

## The Centrality of Sports Participation in Academic Success among High School Students: A Case of Moi High School, Kabarak, Kenya

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**Abstract:** This paper deconstructs the belief that academic performance is the only concern that should occupy the mind of the learners in Kenyan Secondary schools. The paper argues that participation in sports among high school students has been frustrated by parents, guardians and school administrators because, according to them, participation in sports is a waste of time by students. This warped conviction has been a challenge for real sports enthusiasts in high schools who try to impress upon those concerned on the positives that participation in sports has on students' overall outlook on life which in turn influences the academic performance. This paper aimed at assessing the impact of participation on sports on students' academic performance. It used a case study design of Moi High School-Kabarak, Kenya. The paper targeted Form Three students who participate in sports (competitively at interschool levels) in Moi High School-Kabarak. Stratified sampling method was used to select the participants. The sample comprised 45 student athletes, footballers, volleyball players and swimmers. Data was collected using self-response questionnaires. Data collected was analyzed using both descriptive and inferential statistics. Higher percentages were observed among students who scored 70 and above for the sports participants and no sports participants scored below 60%. All correlations were positive for the sports participation and academic performance, an indicator that active participation in sporting activities in school can help students improve their performance in class work. This implies that students' active involvement in sports significantly and positively influences academic performance. This paper findings present significant implications for curriculum development as well as school guidance and counselling programmes.

**Keywords:** Sports, Kabarak, Moi High School, athletes, footballers, volleyball players and swimmers.

### INTRODUCTION

#### Theoretical Literature

Sports and sporting activities have been a core ingredient in human existence. It has always been used

Several studies conducted in the West have established that student participation in co-curricular activities is positively correlated to student connectedness to school as well as higher school satisfaction [1]. These studies also establish that students are more resilient to adverse experiences and stressful life variables, a bonding role and help students learn important skills to function socially as indicated by [2, 3]. It can therefore be inferred that successful sports programmes enhance school connectedness and school satisfaction.

A study by Muniu [4] established that in Kenya, participation in sports is negatively correlated to examination related stress. A related study by [5] found that when sports are disregarded pupils have a low sense of belonging to their schools and school

socially as a source of entertainment and passes timing. In schools, sports and sporting activities go beyond just entertainment.

connectedness as a result of poor school environment. This connectedness to school has been shown to mitigate against violence, risky sexual behavior, drug and other substance abuse, school dropout rate, emotional distress, absenteeism, bullying, fighting, vandalism and truancy [6, 7].

On a more positive note, there are others who believe school-sponsored sports participation can help the students to perform better in the classroom. A 2004 report from the National Association of State Boards of Education (NASBE) showed that students in a North Carolina high school who participated in Athletics had a better academic performance than students that did not participate. Other statistics in the report show an Iowa high school where athletes also outperformed non-athletes in an academic test provided [8]. Other

researchers believe the skills learned as a member of an athletic team will carry over to help students perform better in the classrooms. According to [8], “engaging in daily practices instills in players’ qualities of discipline, teamwork, physical fitness and organization. These skills and attributes can enhance the student ability to find success in the classroom.

According to [9] the current scholarly knowledge about the relationship between sports and academic performance derives from and is based upon a long- term multi-faceted body of research and writing. Evidence from scholarly treatise shows that participation in inter scholastic sports leads to acquiring virtues such as citizenship, sportsmanship, teamwork, self-discipline and aids in the physical emotional growth of the nations’ youths, developing positive attributes like discipline, increased self-esteem, hard work and determination [10, 4]. A large body of research has also reported that students who are active in sports are less likely to play truancy, they present lower dropout rates and are less likely to engage in substance abuse than their non-participant counterparts [11, 12]. However, there is an observed body of research that report no association between sports participation and academic achievement [13].

Sports have been used in Kenyan schools as a means of achieving the holistic educational

development of the students. However, the Kenyan educational curriculum is more focused on the cognitive domain with little emphasis on the hidden curriculum. The programmes that provide for psychomotor and affective domains in Kenyan schools are taken for granted since they not examinable. This has resulted in more emphasis being laid on the academic performance at the cost of holistic developmental philosophy espoused in the Kenyan school curriculum. Co-curricular as well as extra-curricular programmes that help in the psychosocial and physical development of the students are therefore deficient in school. The result has been basic education school graduates who lack essential life skills. This study set out to militate against this trend by studying the effect of sports participation on academic efficacy of student in Kenyan secondary schools with view to establish the benefits of sporting activities in the school curriculum.

