

**UNIVERSITY STUDENT ATHLETES' PERCEPTIONS OF SPORTS  
SCHOLARSHIPS AND SPORTS PARTICIPATION WITHIN SELECTED  
KENYAN UNIVERSITIES IN NAIROBI CITY COUNTY**

**ARAKA KEBASO ONCHONG'A NELION (B. ED)  
H68/CTY/OL/24109/2014**

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE AWARD OF DEGREE OF MASTER OF SCIENCE  
IN PHYSICAL EDUCATION OF KENYATTA UNIVERSITY IN THE SCHOOL  
OF PUBLIC HEALTH AND APPLIED HUMAN SCIENCES**

**AUGUST, 2021**

## DECLARATION

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

Signature \_\_\_\_\_  Date \_\_\_\_\_

Araka K. O. Nelion  
H68/CTY/OL/24109/2014

### Supervisors' Approval

This thesis has been submitted for examination with our approval as university supervisors.

Signature \_\_\_\_\_ Date \_\_\_\_\_

David Muigai (PhD)  
Department of Recreation and Sport Management

Signature \_\_\_\_\_ Date \_\_\_\_\_

Mugala Bulinda Hannington (PhD)  
Department of Physical Education, Exercise and Sports  
Science

## **DEDICATION**

I dedicate this thesis to my beloved wife Doris, my daughter Milinium, my son Mike and little Mireia for constantly reminding me 'yes I can.

## **ACKNOWLEDGEMENT**

I would like to pay special thankfulness to my supervisors Dr. Muigai and Dr. Bulinda of Kenyatta University for their close support, monitoring and encouragement to see me through at every point to cherish my final goal.

My special thanks also goes to Dr. Joy Wachira for her constant reminds, close follow ups and sincere advises towards completion of my studies.

To my research assistants, I appreciate their tireless efforts to make my research a success, special thanks to Mr. Okoth.

Thanks to my friends and colleagues for their moral and material support towards my final goal.

Not forgetting my family, my wife and my children for their unconditioned love and care while am away for studies. To my little Mireia, your words kept me working hard: 'Daddy, you didn't read today!'

Lastly, I celebrate my late mum, who ignited in me the passion to study.

## Table of Contents

DEDICATION .....	iii
ACKNOWLEDGEMENT .....	iv
LIST OF TABLES .....	viii
LIST OF FIGURES .....	ix
ABBREVIATIONS AND ACRONYMS .....	x
OPERATIONAL DEFINITION OF TERMS .....	xi
ABSTRACT .....	xiii
CHAPTER ONE: INTRODUCTION .....	1
1.1 Background of the Study .....	1
1.2 Statement of the Problem.....	4
1.3 Purpose of the Study .....	4
1.4 Objectives of the study .....	4
1.5 Research Questions.....	5
1.6 Hypothesis .....	5
1.7 Significance of the Study.....	5
1.8 Assumptions of the Study .....	6
1.9 Delimitation of the Study.....	6
1.10 Limitation of the Study .....	6
1.11 Theoretical Framework.....	6
1.12 Conceptual Framework .....	7
CHAPTER TWO: LITERATURE REVIEW .....	10
2.1 Introduction.....	10
2.2 Factors Influencing Athletes' Participation in Sports Events .....	10

2.3 Gender Perspectives on Provision of Scholarship .....	13
2.4 Significance of Sport Scholarships .....	16
2.5 Summary of the Literature Review.....	19
CHAPTER THREE: RESEARCH METHODOLOGY .....	20
3.1 Research Design .....	20
3.2 Study Variables.....	20
3.3 Location of the Study.....	20
3.2 Target Population.....	20
3.5 Inclusion Criteria .....	21
3.3 Sample Size and Sampling technique.....	21
3.4 Research Instrument .....	22
3.5 Pre-Testing.....	23
3.6 Reliability and Validity.....	24
3.6.1 Reliability .....	24
3.6.2 Validity.....	24
3.7 Data Collection Procedures .....	25
3.8 Data Analysis and Presentation .....	25
3.9 Ethical and Logistical Considerations .....	25
CHAPTER FOUR: RESULTS AND DISCUSSION.....	27
4.0 Introduction.....	27
4.1 Response rate.....	27
4.3 Gender and the Age Groups of the Respondents .....	28
4.4 Athletes Year of study.....	29
4.5 Sports Activities .....	30
4.6 Scholarship and sports participation.....	31

4.7 Major factors that contribute to successful scholarships.....	34
4.8 Impacts of Scholarship on Athletic development in Universities .....	38
4.9 Extent to which elements of sports scholarship impact your performance .....	40
4.10 Athletes' Perception of the Importance of Sports Scholarships in University .....	41
CHAPTER FIVE: DISCUSSION .....	43
5.1 Introduction.....	43
CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS .....	47
6.1 Conclusion .....	47
6.2 Recommendations.....	48
REFERENCES .....	51
APPENDICES .....	56
APPENDIX A: INFORMED CONSENT FOR PARTICIPATION IN THE STUDY .....	56

## LIST OF TABLES

Table 1: Total Population and sample .....	22
Table 2: Student Sports Participation as Per Gender in the University.....	27
Table 3: Gender and the year of study .....	28
Table 4 Athletes Gender and Age in Years .....	29
Table 5 Representation by Year of Study .....	29
Table 6 Sports Activities Participated in by students at the University.....	30
Table 7: Whether Respondents were Aware of Sport Scholarships .....	31
Table 8: Participation Motives by University Athletes by Sport Type.....	32
Table 9: Whether the respondents had benefited from any form of sport scholarship.....	33
Table 10: The Extent of Difficulty in Securing Sports Scholarships.....	34
Table 11: Factors Contributing to Successful Scholarships in University .....	34
Table 12: Extent to which leadership contribute to successful scholarship.....	36
Table 13: Extent to which staff involvement contribute to successful scholarship .....	35
Table 14: Extent to which rewards and appreciation contribute to successful scholarship .....	36
Table 15: Extent to which teamwork contribute to successful scholarship .....	37
Table 16: Extent to which skills acquisition contribute to successful scholarship.....	37
Table 17: Extent to which availability of equipment contribute to successful scholarship .....	38
Table 18 Impacts of Scholarship on Athletic training and skills development .....	38
Table 19 Impacts of Scholarship on Athletic capacity building and development in Universities .....	39
Table 20: Extent to which elements of sports scholarship impact your performance .....	40
Table 21: Descriptive statistics on athletes' perception of the importance of sports scholarships in university.....	41
Table 22: Male and Female Athletes' Perception of Importance of Sports Scholarships .	42



**LIST OF FIGURES**

Figure 1: Factors Contributing to University Students' participation in sports.....9

## **ABBREVIATIONS AND ACRONYMS**

<b>KUSA -</b>	Kenya Universities Sports Association
<b>MDGs -</b>	Millennium Development Goals
<b>NCAA -</b>	National Collegiate Athletic Association
<b>SDGs -</b>	Sustainable Development Goals
<b>SPSS -</b>	Statistical package for Social Sciences
<b>NACOSTI:</b>	National Commission for Science Technology and Innovation

## **OPERATIONAL DEFINITION OF TERMS**

Athlete:	A university student who is skilled in a particular sport through training which requires exertion of physical strength or skill to perform the exercise or game.
Curriculum:	Content of a particular course to be taught in a school or specific program.
Extrinsic	Behavior that is presumed to be controlled or ignited by some external Motivation: factors such as praise, money rewards or grades.
Intrinsic Motivation:	Behavior that is brought about through internal rewards and is determined by an individual's self-motivation intrinsically.
Millennium	These are goals which are set globally with measurable targets whose development aims are to eradicate poverty among poor and hunger-stricken countries,
Goals:	while addressing gender equality, quality education, provision of shelter and diseases towards environmental sustainability.
Olympic Games:	These are games which are also known as Olympian which are held after every four years comprising winter and summer games.
Scholarship:	It is a form of payment or waiver awarded to a student in regards to his or her ability in order to attend an institution of higher learning.
Sustainable	These are universal goals or targets set with an aim of making the
Development Goals	universe a better place for human race to live and enjoy in peace.
Team:	A group of players forming one side in a competitive game or sport.

