

To Investigate The Influence Of Sports Mentor Intervention On Developing Cohesion Among Different Ethnic Communities Living Along The Border Of Bomet And Narok Counties In Kenya

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Abstract:

Background: The ethnic communities in Kenya are more than 40, due to the diverse traditional and religious backgrounds. The differences in culture, and traditions fuel ethnic conflicts, and wars among the bordering communities. Narok and Bomet are among the countries that experience ethnic conflicts in Kenya. Sport mentor intervention is a mark of national unity and is paramount in uniting people making them coexist peacefully. The intervention can develop cohesion along the Narok and Bomet County border in Kenya thus restoring peace.

Materials and Methods: This study used a quasi-experimental research design where data was collected from participants in soccer tournament using a questionnaire. Data collected from 148 participants was then analyzed using SPSS version 25.

Results: Sports mentor intervention activity positively influences the individual's perception of group integration as a social activity ($p < 0.01 < 0.05$). Besides, sports mentor intervention activity positively influenced the individual's perception of group integration as a task ($p = 0.017 < 0.05$). Also, sports mentor intervention activity positively influenced the participant's interpersonal attraction to group social attractions ($p < 0.01 < 0.05$). Finally, sports mentor intervention activity positively influenced personal involvement in relation to group productivity and objectives ($p < 0.01 < 0.05$). The study established a correlation value of 0.11 for sports mentor intervention.

Conclusion: Sports mentor intervention activity positively influences personal involvement and develop cohesion and as such can be used to end ethnic conflicts in communities living along the border of Bomet and Narok Counties in Kenya.

Key Word: Cohesion, sports mentor intervention, sports, border, conflicts.

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I. Introduction

Idleness fuels conflicts that leads to war. Wars have adverse effects on society in the western world, such as political instability, displacement of families, economic instability, decline in school-going children and lack or scarcity of foreign investors which applies to third world war countries such as most African Countries¹. In Kenya, parts of contention have generally rotated around characteristics corresponding to regulatory and political tendency, while another sort of contention has been seen among non-peaceful networks concerning land². It has been established that this is as often as possible at low levels as has been the situation along the Samburu-Isiolo, the Narok-Bomet outskirts, the Kericho-Kisumu fringe, the Kericho-Kisii fringe, the Kajjado - Limuru outskirts (*Maai Mahiu*), the Tana River, and the Mount Elgon zone². In such situations fighting sways around access to land for employments and community identity, characterized by the land a community occupies. Sport is vital in reducing stress and increasing physical fitness, but it is also the primary tool to bring people of diverse cultures and beliefs together³. In the history of humanity, sports have been part and parcel of human leisure activity. Since time immemorial, dance and recreational activities have taken place. Nowadays, these activities have transformed into sports events such as contest tournaments and football competition. The World Health Organization (WHO) recommended that adults engage in active sports every week to keep the participants engaged⁴. Cohesion building activities focus on the relationship between the individual, their community and wider society. They is also need to provide opportunities for people to interact, work together, develop positive relationships and make a contribution to their community. There has been no recent study done on how to lower ethnic conflicts through sport mentor intervention along the two counties and this study comes

to cover that gap and address the problem. The current study aims to investigate the influence and the level of efficacy of sports mentor intervention on developing cohesion among different ethnic communities living along the border of Bomet and Narok Counties in Kenya.

II. Material And Methods

The research employed a quasi-experimental research design where teams from Narok and Bomet Counties were engaged in a soccer tournament for eight weeks. The study targeted different communities living along the border of Narok and Bomet counties. From the projected target of ten teams which constituted 240 respondents, the study adopted a technique formulated by Morgan and Krejcie⁵ to determine the 148 both genders sample size for the study and SPSS version 25 was used to perform analysis.

Study Design: Quasi-experimental research design

Study Location: The study was conducted along the borders of Narok and Bomet Counties in Kenya.

Study Duration: 14 weeks

Sample size: 148 participants.