**Relationship between Sporting Activities and Academic Performance Behaviours**

As already contended, this paper seeks to the influence of participation in sporting activities on positive academic behaviours. Responses on academic performance behaviours were cross-tabulated with the main sporting activities and chi-square tests conducted to test the significance of the relationships. The findings are presented in the table below:

**Table-1: Sporting Activities and Academic Performance Behaviours**

	Never	Rarely	Sometimes	Often	Always	p-value
<b>Sporting Activity</b>	<b>Timely completion of assignments and classwork</b>					
Ball games	0(0.0%)	2(4.9%)	4(9.8%)	(31.7%)	(53.7%)	0.92
Indoor/Racquet games	0(0.0%)	1(4.3%)	1(4.3%)	9(39.1%)	12(52.2%)	0.58
Water games	0(0.0%)	1(3.4%)	3(10.3%)	12(41.4%)	13(44.8%)	0.29
Field events	0(0.0%)	1(7.1%)	1(7.1%)	4(28.6%)	8(57.1%)	0.91
Track Events	0(0.0%)	0(0.0%)	3(12.5%)	6(25%)	15(62.5%)	0.18
	<b>Improved academic performance</b>					
Ball games	0(0.0%)	1(2.4%)	6(14.6%)	13(31.7%)	21(51.2%)	0.54
Indoor/Racquet games	0(0.0%)	1(4.3%)	3(13%)	6(26.1%)	13(56.5%)	0.63
Water games	0(0.0%)	1(3.4%)	7(24.1%)	10(34.5%)	11(37.9%)	0.05
Field events	0(0.0%)	0(0.0%)	3(21.4%)	3(21.4%)	8(57.1%)	0.68
Track Events	0(0.0%)	1(4.2%)	4(16.7%)	5(20.8%)	14(58.3%)	0.4
	<b>Motivation to do better in academics</b>					
Ball games	1(2.4%)	2(4.9%)	5(12.2%)	13(31.7%)	20(48.8%)	0.74
Indoor/Racquet games	1(4.3%)	2(8.7%)	1(4.3%)	8(34.8%)	11(47.8%)	0.26
Water games	1(3.4%)	2(6.9%)	3(10.3%)	11(37.9%)	12(41.4%)	0.29
Field events	1(7.1%)	0(0.0%)	3(21.4%)	2(14.3%)	8(57.1%)	0.16
Track Events	1(4.2%)	1(4.2%)	3(12.5%)	6(25%)	13(54.2%)	0.84

Data presented on Table-1 indicates that there was a significant relationships between participation in sporting activities and positive academic behaviours for water games and improved academic performance. However, all the correlations were positive, which could be taken as an indicator that participating in sporting activities positively influences academic achievement efforts and positive academic behavior.

**Correlation Matrix for Sports Participation on Academic Performance**

The respondents’ participation in various sports was cross tabulated with academics performance. A correlation matrix between the variables was generated and the findings are presented in Table 2.

**Table 2: Spearman's Correlation between Academic Performance and Games Participation**

	Last academic grade	p-value
Ball Games	0.015	0.922
Indoor/Racquet Games	0.028	0.857
Water Games	0.347*	0.023
Field Events	0.148	0.343
Track Events	0.109	0.486

\* Correlation is significant at the 0.05 level (2-tailed).

Data presented in Table 2 indicates that all correlations were positive although many were not statistically significant. There was an observed negative correlation coefficient of 0.347 which was statistically significant ( $p=0.02<0.05$ ) between participation in water games and academic performance. This implies that students' active involvement in sports significantly and positively influences academic performance.