Team sport: Is an activity in which individuals are organized into opposing teams which compete to win.

## ABSTRACT

In Kenya, it has been noted that the development of education has been geared immensely by the spirit of sports. However, it is notable that a lot of talents are lost due to constraints encountered as a result of lack of support and motivation among the Kenyan students' athletes. The general goal of this study was to evaluate the perceptions of sports scholarship on athletes' participation in Kenyan Universities. In order to achieve the general goal, this study was guided by various specific objectives. These includes determining the major factors influencing athletes' participation and analysis of the perceptions of athletes' sports participation among university athletes. The study focused on Kenyan universities within Nairobi City County. A descriptive study design was used for this study while the study focused on the population of university athletes of handball, soccer, basketball and volley ball teams in the universities under Kenya Universities Sports Association. A purposive sampling technique was used to identify the sample of athletes. This study adopted a sample size of 10% of the total population for the various strata. Questionnaires were the primary instruments for data collection. Measures of dispersion were used for statistical analysis such as standard deviation, percentages and t-test. The study found that some of the major factors that influences participation of the athletes in diverse sporting activities include skills development, cognitive benefits, health and physical fitness, need for scholarships, spirit of competition, psychological benefits, friendship development and stress/tension management. The results showed that only a few students had benefitted from the scholarships while the majority of the athletes had not gotten any scholarship opportunity. Similarly, the process of accessing any scholarship opportunity was quite difficult and just a few athletes would be lucky to get any form of scholarship. Other factors that were reported to impact the whole process of securing scholarships among the athletes include proper linkages, exposure, playing environment and institutional support. The study showed significant relationship between availability of scholarship opportunities and sports participation. The study recommended that there is need to conduct further research on factors influencing accessibility of scholarships among university athletes.

## CHAPTER ONE: INTRODUCTION

### 1.1 Background of the Study

Bale and Sang (2013), while looking at ‘development of Kenyan athletics, talent migration and the global sports system’ notes that the Kenyan education has been boosted towards great development by sports. Sports sector in Kenya just like many other countries experiences several constraints among them financial shortfalls. Despite this logistical issue affecting the sports fraternity, this has not stalled the development of sports. For instance, Kenya’s past participation and dominance in athletics in international competitions positioned the country as a favorite to win the bid to host, the 10<sup>th</sup> Eastern Africa University Games, at Jomo Kenyatta University of Agriculture and Technology in December 2016 (Ezeani. C, 2016). The Government of Kenya, through the ministry of sports has been at the fore front of supporting the sporting fraternity since the sector provides a basis for social economic development. The government has obviously shown great commitment to sports and the need to have institutionalized mechanisms in Kenya that will promote various fields of sports and improve the welfare of sports people in the country (Kisiangani, E. (2003; Kisenge, M. (2020).

The ministry of Education ensures that at the various educational institutions, sports are mandatory and this instils the sporting culture among students. This can be evidenced by the establishment of Kenya Sports Academy which is situated at Moi International Sports Centre and currently it’s the biggest modern facility for sports in Kenya. The academy is geared towards training sportsmen.

According to Mwisukha and Rintaugu (2013) following the Sports Act, 2013, Sports Kenya was established to perform key roles which were initially held by sports stadia Management Board. Major roles and tasks to be performed by Sports Kenya is to oversee all the national and international sports programs, develop modern sports facilities with a purpose of creating a competitive local and international sports facility, improving the available facilities, monitor the usage of indoor and outdoor recreational sports facilities not limited to convention centers with an aim of promoting sports tourism. In addition to these roles, the corporation is mandated to create linkages and nurturing of talents among the upcoming athletes. In this sense, the youths and college students are given a platform to identify and connect with various opportunities, including internal and external scholarship opportunities.

According to Simiyu, N.W.W. (2010), athletic scholarships are a form of financial aid given to students based predominately on their abilities. These forms of scholarships enable numerous students the opportunity to meet their financial obligations hence colleges and universities. Provision of scholarship and other forms of support are sure factors of motivation in athletes' activities all over the globe. Research conducted by Deci and Ryan, (2008) and Vallerand Rousseau, (2012) avers motivators, such as sports scholarships are important in influencing performance of sports activities as rewards.

Crawford and Stodolska, (2008), point out that sports scholarship is a key link between students and specific sports experts who can give related skills for development. With varied views from educators, coaches will provide maximum student (athletes) development. Over the years and from researches, it has been noted that, sports curriculum plays a major role which is not only limited to sports skills, but cuts across acquisition of

values which molds a student even outside the sports domain. These values may include holistic qualities, competitiveness discipline and leadership. However, success supersedes as a major and vital component towards athlete's development.

The Kenyan universities have mandated the Kenya Universities Sports Association (KUSA) to manage the conduct of sports in Kenya. The major aim of the body as was stipulated upon its formation in 1979 was to create equal opportunities and a fair environment for university going students to get a chance to participate in sports at all levels. It was viewed as the creation of a national authority whereby Kenya Universities Sports Association KUSA was mandated to spell out the conduct and hence support the university sports. From statistics, the Kenya University Sports Association has registered over 20 membership universities across the country with over 1000 students taking parts in various competitions (Popp, Hums & Greenwell, 2009). The University Sports association, as any other body has established academic criterion for the awards of students' scholarships. Therefore, the body spells out a financial context which can be seen as a fair manner of scholarship awards. Athletes therefore have to meet the KUSA criteria to qualify for the awards and other resources including academic support within member institutions and others. (Levermore, 2008). To award this certification, an institution has to meet KUSA certification agency which reviews specific university coursework and prospectus.



## **1.2 Statement of the Problem**

Examining the situation in Kenyan universities today, a lot of talents are lost due to constraints encountered as a result of lack of support and motivation among the Kenyan athletes (Njororai, 2010). This research further observed that comprehensive support strategies, would revive talents and improve participation among university athletes, motivate participation in various sporting activities, promote gender balance in sport participation and overcome the major bottlenecks that are common in sporting industry. Unfortunately, there are no proper guidelines in most universities related to awarding of sports scholarships. Further there is little knowledge among athletes regarding sports scholarships. It is in line with the above-mentioned challenges and recommendations that this study was conducted to evaluate the influence of sports scholarship on athletes' participation in Kenyan Universities within Nairobi region.

## **1.3 Purpose of the Study**

The study purpose was to evaluate university student athletes' perceptions of sports scholarships and their sports participation within selected Kenyan universities in Nairobi city county. This involved review of factors influencing student sports participation, the influence of sport scholarships on male and female participation, and the significance of sport scholarships.

## **1.4 Objectives of the study**

- i) To determine the major factors influencing athletes' participation among students in universities within Nairobi City County.
- ii) To analyze the perceptions of athletes' sports participation among male and female athletes in Kenyan universities in Nairobi City County.