Sample size calculation: The sample size was estimated using a technique formulated by Morgan and Krejcie⁵ to determine the 148 both genders from a sample target of ten teams which constituted about 240 respondents. The table 1 below shows how the sample was distributed across the four activities;

Table 1: Distribution of the Sample across the Activities

Frequency Distribution for Activity			
Bin	Frequency	Percentage	Cumulative Percentage
Team sport activity	36	24.32%	24.32%
Back-to-back physical activity	36	24.32%	48.65%
Motto driven-soccer for peace	37	25.00%	73.65%
sport mentor intervention	39	26.35%	100.00%

Procedure methodology

Twenty-four participants were randomly chosen and asked to fill in the questionnaires and encircle words or questions that are difficult to understand. The FKF officials and team coaches were sensitized on the research task through FKF WhatsApp forum. They were trained as research assistants to help answer the procedural question in minutes. The team coaches then relayed the researcher's information to their respective team players and gave their feedback to the researcher on their acceptance via the same WhatsApp forum. The date for meeting the participants was set using the same WhatsApp platform whereby on the material day the researcher introduced himself to the participants and the objective of the research work. After written informed consent was obtained, the research assistants distributed the questionnaires to the respondents who were allowed to stay with the forms for 1 weeks, a sufficient time for responding to all the questions. Upon filling the questionnaire forms the respondents were requested to submit them to the research assistants. The questionnaires were filled at the beginning (pre-test) and after the intervention (post-test). Descriptive statistics were used to express the summary of the current state of cohesion in relation to the influence of sport mentor intervention on developing cohesion among different ethnic communities living along the border of Bomet and Narok counties in Kenya.

Statistical analysis

Data analysis was done using SPSS statistical software. A Paired-sample t-test Model for comparative analysis was used to assess a significant difference between the perception of cohesion before and after the tournament amongst the communities living along the border of Narok and Bomet counties in Kenya. A $p < 0.05$ showed a significant statistical difference in cohesion in the questionnaire. On the contrary, a $p > 0.05$ meant no significant statistical difference in perception on cohesion amongst the communities living along the border of Narok and Bomet counties in Kenya.

III. Result

The chapter presented the results of the influence of sport mentor intervention in developing cohesion among communities.

The Influence of Sport Mentor Intervention on Developing Cohesion among Communities

The effect of sports mentor intervention on developing cohesion among communities was investigated using four variables: group integration-social, group integration-task, Individual attraction to group-social, and Individual attraction to group-task. The pre and post-test mean values for the group integration social averaged at 4.9231 and 7.0256, respectively. After participating in sports mentor intervention activity, the results meant a positive change in the Individual’s perception of group integration as a social activity. The group integration as a task score for the pre and post-test mean values averaged 5.28 and 6.49, respectively. The outcome showed a positive change in the Individual’s perception of group integration as a task. The variable, individual attraction to group-social, measured the participant’s interpersonal attraction to the group regarding social attractions. The pre-test and post-test mean values averaged at 4.59 and 6.36, respectively. The results implied a positive change in the participant’s interpersonal attraction to the group with regards to social attractions after the individuals were subjected to sports mentor intervention activity. The variable, individual attraction to group-task, expressed the feelings about personal involvement in relation to group productivity and objectives. The pre-test and post-test mean values averaged at 4.21 and 6.67, respectively. The results implied a positive change in the feelings about personal involvement in relation to group productivity and objectives.

Table 2: Paired Samples Test

		Mean	Std. Dev	t	df	Sig. (2-tailed)
Pair 1	Pre-test: Integration-social - Post-test: Integration-social	-2.10	3.29	-3.98	38	.000
Pair 2	Pre-test: Integration-task - Post-test: Integration-task	-1.21	3.01	-2.50	38	.017
Pair 3	Pre-test: Individual attraction to group-social- Post-test: Individual attraction to group-social	-1.77	2.90	-3.81	38	.000
Pair 4	Pre-test: Individual attraction to group-task - Post-test: Individual attraction to group-task	-2.46	2.94	-5.24	38	.000

The study investigated the significance of the difference between the pre-test and post-test integration social scores among the group that undertook the sports mentor intervention activity using a t-test technique. The test statistic was equal to $t(38) = -3.98, p < .01$. The p-value was less than 0.05, indicating that the test rejected the null hypothesis, concluding that sport mentor intervention activity positively influenced the Individual’s perception of group integration as a social activity.

Similarly, the study investigated the significance of the difference between pre-score and post-score for integration as a task using a t-test technique. The test statistic was equal to $t(38) = -2.50, p = .017$. The p-value was less than 0.05, indicating that the test rejected the null hypothesis, concluding that sports mentor intervention activity positively influenced the Individual’s perception about group integration as a task.