**Sports Participation and Appropriate Academic Behaviors**

The second objective of this study was to examine the influence of sports participation on appropriate academic behaviors among students of Moi High School Kabarak. Academic behaviours were derived as a composite variable of the sum of non-missing responses on 13 items relating to overt

behaviours considered to be related to positive academic achievement efforts. The variable was made operational by means of a scale of 1 – 3 where 1 was low, 2 was moderate and 3 was high respectively. The levels were then cross tabulated with the scores for responses on various sporting activities to establish the distributions. Chi-square test for significance of relationship was also applied to establish if there was any significant influence between the variables under study. The findings are presented in this section.

**Influence of Ball Games on Academic Achievement Behaviours**

The respondents' participation in ball games was cross tabulated with academics achievement behaviours. The findings are presented in Table 3.

**Table-3: Cross Tabulation of Sporting Activities and Academic Efficacy**

Sporting Event	Academic Efficacy	Moderate		High	
		n	%	n	%
Ball Games	Appropriate Academic Behaviours	5	12.2%	36	87.8%
	Academic Self-concept	2	100%	39	95.1%
	Academic Self-Concept	2	100%	27	65.9%
	School connectedness	10	83.3%	19	61.3%
Indoor/Racquet Games	Academic Self-concept	2	100%	21	51.2%
	School connectedness	8	66.7%	15	48.4%
Field Events	Academic Self-concept	0	0%	14	34.1%
	School connectedness	5	41.7%	9	29%
	School connectedness	8	66.7%	16	51.6%
	Academic Self-concept	2	100%	22	53.7%

Data presented in Table 3 indicates that 87.8% of respondents who actively participated in ball games recorded an observed 'high' levels of appropriate academic behaviours compared to 95.1% who reported high levels of academic self-concept. It was also observed that 65.9% of respondents who actively participated in water games recorded an observed 'high' levels of self-concept compared to 61.3% who reported high levels of school connectedness. Respondents who recorded an observed 'high' levels of academic self-concept and actively participated in indoor and racquet games accounted for 51.2% compared to 48.4% who reported high levels of school connectedness.

Respondents who recorded an observed 'high' levels of academic self-concept and actively participated in field events accounted for 34.1% compared to 29% who reported high levels of school connectedness. Respondents who recorded an observed 'high' levels of academic self-concept and actively participated in track events accounted for 51.6% compared to 53.7% who reported high levels of school connectedness.

**Respondents' Academic Achievement Behaviours**

The respondents' participation in handball was cross tabulated with observed appropriate academic behaviours. The findings are presented in Table 4.

**Table-4: Cross Tabulation of Handball and Appropriate Academic Behaviours**

		Appropriate Academic Behaviours		Total
		Moderate	High	
Handball	Never	2(6.7%)	28(93.3%)	30(100%)
	Rarely	1(16.7%)	5(83.3%)	6(100%)
	Sometimes	0(0.0%)	4(100%)	4(100%)
	Often	0(0.0%)	1(100%)	1(100%)
	Always	2(100%)	0(0.0%)	2(100%)
Total		5(11.6%)	38(88.4%)	43(100%)

Data presented in Table 4 indicates that 93.3% of respondents who 'Never' actively participated in ball games recorded an observed 'high' levels of appropriate academic behaviours compared to 83.3% who 'Rarely' played handball. It was observed that 100% of respondents who 'Sometimes' actively participated in ball games recorded an observed 'high' levels of appropriate academic behaviours while 100% who played Handball 'Often' presented high appropriate academic behaviours. Finally, it was observed that 100% of the respondents who played Handball 'Often' had an observed moderate level of academic appropriate behaviours.

To test whether there was a significant influence of participating in Handball and the development of appropriate academic behaviours, a null hypothesis: **H<sub>0</sub>2ii: Participation in handball does not significantly influence appropriate academic behaviours among students of Moi High School Kabarak** was posited and tested at 0.05 significance level. Chi square test was applied and the results indicated that the relationship was statistically significant (Chi-square = 16.725 with 4 degree of freedom at  $p=0.002<0.05$ ). The null hypothesis was therefore rejected and an alternative hypothesis *Participation in handball significantly influences appropriate academic behaviours among students of Moi High School Kabarak*. It was inferred that at 0.05 significant level, participation in handball can be used to statistically predict the formation of appropriate academic behavior among students of Moi High School Kabarak.