- iii) To establish the significance of sport scholarships to athletes and institutions in Kenyan universities in Nairobi City County.

### **1.5 Research Questions**

The following research questions formed the basic guide of the study;

- i) What are the major factors influencing student athletes' participation within Universities in Nairobi City County?
- ii) How do sport scholarships influence student athlete participation among male and female athletes in Kenyan universities in Nairobi City County?
- iii) What is the significance of sport scholarships to student athletes and institutions in Kenyan universities in Nairobi City County?

### **1.6 Hypothesis**

H01: There is no significant difference between male and female athletes' perception of the importance of sports scholarships.

### **1.7 Significance of the Study**

This study examined the status and perceptions of university athletes' sports scholarships and participation. The study generated information which will assist in creating awareness on the significant impacts of scholarships on sports. Further the information is potentially useful to the university sport administrators in determining priorities for resource utilization, policy development and for improving access and fairness in scholarship awards within universities.

### **1.8 Assumptions of the Study**

This study was guided by the assumptions that students indeed participate freely in university sports and that there are sports scholarships awarded to these athletes. Also, the study assumed that the Kenyan University students responded honestly to the questions asked.

### **1.9 Delimitation of the Study**

The delimitation of this study was geared to the use of researcher designed questionnaire as instruments for data collection. Major areas of focus included factors influencing athletes' participation among athletes, perceptions and influences of sport scholarships on athletes' participation among male and female athletes and significance of sport scholarships to athletes within Kenyan universities located in Nairobi City County.

### **1.10 Limitation of the Study**

The major limitation of this study was the inability to access details of scholarships awarded to individual students. The information would have helped in understanding whether the scholarships awarded are adequate to sustain students learning within the University.

### **1.11 Theoretical Framework**

The first theory is the constraints theory that recognizes three types of limitations (intrapersonal, interpersonal and structural) that affects the participation of student athletes Crawford and Stodolska, (2008). Understanding constraints student athletes face that in turn affect their participations in both academics and athletics over the last two decades has been seen as a central factor of empirical and theoretical study. In this

regard, researchers have focused on consideration of potential systematic variations regarding the constraints and fitting them among the population sub-groups (Bohnsack et al, 2013). The study largely considered the constraint theory and view sports scholarship as a factor that reduces participation limitations among the athletes.

The second is the Self Determination Theory; (SDT) which explains an individual as self-motivated or determined by self. It is believed that improved participation in sports has always resulted from certain degree of determination that is generated among the participants through various means of motivation. The self-determination theory focuses on the difference between autonomous motivation and controlled motivation (Deci and Ryan, 2008). Autonomous motivation is defined as people who are intrinsically and extrinsically motivated hence identify and integrate an activity into self-sense. However, research has confirmed that they yield very different outcomes. This theory may not be broadly considered since the study focuses on the influences of scholarship on sports participation as opposed to intrinsic factors that would improve participation among the athletes. An individual's feelings towards self-determination will tend to diminish once he or she realizes that the award is given in such a way to control him or her. The individual begins to perceive that the award is a major factor guiding his or her behavior. The study broadly considered cognitive evaluation theory as it presents the likelihood of rewards like provision of scholarships as a motivational factor among the athletes.

### **1.12 Conceptual Framework**

The conceptual framework developed for this study comprised of the dependent variable of athletes' participation and the independent variables of significance of scholarship, gender perspectives on provision of scholarship and factors influencing athletes'

participation. The independent variables, tended to affect the level of participation among athletes in relation to cognitive evaluation theory. The motivation given as scholarships to sports can increase the level of participation, but once the motivation is withdrawn then it can lead to poor participation. Gender consideration among student athletes intended to establish any differences in the number of participants of female and male athletes in each sport and establish equity. Scholarship awards constitute extrinsic motivators among the athletes. Sports scholarships are considered to be of great value in relation to student-athlete participation in sports. This notion derives from the cognitive evaluation theory whereby athletes are motivated towards talent identification within their area of sports specialization within the institution. Sports participation among students' athletes in Kenyan universities is directly influenced by such factors, as presented in the figure 1 below.

Figure 1: Factors contributing to university students' participation in sports.  
 (Source- researcher, (2020))

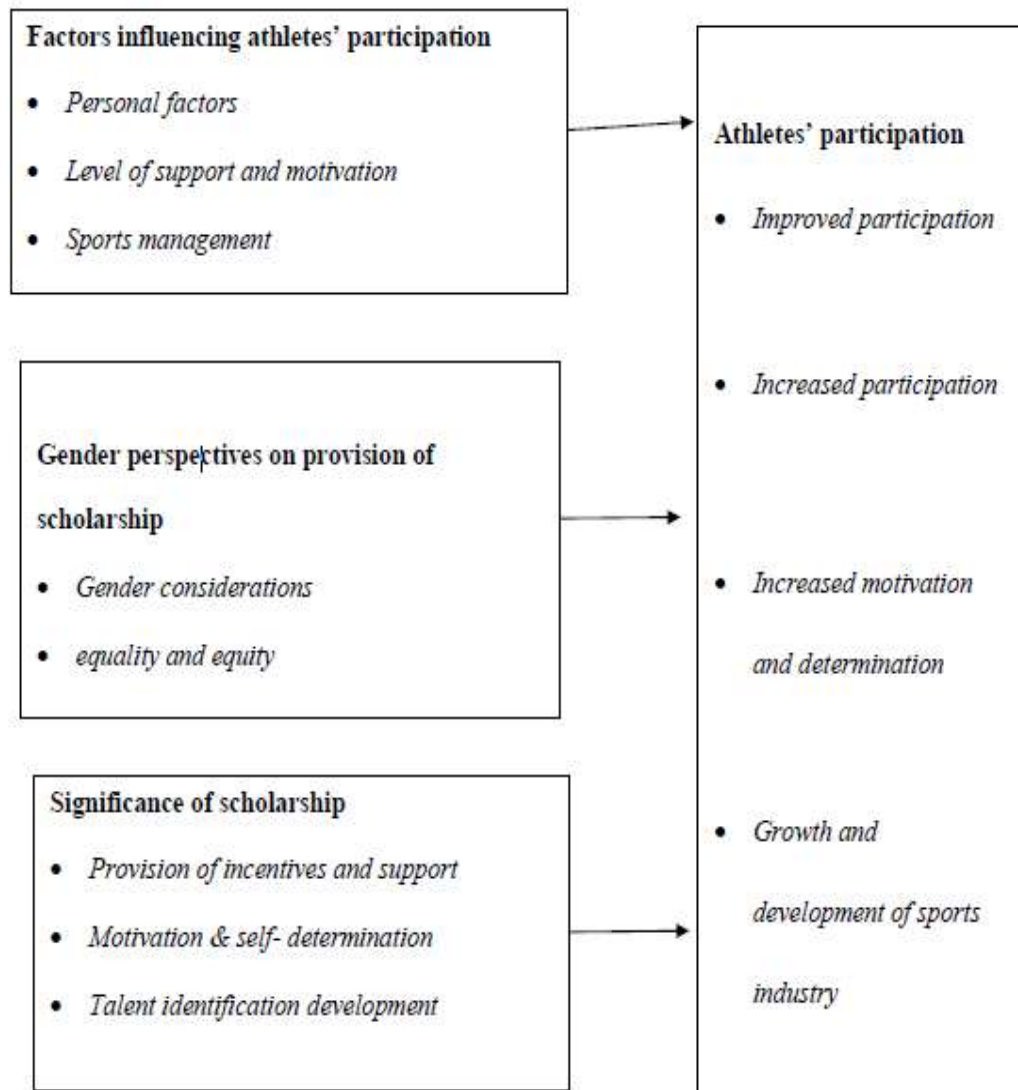


Figure 1: Factors Contributing to University Students' participation in sports. (Source- researcher, (2020))

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

This section reviews empirical literature related to the themes of the study. These are the factors influencing university athletes' in participating in athletics, influence of sport scholarships on athletes' participation, and significance of sport scholarships to athletes. This section presents a critique of various peer-reviewed studies and tries to identify the existing study gaps that the current study.

