S () R ()
- (f) Internet A () S () R ()

2. How often do you get affected into sport through

- (a) School A () S () R ()
- (b) Newspapers A () S () R ()
- (c) Radio A () S () R ()
- (d) Sports Magazines A () S () R ()
- (e) Television/Video A () S () R ()
- (f) Internet A () S () R ()

3. How often do you get inspired/encouraged into sport by

- (a) School A () S () R ()
- (b) Newspapers A () S () R ()
- (c) Radio A () S () R ()
- (d) Sports Magazines A () S () R ()
- (e) Television/Video A () S () R ()
- (f) Internet A () S () R ()

4. How often do you learn skills and tactics from

- (a) School A () S () R ()

- (b) Newspapers A () S () R ()
- (c) Radio A () S () R ()
- (d) Sports Magazines A () S () R ()
- (e) Television/Video A () S () R ()
- (f) Internet A () S () R ()

Thanking you for your co-operation.

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