### The Influence of Sports Participation on Academic Performance

Higher percentages were observed among students who scored 70 and above for the sports participants and no sports participants scored below 60%. Significant relationship between sports participation and academic performance was observed for water games where  $p = 0.02$ . It was therefore concluded that students who participate in water games perform significantly higher than those who participate in other sports. All correlations were positive for the sports participation and academic performance, an indicator that active participation in sporting activities in school can help students improve their performance in classwork.

Female student performed better as a result of participation in sporting activities compared to male students. Whereas significant relationship between sporting and activities was observed for water games alone, splitting the output by gender established that participation in indoor and racquet games had a positive correlation and  $p = 0.05$  which is borderline and therefore significant. It was also established that the significant correlations observed for water games and academic performance was determined by female students since male had  $p = 0.53$  which was not significant compared to female student whose  $p = 0.01$  which is very significant.

There were no significant relationships between participation in sporting activities and positive academic behaviours except for water games and improved academic performance. However, all the correlations were positive, which could be taken as an indicator that participating in sporting activities positively influences academic achievement efforts and positive academic behavior.

All correlations were positive although many were not statistically significant. There was an observed negative correlation coefficient of 0.347 which was statistically significant ( $p=0.02<0.05$ ) between participation in water games and academic performance. This implies that students' active involvement in sports significantly and positively influences academic performance.

### The Influence of Sports Participation on Appropriate Academic Behaviors

87.8% of respondents who actively participated in ball games recorded an observed 'high' levels of appropriate academic behaviours compared to 95.1% who reported high levels of academic self-concept. It was also observed that 65.9% of respondents who actively participated in water games recorded an observed 'high' levels of self-concept compared to 61.3% who reported high levels of school connectedness. Respondents who recorded an observed 'high' levels of academic self-concept and actively participated in indoor and racquet games accounted for 51.2% compared to 48.4% who reported high levels of school connectedness. Respondents who recorded an observed 'high' levels of academic self-concept and

actively participated in field events accounted for 34.1% compared to 29% who reported high levels of school connectedness. Respondents who recorded an observed 'high' levels of academic self-concept and actively participated in track events accounted for 51.6% compared to 53.7% who reported high levels of school connectedness. Participation in handball significantly influences appropriate academic behaviours among students of Moi High School Kabarak ( $p=0.002<0.05$ ). Participation in netball games did not influence the formation of appropriate academic behavior among students of Moi High School Kabarak ( $p=0.599>0.05$ ).

### Sports Participation and Academic Self-Concept

The number of respondents who 'Never' actively participated in Handball recorded an observed 'high' levels of academic self-concept accounted for 70.7%. Participation in handball did not influence the formation of academic self-concept ( $p=0.66>0.05$ ). Similarly, 75.6% of respondents who 'Never' actively participated in Netball recorded an observed 'High' level of academic self-concept. With  $p=0.401>0.05$  participation in Netball did not influence the formation of academic self-concept. 34.1% of respondents who 'Never' actively participated in Basketball recorded an observed 'High' levels of academic self-concept and the relationship was not statistically significant at  $p=0.888>0.05$ ). 46.3% of respondents who 'Never' actively participated in Volleyball recorded an observed 'high' levels of academic self-concept. At  $p=0.897>0.05$  participation in Volleyball did not influence the formation of academic self-concept. 24.4% of respondents who 'Never' actively participated in Football recorded an observed 'high' levels of academic self-concept. At  $p=0.877>0.05$  participation in Football did not influence the formation of academic self-concept. 78% of respondents who 'Never' actively participated in Table Tennis recorded an observed 'high' levels of academic self-concept. At  $p=0.107>0.05$ , it was concluded that participation in Table Tennis did not influence the formation of academic self-concept. 56.1% of respondents who 'Never' actively participated in Badminton recorded an observed 'high' levels of academic self-concept which was not significant at  $p=0.174>0.05$ . 75.6% of respondents who 'Never' actively participated in Lawn Tennis recorded an observed 'high' levels of academic self-concept which was not significant at  $p=0.374>0.05$ ). 34.1% of respondents who 'Never' actively participated in swimming recorded an observed 'high' levels of academic self-concept which at  $p=0.497 >0.05$  was not significant. 73.2% of respondents who 'Never' actively participated in Throws recorded an observed 'high' levels of academic self-concept compared to 4.9% who 'Rarely' played Throws. It was observed that 19.5% of respondents who 'Sometimes' actively participated in Throws recorded an observed 'high' level of academic self-concept. It was observed that 2.4% of respondents who scored