### **2.2 Factors Influencing Athletes' Participation in Sports Events**

The results of the study conducted by Jackson (2005) illustrated some of the factors that contribute to both poor and successful athlete participations in sports events. These highlighted different career stages as noted, teammates, social support, coach, family, athletic experience, athletic ability and athletic achievement. The study showed that different factors play different roles regarding individual athlete career stage. It was noted that, sporting environment and supportive significant persons were seen as vital contributing factors to athletes' participation on the initiation stage, whereas on the mastery stage, athlete ability became the most important contributing factor towards successful athlete participation.

Research carried out by Memon et al., (2006), depicts that the common factors that seem to affect the sports participation can be classified as internal or personal and external ones. The internal factors can be related to inner person who highlights the physical abilities of an individual. However other variables such as tactics, physique, techniques and psychological orientations are accredited to sports participations. On the other hand, cognitive abilities such as study skills, strategies related to academic success can determine

the level of motivation especially in academic domains such as grade point average. Research in the academic domain by Kuh et al. (2007), suggests that the learning process is determined by the amount of time that a student interacts in the learning. Therefore, factors of academic and sports significance affect preparations and training process. (Kuh et al (2007), Bohnsack et al, (2013). Therefore, coaches have been seen as core factors that strive and aim at improving the individual based factors with an aim of producing better results. Arguably the coach and the faculty have both a role to play in modifying an athlete to produce good results in the field of play and the classroom too (Bohnsack et al., 2013). Apart from the individual or internal factors, there are also external factors such as incentives, institutional structure, finances, and equipment among others. The results showed that generally, all factors, both internal and external factors affecting sport participation require finances and resources. From the reviewed literatures, it would follow that provision of effective and timely financial support to athlete would therefore result in more active participation and higher participation.

According to Reaburn, and Dascombe, (2008), they note that the need to understand the notion of masters' athlete's participation and their enhancements has been on the increase. Long standing sedentary lifestyle have been contributed by many health status changes and normal results of ageing. For this reason, it was seen that masters' athletes could advance their participation even to higher degrees. The assumption of muscle strength decrease as a result of ageing was not ascertained to be true. Therefore, the masters' athletes will maintain strength and even increase in strength training incidences that ought to have not been previously acquired. However, as part of the recommendations for participation improvement in the masters' athlete, there has not been any focus on support and sport



scholarships that would work to encourage the athletes to work even harder and develop their careers. This is a substantive study gap that the current study focused on to determine whether scholarship has got any direct or indirect impact on sports participation among the athletes in colleges.

Deci and Ryan (2008) noted that as much as technology and research is advancing in the areas of sports, this has led to the significant progression in sports participation. The study further showed other numerous factors that affects athletes' participation. Factors that originated from variables which were out of control and conscious decision from an athlete, they deemed to be external by nature. In understanding the various factors that influence sports participation, the study revealed issues such as sleep, voluntary consumption of alcohol, playing environment, are among the factors that lead to understand the participation concept. However, team environment and athletes' emotions were recorded too as contributing factors. From the study, it was deduced that overall sports participation may be as a result of awareness of external factors surrounding an athlete. Deci and Ryan (2008) recommended that there is need for further studies to determine how the various factors would impact on the participations of the athletes. It is on this ground that the current study was conducted with a focus on sport scholarship among college athletes.

According to Hardy, Jones, and Gould (1996) they cited that in order to manage different sports demands, coping with adversities strategies and different psychological strategies were noted to be important factors. They denote self-talk, that to monitor ones' behavior and emotion coping strategy as main examples on different coping strategies an athlete can benefit from. (Hardy, Jones, & Gould, 1996). Further to these, personality factors had a

vital role to play in coping and adopting various strategies. (Hardy, Jones, & Gould, 1996) which calls for an athlete to use different strategies such as relaxation, breathing control or imagery in order to manage their performance. To cultivate an ideal directed focus in sport, an athlete need to initiate the ability to use task-related strategies and the right combination of ideal arousal activation. These strategies can be combined as to different intentional styles namely: narrow external, narrow internal, broad external and broad internal (Hardy, Oliver, & Tod, 2008; Nideffer & Sagal, 2001). Depending on the nature of sport, an athlete can shift concentration type to suit the attention demands which are dynamic this is because various sports require different type of intentional demands. (Nideffer & Sagal, 1996). Research by Roberts, Treasure, and Conroy (2007) they ascertained that most athletes who engulf effective coping strategies, they registered much concentration and playing good in elite competitions.

### **2.3 Gender Perspectives on Provision of Scholarship**

From various researches in the area of sports, it has been noted that there is provision of support as to how awards are influenced in form of scholarships on the intrinsic motivation of a player. A study conducted by Ryan (2008), examined how scholarships affect athletes intrinsically. It was reported that the level of motivation among the male and female athletes under scholarships was higher compared to their teammates who were not under scholarships. This denotes that they were intrinsically motivated. However, Weiss (2013) contradicts Ryan study by suggesting in his report that most female athletes feel athletics sponsorships are a way of controlling their participation, unlike their male counterparts who are motivated by the same. Individual athletes perceive scholarships granted to them

as a positive indicator or a controller of their participation in which their intrinsic motivation is either enhanced or undermined.

In their research, Hardy, Jones, & Gould, (1996) used ten participants as respondents from local to international level athletes. (N=10) whom consisted of five team sport athletes and five individual sport athletes, using a semi structured interview. From their study, the results depicted factors that contribute to both poor and successful athlete participations in line with the various career stages. They established that athletic achievement in sports depends on familial support, team mates and their influence, social support, coaching motives, athlete experience and ability. Further evidence from the study showed that depending on the different athlete stage, factors played different roles. Factors such as sporting environment and supporting significant others were seen as vital factors contributing to successful participation among athlete at initiation level while the athlete ability dominated as a contributing factor at mastery level enhancing successful participation. While the study presented major influencers on sport participation, it has not illustrated the gender disparities and how equity would be affected. The current study focused on how sport scholarship impacts on the sport participation on the two genders.

Another study by Ndambiri, Mwisukha & Muniu, (2014), investigated the physical factors which were deemed to influence sports participation and training among teachers' training college female athletes in central region of Kenya. In their study, they evaluated factors that influences sports participation among female athletes such as; freedom, body shape, and freedom to choose the mode of training. (Richard, Mwisukha & Muniu, 2014). Their research adopted a descriptive survey design. The study targeted the population (female athletes) drawn from the certificate and diploma teacher training colleges. In order to

obtain the study sample size, the research adopted the stratified random sampling technique. 444 (21.6) respondents were selected randomly from two selected certificate teachers' colleges and one diploma training college. The results from the study showed that involvement of female athletes to take part in sport training was geared by academic demands, concern of body shape and their will to choose the training mode. While this study concentrated on the various personal concerns of the athletes, the current study was mainly concerned about support through scholarship and how this could impact on the participation of both male and female athletes.