For the difference between pre-test and post-test scores for the individuals’ attraction to group-social, the test statistic was equal to $t(38) = -3.81, p < 0.01$. The p-value was less than 0.05, indicating that the test rejected the null hypothesis, concluding that sports mentor intervention activity positively influenced the participant’s interpersonal attraction to group social attractions. Further, the study investigated the significance of the difference between pre and post-scores for the individual attraction to group-task using a t-test technique. The test statistic was equal to $t(38) = -5.24, p < 0.01$. The p-value was less than 0.05, indicating that the test rejected the null hypothesis, concluding that sports mentor intervention activity positively influenced the feelings about personal involvement in relation to group productivity and objectives.

The Influence of Sport Mentor Intervention, on Developing Cohesion Among Different Ethnic Communities Living Along the Border of Bomet and Narok Counties in Kenya.

The table below shows the correlation analysis results on influence of sport mentor intervention in developing cohesion.

Table 3: Correlation Analysis Results

	<i>sport mentor intervention</i>	<i>cohesion</i>
Sport mentor intervention	1	
Cohesion	0.11	1

The study revealed a correlation of $r=0.11$ between sports mentor intervention and cohesion among different ethnic communities living along the border of Bomet and Narok counties in Kenya as represented in Table 3 above.

Table 4: Regression Model's Coefficients

	<i>Coefficients</i>	<i>Standard Error</i>	<i>t Stat</i>	<i>P-value</i>	<i>Lower 95%</i>	<i>Upper 95%</i>
Intercept	1.92	0.74	2.58	0.01	0.45	3.39
sport mentor intervention	0.01	0.08	0.16	0.87	-0.15	0.17

The model coefficients produced a value of 0.01 for the intercept, and mentor intervention. The coefficient was positive, implying that mentor intervention positively impacted the cohesion among different ethnic communities living along the border of Bomet and Narok counties in Kenya.

IV. Discussion

According to the study results, sports mentor intervention is a useful tool in enhancing social cohesiveness at the individual and group levels. It was also found that sports mentor intervention positively influences the individual's perception of group integration as a social activity. Similar findings have been found by various researchers who have found that mentees contribute to peace-building through educating peace that imparts the participants' attitudes in a positive way^{6,7}. Sport mentor intervention is a suitable initiative that brings people together. Nathan et al.⁸ used a quasi-experimental cohort study design in which they compared people who have involved themselves in Football United program and those with lower levels of participation. Found that football activities entail the use of coaches and players. The coaches foster maximum mentorship between themselves and the players. Besides, the younger players receive mentorship from the older players⁸. Such capacity building elements are critical in fostering social cohesion among participants. This is because sport such as football is a suitable mechanism that promote socially cohesive society.

When people come together, they share common agendas and mingle and interrelate over time. The meeting of people from various cultures, races, ethnicities, and religions establish peaceful coexistence⁹. Sport mentor intervention builds peace and cohesion due to its intrinsic values: discipline, teamwork, respect, and fairness, which resonates well with solidarity. Team solidarity is thus an excellent impact that can be used to establish peace and coexistence among people of different ethnicities, religions, races, or cultures¹⁰. Mentorship during sports initiatives is suitable since it augments the physical activities which cannot hinder conflict and achieve solidarity on their own. It is a tool that transforms the attitude and the mindset of the participants. Once people have the right mindset, they can no longer occupy themselves in conflicts and violent activities.

V. Conclusion

Sports mentor intervention is a useful tool in enhancing social cohesiveness at the individual and group levels. It is positively influences the individual's perception of group integration as a social activity. Sport mentor intervention is a suitable initiative that brings people together. The coaches foster maximum mentorship between themselves and the players. Such capacity building elements are critical in fostering social cohesion among participants. This is because sport such as football is a suitable mechanism that promote socially cohesive society. When people come together, they share common agendas and mingle and interrelate over time. Sport mentor intervention builds peace and cohesion due to its intrinsic values: discipline, teamwork, respect, and fairness, which resonates well with solidarity. Mentorship during sports initiatives is suitable since it augments the physical activities which cannot hinder conflict and achieve solidarity on their own. It is a tool that transforms the attitude and the mindset of the participants. Once people have the right mindset, they can no longer occupy themselves in conflicts and violent activities.

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