'High' on the academic self-concept scale indicated that they 'Often' engaged in Throws. Participating in Throws and the development of academic self-concept yielded a  $\chi^2 = 0.721$  that was not statistically significant ( $p=0.868$ ). 90.9% of respondents who 'Never' actively participated in Jumps recorded an observed 'high' levels of academic self-concept compared to 100% who 'Rarely' played Jumps. It was observed that 66.7% of respondents who 'Sometimes' actively participated in Jumps recorded an observed 'high' level of academic self-concept. It was observed that 7.3% of respondents who scored 'High' on the academic self-concept scale indicated that they 'Often' played Jumps compared 7.3% who played 'Always'. The influence of participating in Jumps and the development of academic self-concept was not observed to be statistically significant at  $\chi^2 = 0.276$  ( $p=0.964>0.05$ ).

The study established that 63.4% of respondents who 'Never' actively participated in Sprints/Short Races recorded an observed 'high' levels of academic self-concept compared to 7.3% who 'Rarely' participated in Sprints/Short Races. It was observed that 19.5% of respondents who 'Sometimes' actively participated in Sprints/Short Races recorded an observed 'high' level of academic self-concept. It was observed that 4.9% of respondents who scored 'High' on the academic self-concept scale indicated that they 'Often' played Sprints/Short Races compared 4.9% who played 'Always'. The relationship between participating in Sprints/Short Races and the development of academic self-concept yielded  $\chi^2 = 0.6.922$  ( $p=0.14>0.05$ ).

The study findings of the study indicated that 61% of respondents who 'Never' actively participated in Mid-Distance Races recorded an observed 'high' levels of academic self-concept compared to 4.9% who 'Rarely' played Mid-Distance Races. It was observed that 19.5% of respondents who 'Sometimes' actively participated in Mid-Distance Races recorded an observed 'high' level of academic self-concept. It was observed that 7.3% of respondents who scored 'High' on the academic self-concept scale indicated that they 'Often' played Mid-Distance Races compared 7.3% who played 'Always'. Participating in Mid-Distance Races did not significantly influence the development of academic self-concept ( $\chi^2 = 1.243$ ;  $p=0.871>0.05$ ).

Similarly, 85.4% of respondents who 'Never' actively participated in Long Races recorded an observed 'high' levels of academic self-concept compared to 2.4% who 'Rarely' played Long Races. It was observed that 2.4% of respondents who 'Sometimes' actively participated in Long Races recorded an observed 'high' level of academic self-concept. It was observed that 2.4% of respondents who scored 'High' on the academic self-concept scale indicated that they 'Often' played Long Races compared 7.3% who played 'Always'. Participating in Long Races did not significantly influence the

development of academic self-concept ( $\chi^2 = 0.340$ :  $p=0.987>0.05$ ).

Study data indicated that 80.5% of respondents who 'Never' actively participated in Cross-Country recorded an observed 'high' levels of academic self-concept compared to 7.3% who 'Rarely' played Cross-Country. It was observed that 7.3% of respondents who 'Sometimes' actively participated in Cross-Country recorded an observed 'high' level of academic self-concept. It was observed that 2.4% of respondents who scored 'High' on the academic self-concept scale indicated that they 'Often' played Cross-Country compared 2.4% who played 'Always'. Participating in Cross-Country and the development of academic self-concept did not present a significant relationship ( $\chi^2 = 0.479$ :  $p=0.975>0.05$ ).

### Sports Participation and School Connectedness

Research data indicated that 87.1% of respondents who 'Never' actively participated in Handball recorded an observed 'high' levels of School Connectedness compared to 6.5% who 'Rarely' played Handball. It was observed that 6.5% of respondents who 'Sometimes' actively participated in Handball recorded an observed 'high' level of School Connectedness. It was observed that 0% of respondents who scored 'High' on the School Connectedness scale indicated that they 'Often' played Handball compared 0% who played 'Always'. There was no significant influence of participating in Handball and the development of School Connectedness ( $\chi^2 = 17.982$ :  $p=0.001<0.05$ ).