The Yiamouyiannis, and Osborne, (2012) study evaluated such factors related to how female athletes were represented within the structure of the National Collegiate Athletic Association (NCAA). In order to evaluate this issue, focusing on the concept of feminism, a descriptive statistics approach was used whereby data was collected and analyzed to ascertain the gender representation in the NCAA governing structure basing the study in division I , II and III. In relation to leadership opportunities, this study was blended with the review of the NCAA programming initiatives. Despite the efforts to initiate women representation in the NCCA governance, it was noted that the NCCA substructures and leadership roles in upper levels, women still remain marginalized in domains such as, representation on committees, administration dockets and diversity initiatives. Hitherto, non- gender approaches towards creating a harmonious gender representation in sports has not been achieved due to governing policies which shutter the progress of gender equality. In conclusion their study focused on equity in gender policies on sports, while the current study focused on the different influences and disparities in sport scholarships among male and female athletes among the Kenyan universities.

According to Fink, (2015) in a study conducted in 2012 concerning the London Olympics found that almost 45% of all the athletes participating were women as each delegation represented a female athlete. In the recent, it has been noted that female athletes are well represented and taking part in various competitions. However, the female participation has exhibited disparities in terms of sport media commercial complex while in comparison to sportsmen who receive more attention. From the data obtained in the review, it was noted that the differences on qualitative and quantitative highlights the negative impacts directly focused on the coverage on consumer of women' sports athletes. For these reasons, the author seeks for explanations leading to these differences. While this review focused on coverage and publicity of the sporting of women compared to men, the current study will focus on the distribution and access of scholarship among male and female students in the various universities in Kenya.

#### **2.4 Significance of Sport Scholarships**

Studies conducted by Donnelly (2010) and Gill, et al (1999) affirm that school-sponsored sport contributes positively to learning and academic achievement. Further their research reveals that athletic scholarships in one way or the other gives students an opportunity to attend institutions of higher learning that may have lost hope. According to a different study by Benford, (2007), he depicts the misconception that most student-athletes perform poorly in academics in the light that the most common indicator to participation is the Grade Point Average (GPA). Getting students acquire knowledge and skills are the ultimate objective of universities so as to enable them face real life with acquired tools of knowledge. Therefore, when athletes perform in classroom, they strengthen their case with larger budgets and commercialization due to good participation (Benford, 2007).

Medic, Mack, Wilson and Starkes (2017) evaluated the impact and motive of sports scholarships among collegiate athletes. In the study, basketball players were sampled as 46 scholarships and 70 non-scholarships whose motivation was assessed in terms of 'present' and 'perceived' future. From the study, in comparison between male and female athletes' scholarships, a higher level was reported for male with introjected regulations than female and non-scholarships athletes. On the same, higher external regulation was recorded among male athletes than female scholarships and non-scholarships athletes. With the increased external regulations, it saw a possibility of obtaining scholarships for non-scholarships athletes in full with a decreased intrinsic motivation and stimulation experience to achieve things. It was also noted that to accomplish things for scholarships athletes, there is a decreased intrinsic motivation to experience stimulation as a result of removing athletic scholarships fully. With the present investigations which collectively agrees with Deci and Ryan's (2008) on cognitive evaluation theory which depicts on how the athletes' motivation is impacted by scholarships. The current study would try to determine the direct impacts of the scholarship incentive among the male and female athletes in Kenya.

Gill et al., (1999) studies show that there has been perception in the side of public regarding universities programs are basically out of control. However, despite these assumptions and views, it has been proven that athletics have benefited the institutions in the areas of national exposure, increased students' enrolment, income and the diversity. Because of these benefits, sports directors and university administrators have found it worth to encourage athletics within their institutions. In summary, the results of the studies conducted by Goff (2000) provided at least initial evidence that athletic sponsorships play

a huge role in the institution though enrolment as well as in their athletic achievements. According to Medic, Mack, Wilson and Starkes (2017), intrinsic motivation has been found to be undermined with the presence of rewards. (Deci & Ryan, 2008). These results were deduced basically on the research based on non-sporting environments. This study was purposed to evaluate motivational changes as perceived from the hypothetical manipulation of athletic scholarships (rewards). In examining scholarship status, the study focused on life roles, gender and sport experience to ascertain the differences in terms of 'present' motivation between the scholarship and non-scholarship athletes. The following data was obtained from seven U.S Division I universities (n = 46) and four others from Ontario (n=70) whom were all basketball players. From four Ontario (n = 70). The sampled group responded to demographic questions, as well as questions from the Sport Motivation Scale (Pelletier et al, 2001). Which assessed their current motivation. In evaluation of scholarship status among athletes, SMS was also completed with an aim to evaluate their hypothetical manipulation with regards to 'perceived future' motivation. An extrinsic motive was recorded for the non-scholarship athletes in Ontario which increased as a result of introduction of scholarship while there was a decrease intrinsic motive to experience stimulation. When scholarship was removed, there was a decrease in intrinsic motive to accomplish things for the U.S athletes' scholarships. In comparison of the two groups in regards to their scholarship status (Ontario and U.S) to assess their 'present' levels of motivation, U.S males' scholarships recorded significantly higher levels than Ontario introjected regulations for non- scholarships male. The females from Ontario non-scholarship registered significantly higher level of introjected regulations compared to the U.S scholarship females. The study also revealed that U.S scholarship athletes had higher

levels of external regulations in comparison with the Ontario non-scholarship athletes. However, the results obtained indicated partial support for self-determination theory. It is in line with this recommendation that the current study will be conducted to determine the impacts of sport scholarships among the Kenyan athletes in universities.

## **2.5 Summary of the Literature Review**

From the reviewed literatures, scholarships and other related incentives would be considered as being a significant factor that influences sport participation both in university colleges and in the out-of-school sports. This study therefore would aim at taking an in-depth look into the influences of scholarship on participation since the reviewed literatures provides a clear indication of its significance in sport participation. Scholarships empower the youth and women through sporting activities. Incentives and scholarships are provided with considerations to gender issues in sports in order to attain equity and balance. This study focused on the trends of accessibility of both genders to scholarships and the impact of such provisions on sports participation among men and women. Finally, the current study examined the accessibility and acquisition of such scholarships among Kenyan students and how these affect their sport participation.



## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Research Design**

The focus of the study was to determine the perceptions of sports scholarships and the sports participation among athletes in universities within the Nairobi City County. A descriptive case study research design was adopted to evaluate the influence of sports scholarship on athletes' participation in Kenyan Universities in Nairobi City County. The design involves investigating how a response variable is related to a particular explanatory variable(s).

### **3.2 Study Variables**

In this study the independent variables included gender, age, educational level, sports scholarships factors influencing student athletes' participation. (personal factors, Level of support and motivation, sports management) within universities in Nairobi City County. Dependent variables included student athlete's participation (improved participation, increased participation and increased motivation and determination, growth and development of sports industry).

### **3.3 Location of the Study**

The research took place within selected universities in Nairobi City County. The universities selected were actively involved in the various sports and were members of KUSA.

### **3.4 Target Population**

Mugenda, O. M. & Mugenda, A. G. (2010). Defines population as the total number of individuals or collection of elements which a sample can be made. In this study the population of interest consisted of all the registered institutions (Appendix 1) and sports

federations by Kenya Universities Sports Association (KUSA) within Nairobi-KUSA was the ideal sports organization to get reliable data since most universities are members of the association. Nairobi becomes a reliable region for reasons that Nairobi is central and easily accessible. Those institutions and sports that are not registered and recognized by KUSA were not captured by the study. (See Appendix D) From the KUSA data, basketball, soccer, volleyball and handball are the commonly played team sports among male and female students in most universities.

### **3.5 Inclusion Criteria**

This study included universities located within Nairobi City County which were members of KUSA for at least three years. The players included were active participants in their respective sports within their universities. Those who were not student athletes and participating in a sport were not included in the research.

### **3.6 Sample Size and Sampling technique**

The population was the student athletes in various universities. A purposive sampling method was used to identify the research participants. Such respondents had to belong to a university team and as an active student athlete. According to (Mugenda et al. 2003), a sample size of 10% – 30% is sufficient. Therefore, this study adopted a sample size of 10% - 30% as shown in table 1 below to collect data from participants.

Kenya Universities Sports Association provided guidelines for the number of athletes who participated for 2018/2019 outdoor championships per team as: Handball 16 players, basketball 12 players, soccer 20 players, and volleyball 14 players. These are the maximum registration numbers per team as outlined with the KUSA (Nairobi

region) teams' registration guidelines. There were a total of 21 institutions registered for the 2018/2019 KUSA competitions. With the assumption that each university has one at least one team in the selected sport, this population provided the basis from where the sample size was derived from as shown in the table 1 below.

Table 1: Total Population and sample

<b>Category</b>	<b>Student population for 21 universities</b>								<b>Total population</b>	<b>%</b>	<b>Sample size</b>
<b>Sport</b>	Handball		Soccer		Basketball		Volleyball				
<b>Gender</b>	M	F	M	F	M	F	M	F			
<b>Athletes</b>	<b>16</b>	<b>16</b>	<b>20</b>	<b>20</b>	<b>12</b>	<b>12</b>	<b>14</b>	<b>14</b>	<b>124x21</b>	<b>10</b>	<b>261</b>
<b>Total</b>									<b>2,604</b>		<b>370</b>

### 3.7 Research Instrument

In order to collect the primary data, Semi-structured questionnaires were used. These questionnaires were dropped to the respondents and the picked after responding to them. The instruments were divided into two sections, whereby the respondent's demographic information was captured in section A while section B had different sub-sections for Students involvement and perceptions. The closed ended questionnaire was expected to offer uniformity in responding to the questions while the open-ended questionnaire gave objectivity to respondents to express their free will and unbiased views. This approach of using questionnaire was of great advantage relating the study. This helped in saving time, sustainable confidentiality and an ideal source of primary data.

The sports scholarship variables that were tested in this study included; factors affecting athletes' participation, gender perspectives on provision of scholarship, significance of scholarship, Institutional factors and government policies. The operational of these

variables is as shown on (appendix C). A Likert scale was used to determine the extent to which sponsorship influences sports participation ranging from, strongly disagree (1), to strongly agree (7). In order to make the questionnaire clear for the respondents, the scale of the study was adjusted to five point. The likert scale was used as an ideal instrument to collect data based on student's self-will in participation in sports among universities in Kenya. The athletes were able to indicate whether their will is self-driven or external influence such as sports scholarship motivation. The instrument also captured the will of independent variables such personal factors, provision of incentives and talent identification as major fears towards sports participation among university students' athletes.

### **3.8 Pre-Testing**

The researcher undertook pretesting of the tools to test their effectiveness in collecting the required information before going to the field for actual data collection. The purpose of the pretest was to enable the researcher to identify potential issues and questions that were not very clear and required to be restructured to capture the spirit of the study. This was addressed before the main data was collected. This was done in order to test the validity and reliability of the instrument as well as help the researcher get familiar with the process of administering the questionnaire to the target respondents. In order to pre-test the instrument, subjects were purposively selected from Maseno University in Kisumu County. The pre-test study guided to understand if the respondents interpreted the questionnaire items the same way and also ensured the representation of the study variables.

### **3.9 Reliability and Validity**

#### **3.9.1 Reliability**

To ensure that the research is meaningful, accurate and correct, the researcher conducted pre-test using respondents who are purposively selected and exposed to the research tool questionnaires for data collection. This pre-test helped to ascertain the reliability of the questionnaire. The research instrument was administered among the athletes at Maseno University. The researcher used the Cronbach's alpha method. The results showed a strong internal consistency between the items, with cronbach's alpha values of 0.775. This correlation coefficient was considered good since the items ranged from 0.3 to 0.6.

#### **3.9.2 Validity**

Validity is the degree to which a test measures what its intended to measure as noted by Mugenda & Mugenda (2010). The questionnaire adopted the objective questions so as to achieve its validity. A content validity of the questionnaire was done by use of experts in the area of sports management. This enabled the researcher to review the questions which were not being clearly stated. For the purpose of obtaining valid responses, the question items in the questionnaire was discussed to ascertain clarity, suitability, and relevance of the study.

In assessing the face validity of the instruments towards the study, the researcher had to seek the expertise of the supervisors. The research items were then administered independently to three undergraduate students in recreation management with an aim of examining each question in the research instrument against each research objective. Their independent opinions were to be submitted to determine the adequacy and suitability of

each question item. Basing on their opinions, comments and suggestions, they were used to improve the design of the final research instrument.

### **3.10 Data Collection Procedures**

The researcher distributed the research instruments to the target athletes with the help of six research assistants, who had been trained. Research assistants underwent a one-day training to familiarize with the questionnaire as well as how to administer them to the respondents. The instrument had several sections capturing all the objectives of the study. The questionnaires depicted close-ended questions for the purpose getting fast responses, easy coding and direct research towards achieving desirable variables and the objectives of the study.

### **3.11 Data Analysis and Presentation**

After the research instruments were collected coding and keying of data ensured for analysis to begin. In summarizing the data, the researcher used various statistical techniques such as frequencies, means and standard deviations and t-test. Data was then presented in summaries using tables. Data analysis was done using the statistical package for social sciences (SPSS version 20).

### **3.12 Ethical and Logistical Considerations**

Ethical aspects including the privacy of the data, anonymity of the respondents and informed consent was ensured. The target participants were given clear details on the purpose of the study and its objectives so as they can make informed decisions as whether to take part or decline. Aspects regarding the respondents' confidentiality and identity were treated with utmost care. Therefore, it was vital to know that all the information that was

gathered was only be used for the research. Participants of the research were given a detailed informed consent regarding introductory guide to the research, discomforts during the study, confidentiality and benefits of the study. This helped to get participants consent to take part in the research.

Approval from Kenyatta University and NACOSTI paved way for the researcher to begin the data collection process. With support from trained research assistants, the researcher visited respondents within their universities for oral interviews read from the questionnaire. The athletes were sought and courteously requested to allow oral interviews from them. Once granted consent to carry on, the research assistants randomly selected the respondents from the teams, ensuring gender inclusivity. Consent was verbally read to the respondents, and those who refused to be involved were left out. Respondents that accepted to be involved were taken through the research instrument of the study. Once through with the interviews, the respondents were thanked for their help and cooperation.

## CHAPTER FOUR: RESULTS AND DISCUSSION

### 4.0 Introduction

The results of the research that was geared to evaluate the influence of sports scholarship on athletes' participation in Kenyan Universities were documented in this chapter. Data was mainly analyzed using statistical package for social sciences (SPSS) and presented using frequency tables, means, standard deviations and co-efficient of variation for primary analysis. This chapter is arranged in a sequence of sections involving presentation of demographic information and the rest of sections follows the research objectives alignment. For the elaborate interpretation and discussion of the data obtained, the findings were linked with the existing body of knowledge together with the researcher opinions.