It was established that 77.4% of respondents who 'Never' actively participated in Netball recorded an observed 'high' levels of School Connectedness compared to 9.7% who 'Rarely' played Netball. It was observed that 12.9% of respondents who 'Sometimes' actively participated in Netball recorded an observed 'high' level of School Connectedness. It was observed that 0% of respondents who scored 'High' on the School Connectedness scale indicated that they 'Often' played Netball compared 0% who played 'Always'. There was no significant influence of participating in Netball and the development of School Connectedness ( $\chi^2 = 0.929$ :  $p=0.628>0.05$ ).

Similarly, 41.9% of respondents who 'Never' actively participated in Basketball recorded an observed 'high' levels of School Connectedness compared to 12.9% who 'Rarely' played Basketball. It was observed that 29% of respondents who 'Sometimes' actively participated in Basketball recorded an observed 'high' level of School Connectedness. It was observed that 9.7% of respondents who scored 'High' on the School Connectedness scale indicated that they 'Often' played Basketball compared 6.5% who played 'Always'. There was no significant influence of participating in Basketball and the development of School Connectedness ( $\chi^2 = 4.644$ :  $p=0.326>0.05$ ).

It was observed that 45.2% of respondents who 'Never' actively participated in Volleyball recorded an observed 'high' levels of School Connectedness compared to 16.1% who 'Rarely' played Volleyball. It was observed that 25.8% of respondents who 'Sometimes' actively participated in Volleyball recorded an observed 'high' level of School Connectedness. It was observed that 6.5% of respondents who scored 'High' on the School Connectedness scale indicated that they 'Often' played Volleyball compared 6.5% who played 'Always'. There was no significant influence of participating in Volleyball and the development of School Connectedness ( $\chi^2 = 0.51$ :  $p=0.972>0.05$ ).

The study established that 25.8% of respondents who 'Never' actively participated in Football recorded an observed 'high' levels of School Connectedness compared to 6.5% who 'Rarely' played Football. It was observed that 0% of respondents who 'Sometimes' actively participated in Football recorded an observed 'high' level of School Connectedness. It was observed that 19.4% of respondents who scored 'High' on the School Connectedness scale indicated that they 'Often' played Football compared 48.4% who played 'Always'. There was no significant influence of participating in Football and the development of School Connectedness ( $\chi^2 = 9.788$ :  $p=0.044>0.05$ ).

From the study data, 80.6% of respondents who 'Never' actively participated in Table Tennis recorded an observed 'high' levels of School Connectedness compared to 6.5% who 'Rarely' played Table Tennis. It was observed that 9.7% of respondents who 'Sometimes' actively participated in Table Tennis recorded an observed 'high' level of School Connectedness. It was observed that 3.2% of respondents who scored 'High' on the School Connectedness scale indicated that they 'Often' played Table Tennis compared 0% who played 'Always'. There was no significant influence of participating in Table Tennis and the development of School Connectedness ( $\chi^2 = 3.598$ :  $p=0.308>0.05$ ).

According to data presented in Table 34, 58.1% of respondents who 'Never' actively participated in Badminton recorded an observed 'high' levels of School Connectedness compared to 3.2% who 'Rarely' played Badminton. It was observed that 12.9% of respondents who 'Sometimes' actively participated in Badminton recorded an observed 'high' level of School Connectedness. It was observed that 9.7% of respondents who scored 'High' on the School Connectedness scale indicated that they 'Often' played Badminton compared 16.1% who played 'Always'. There was no significant influence of participating in Badminton and the development of School Connectedness ( $\chi^2 = 5.071$ :  $p=0.28>0.05$ ).

According to data presented in Table 35, 80.5% of respondents who 'Never' actively participated in Lawn Tennis recorded an observed 'high' levels of School Connectedness compared to 7.3% who 'Rarely' played Lawn Tennis. It was observed that 7.3% of respondents who 'Sometimes' actively participated in Lawn Tennis recorded an observed 'high' level of School Connectedness. It was observed that 2.4% of respondents who scored 'High' on the School Connectedness scale indicated that they 'Often' played Lawn Tennis compared 2.4% who played 'Always'. There was no significant influence of participating in Lawn Tennis and the development of School Connectedness ( $\chi^2 = 2.149$ ;  $p=0.708>0.05$ ).