### 4.1 Response rate

The study targeted 4 main sporting; Handball, Soccer, Basketball and Volleyball, with a consideration of male and female categories as shown in table 2 below. The study aimed at gathering information from student athletes from the various sporting categories. Out of the 370 targeted samples, the researcher was able to collect 340 duly filled questionnaires, which was 91.89% response ratee. Table 2 gives a summary of the response rate for each category of the respondents.

**Table 2: Student Sports Participation as Per Gender in the University**

		Sport Participated in the University						Total
		soccer	volleyball	handball	basketball	netball	rugby	
gender	male	40	51	47	29	2	2	171
	female	30	52	52	31	3	1	169
Total		70	103	99	60	5	3	340



#### 4.2 Sports participation across Gender

The study sought to determine the representation of the gender from the various categories of the respondents and the results obtained was as shown in table 3. The results shows that there were more male respondents (171) as compared to female respondents (169). There were more females in second and third year of study than the males, however the males were cumulatively more than the females. This concurred with findings by other related studies like Janssen, (2015) and Rintaugu & Nteere, (2011) that have also reported slightly higher male respondents in sports.

**Table 3: Gender and the year of study**

		Year Of Study						Total
		1st year	2nd year	3rd year	4th year	5th year	6th year	
Gender	Male	14	66	70	18	1	2	171
	Female	28	73	59	9	0	0	169
Total		42	139	129	27	1	2	340

#### 4.3 Gender and the Age Groups of the Respondents

The study made inquiries on the ages of the respondents and the results obtained were as summarized below in table 4. From the results shown in table 4 it is clear that most of the athletes are of the aged 20 (29.1%) years. These give an indication that the majority of the athletes were undergraduates who were newly admitted to the university.

**Table 4: Athletes Gender and Age in Years**

		Age In Years													Total
		18	19	20	21	22	23	24	25	26	27	28	30		
Gender	Male	Count	4	13	40	41	23	11	20	3	3	1	0	1	160
		% of Total	1.2	4.0	12.3	12.6	7.1	3.4	6.1	0.9	0.9	0.3	0.0	0.3	49.1
	Female	Count	3	27	55	43	13	10	11	0	2	0	1	0	166
% of Total		0.9	8.3	16.9	13.2	4.0	3.1	3.4	0.0	0.6	0.0	0.3	0.0	50.9	
Total		Count	7	40	95	84	36	21	31	3	5	1	1	1	326
		% of Total	2.1	12.3	29.1	25.8	11.0	6.4	9.5	0.9	1.5	0.3	0.3	0.3	100.0

#### 4.4 Athletes Year of study

The study sought to determine the year of study of the athletes, and the results were as in table 5 below.

**Table 5: Representation by Year of Study**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1st year	42	12.4	12.4	12.4
	2nd year	139	40.9	40.9	53.2
	3rd year	129	37.9	37.9	91.2
	4th year	27	7.9	7.9	99.1
	5th year	1	0.3	0.3	99.4
	6th year	2	0.6	0.6	100.0
	Total	340	100.0	100.0	

From table 4. above, most of the athletes 40.9% (139) were in their second year followed by those in their third year of study 37.9% (129). The least were in their fifth year of study at 0.3% (1) and sixth year 0.6% (2). This is important observation for sport managers in regard to resource allocation for sports.

#### 4.5 Sports Activities

The study sought to determine the various sports activities that the respondents actively participated in and the following results as shown in table 6 were obtained.

**Table 6: Sports Activities Participated in by students at the University**

		Sport Participated in at the University			
		Frequency	Percent	Valid Percent	Cumulative Percent
Sport	Soccer	70	20.6	20.6	20.6
	Volleyball	103	30.3	30.3	50.9
	Handball	99	29.1	29.1	80.0
	Basketball	60	17.6	17.6	97.6
	Netball	5	1.5	1.5	99.1
	Rugby	3	0.9	0.9	100.0
	Total	340	100.0	100.0	

		Year of Study and Sport Participated in at the University						Total
		sport you participate in at the university						
		soccer	volleyball	handball	basketball	netball	rugby	
Year of study	1st year	13	12	7	8	2	0	42
	2nd year	27	60	31	18	2	1	139
	3rd year	27	25	53	23	1	0	129
	4th year	3	6	6	11	0	1	27
	5th year	0	0	1	0	0	0	1
	6th year	0	0	1	0	0	1	2
Total		70	103	99	60	5	3	340

Majority (139) of the athletes were in second year of study followed by third years (129). Volleyball had the most (60) athletes followed by handball at (53) athletes. From the data the most preferred sport is volleyball with 30.3% followed by handball at 29.1 % and rugby was most unpopular at 0.9%. this shows an interesting trend where soccer which is otherwise popular only had 20.6% preference. Rugby (3) and netball (5) were the least preferred sports among the university students. From the results various sporting activities attract fair audience within the universities.

#### 4.6 Scholarship and sports participation

The study sought to determine the status of sport scholarship and sports participation among the students taking part in various sporting activities. In terms of awareness, the study sought to ascertain the awareness level of the respondents towards sports scholarships at their disposal and the results obtained were as shown in table 7.

**Table 7: Whether Respondents were Aware of Sport Scholarships**

<b>Awareness of Sports Scholarships in Your Institution</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	112	32.9	33.9	33.9
	Yes	218	64.1	66.1	100.0
	Total	330	97.1	100.0	
Missing	System	10	2.9		
Total		340	100.0		

<b>Gender and Sports Scholarship Awards</b>				
		Are You on a Sports Scholarship		Total
		No	Yes	
Gender	Male	92	74	166
	Female	83	84	167
Total		175	158	333

From table 7 it is evidenced that most of the respondents 218 (64.1%) are aware of sports scholarships availability within their institutions. However, 112 (32.9%) of the respondents noted that there were not aware of the sport scholarships. From the data 84 females and 74 males were on sports scholarships. The results show that the athlete fraternity is significantly aware of the various sports scholarships within their institution and this would be considered as a factor of motivating them.

In an attempt to determine the various factors influencing participation of athletes in different sporting activities, the study investigated the various motives of the athletes in the different sporting activities and the results were as shown in table 8.

**Table 7: Participation Motives by University Athletes by Sport Type**

<b>Different sporting activities</b>											
<b>Sporting motive/reason</b>	<b>FB(N=93)</b>		<b>VB(N=54)</b>		<b>Hockey (N=49)</b>		<b>HB(N=42)</b>		<b>BB(N=58)</b>		
Skill development	10%	R=5	8%	R=7	9%	R=7	10%	R=5	18%	R=2	
Cognitive benefits	5%	R=8	4%	R=8	4%	R=8	7%	R=8	10%	R=7	
Health and physical fitness	19%	R=2	22%	R=1	15%	R=3	18%	R=1	15%	R=3	
Need for scholarship	18%	R=3	14%	R=3	11%	R=5	16%	R=3	20%	R=1	
Competition	20%	R=1	17%	R=2	17%	R=2	15%	R=4	11%	R=5.5	
Psychological benefits	6%	R=7	12%	R=5	14%	R=4	9%	R=6	11%	R=5.5	
Friendship	9%	R=6	10%	R=6	10%	R=6	8%	R=7	3%	R=8	
Tension/Stress management	13%	R=4	13%	R=4	20%	R=1	17%	R=2	12%	R=4	

*FB =Football, VB = Volleyball, HB = Handball, BB = Basketball R = is the Tally (frequency)*

From table 8, it is evident that the athletes are motivated by a multiplicity of factors that work together to make them more passionate about their various sports. The table shows that health and physical fitness, need for scholarship, stress management and competition are some of the main motivators of most athletes. Some other significant factors that influence the respondents include, need to make friendship networks, psychological benefits, sporting for skills and talent development in certain sports and cognitive benefits.