It was also established that 38.7% of respondents who 'Never' actively participated in Swimming recorded an observed 'high' levels of School Connectedness compared to 3.2% who 'Rarely' played Swimming. It was observed that 22.6% of respondents who 'Sometimes' actively participated in Swimming recorded an observed 'high' level of School Connectedness. It was observed that 12.9% of respondents who scored 'High' on the School Connectedness scale indicated that they 'Often' played Swimming compared 22.6% who played 'Always'. There was no significant influence of participating in Swimming and the development of School Connectedness ( $\chi^2 = 2.869$ ;  $p=0.58>0.05$ ).

According to data presented in Table 37, 80.6% of respondents who 'Never' actively participated in Throws recorded an observed 'high' levels of School Connectedness compared to 3.2% who 'Rarely' played Throws. It was observed that 12.9% of respondents who 'Sometimes' actively participated in Throws recorded an observed 'high' level of School Connectedness. It was observed that 3.2% of respondents who scored 'High' on the School Connectedness scale indicated that they 'Often' played Throws. There was no significant influence of participating in Throws and the development of School Connectedness ( $\chi^2 = 3.392$ ;  $p=0.0.335>0.05$ ).

According to data presented in Table 38, 87.1% of respondents who 'Never' actively participated in Jumps recorded an observed 'high' levels of School Connectedness compared to 6.5% who 'Rarely' played Jumps. It was observed that 3.2% of respondents who 'Sometimes' actively participated in Jumps recorded an observed 'high' level of School Connectedness. It was observed that 3.2% of respondents who scored 'High' on the School Connectedness scale indicated that they 'Often' played Jumps. There was no significant influence of participating in Jumps and the development of School Connectedness ( $\chi^2 = 0.839$ ;  $p=0.0.84>0.05$ ).

According to data presented in Table 39, 67.7% of respondents who 'Never' actively participated in Sprints/Short Races recorded an observed 'high'

levels of School Connectedness compared to 3.2% who 'Rarely' played Sprints/Short Races. It was observed that 22.6% of respondents who 'Sometimes' actively participated in Sprints/Short Races recorded an observed 'high' level of School Connectedness. It was observed that 3.2% of respondents who scored 'High' on the School Connectedness scale indicated that they 'Often' played Sprints/Short Races compared 3.2% who played 'Always'. There was no significant influence of participating in Sprints/Short Races and the development of School Connectedness ( $\chi^2 = 4.205$ ;  $p=0.379>0.05$ ).

According to data presented in Table 40, 61.3% of respondents who 'Never' actively participated in Mid-Distance Races recorded an observed 'high' levels of School Connectedness. Since  $p=0.523>0.05$ , it was concluded participation in Mid-Distance Races did not influence the formation of School Connectedness among students of Moi High School Kabarak. According to data presented in Table 41, 83.9% of respondents who 'Never' actively participated in Long Races recorded an observed 'high' levels of School Connectedness. Participation in Long Races did not influence the formation of School Connectedness ( $p=0.333>0.05$ ) among students of Moi High School Kabarak. 87.1% of respondents who 'Never' actively participated in Cross-Country recorded an observed 'high' levels of School Connectedness. At  $p=0.223>0.05$ , it was concluded that participation in Cross-Country did not influence the formation of School Connectedness among students of Moi High School Kabarak.

## CONCLUSION

In this paper we set out to interrogate the correlation between participating in sports and academic performance. After conducting the study, the study concludes that participation in water games significantly correlate with better academic performance in academics. Gender was a significant factor in this relationship, since female participants performed better than their male counterparts. Also, participation in ball games, especially handball, significantly influences appropriate academic behaviours among students of Moi High School Kabarak. The participation in indoor games did not present significant influence on the students' academic self-concept. Participation in athletics was not a factor in development of academic self-concept among students in Moi High School Kabarak. Participation in ball games, specifically handball, was a significant factor in development of School Connectedness among students in Moi High School Kabarak.

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