The researcher specifically focused on the athletic scholarships within the universities and inquired whether the respondents had benefited from any of such scholarships. Information

was sought on any benefit or award from sports scholarships from the respondents, and the responses are summarized in table 9 below.

**Table 8: Whether the respondents had benefited from any form of sport scholarship**

<b>Have your ever benefited from any form of scholarship before?</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	215	63.2	63.4	63.4
	Yes	124	36.5	36.6	100.0
	Total	339	99.7	100.0	
Missing	System	1	0.3		
Total		340	100.0		

From the table 9, it was observed that the majority of the athletes 215 (63.2%) have not benefited from sports scholarships with only 124 (36.5) reporting that they have benefitted from sports scholarships. This clearly denoted that however much the students' athletes are aware of the sports scholarships; few have been awarded the sports scholarships from their respective universities.

The researcher sought to establish if the athlete's experienced difficulty in securing athletic scholarships within the universities. To this end it was inquired whether the respondents had benefited from any of such scholarships. The respondents reported having experienced difficulty in securing the sports scholarships as reported in table 10 below.

**Table 9: The Extent of Difficulty in Securing Sports Scholarships**

		<b>How difficult do you find sports scholarships</b>						
			very easy	easy	moderate	difficult	very difficult	Total
Gender	Male	Count	15	44	48	49	15	171
		% of Total	4.4%	12.9%	14.1%	14.4%	4.4%	50.3%
	Female	Count	6	34	61	45	23	169
		% of Total	1.8%	10.0%	17.9%	13.2%	6.8%	49.7%
Total		Count	21	78	109	94	38	340
		% of Total	6.2%	22.9%	32.1%	27.6%	11.2%	100.0%

The results showed that only 99 (29.1%) of the respondents found it easy to secure a sports scholarship, while 38 (11.2%) found it very difficult to secure a sports scholarship. In summary more than half of the respondents, 241 (70.9%) noted that accessing the scholarship opportunities is difficult.

#### **4.7 Major factors that contribute to successful scholarships**

The study sought to determine the major factors contributing to successful scholarships among the athletes and the results were as shown in table 11.

**Table 10: Factors Contributing to Successful Scholarships in University**

Statements	N	Minimum	Maximum	Mean	Std. Deviation
Leadership	340	2	5	3.83	0.924
Management support	340	1	5	3.69	0.869
Staff involvement in scholarship formulation	340	1	5	3.86	0.934
Information/Communication flow	340	1	5	3.85	0.931
Reward mechanism Based on performance	340	1	5	3.79	0.897
Team work	340	1	5	3.8	0.858
Procedures and guidelines to be followed	340	1	5	3.87	0.916
Level of skills	339	1	5	3.79	0.936
Level of education	340	1	5	3.8	0.883
Equipment and Facilities to facilitate sports Performance	340	1	5	4.04	0.906

Note. 1= Not at all 2 = small extent, 3=moderate extent, 4 =great extent, 5 = very great extent

Majority of the respondents regarded the above factors as being very significant in influencing the scholarships success. Equipment and facilities was considered most important consideration in how successful scholarships with a mean of 4.04 followed by the procedures and guidelines to be followed with a mean of 3.87 while skills were considered as being least important with a mean of 3.79. The results shown in the table above gives the extent to which the respondents agree with the influences of different factors on successful scholarships in different institutions.

#### 4.7.1 Extent to Which Staff Involvement Contribute to Successful Scholarship

**Table 12: Extent to which staff involvement contribute to successful scholarship**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Not at all	2	0.6	0.6	0.6
	Small extent	24	7.1	7.1	7.6
	Moderate extent	90	26.5	26.5	34.1
	Great extent	126	37.1	37.1	71.2
	Very great extent	98	28.8	28.8	100.0
	Total	340	100.0	100.0	

The researcher also wanted to determine the staff involvement within the university and the extent this led to successful scholarships. 126% (37.1) registered a great extent compared to only 24% (7.1) with small extent. As shown in table 12 above, university staff members have a positive influence on sports scholarships among students' athletes in various sports.



#### 4.7.2 Major Factors That Contribute to Successful Scholarships

The study sought to determine the major factors contributing to successful scholarships among the athletes and the results were as shown in table 13.

**Table 13: Extent to which leadership contribute to successful scholarship**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Small extent	26	7.6	7.6	7.6
	Moderate extent	100	29.4	29.4	37.1
	Great extent	119	35.0	35.0	72.1
	Very great extent	95	27.9	27.9	100.0
	Total	340	100.0	100.0	

The results shown in the table above gives the extent to which the respondents agree with the influences of different factors on successful scholarships in different institutions. The study sought to determine the extent leadership contribute to successful scholarships among universities and it was noted 27.9% (95) indicated a very great extent while 7.6% (26) denoted small extent. Therefore, leadership structures within universities contribute to the awareness and administration of sports scholarships to students' athletes.

**Table 11: Extent to which rewards and appreciation contribute to successful scholarship**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Not at all	3	0.9	0.9	0.9
	Small extent	20	5.9	5.9	6.8
	Moderate extent	102	30.0	30.0	36.8
	Great extent	136	40.0	40.0	76.8
	Very great extent	79	23.2	23.2	100.0
	Total	340	100.0	100.0	

From the table above, it gives the results the researcher wanted to determine the extent to which rewards and appreciation contributes to successful scholarships. 40% (136) of the

respondents agreed to a great extent compared to 5.9% (20) who indicated a small extent as indicated in table 14. Vividly, this shows that rewards and appreciation to students' athletes contributes greatly to successful scholarships among university students' athletes.

**Table 12: Extent to which teamwork contribute to successful scholarship**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	1	0.3	0.3	0.3
	Small extent	17	5.0	5.0	5.3
	Moderate extent	108	31.8	31.8	37.1
	Great extent	136	40.0	40.0	77.1
	Very great extent	78	22.9	22.9	100.0
	Total	340	100.0	100.0	

With the extent weather teamwork contributes to successful scholarships, the researcher noted from table 15 that 40% (136) of the respondents agrees with a great extent while 5% (17) with small extent. It can be deduced that teamwork facilitates successful scholarships.

**Table 13: Extent to which skills acquisition contribute to successful scholarship**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not at all	7	2.1	2.1	2.1
	Small extent	15	4.4	4.4	6.5
	Moderate extent	104	30.6	30.7	37.2
	Great extent	129	37.9	38.1	75.2
	Very great extent	84	24.7	24.8	100
	Total	339	99.7	100	
Missing	System	1	0.3		
Total		340	100		

The researcher investigated the extent to which skill acquisition contribute to successful scholarships, from table 16 above, it was inferred that 37.9% (129) indicated great extent agreement, while 30.6% (104) registered moderate extent 24.7% (84) very great extent respectively.

**Table 14: Extent to which availability of equipment contribute to successful scholarship**

		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Not at all	5	1.5	1.5	1.5
	Small extent	11	3.2	3.2	4.7
	Moderate extent	70	20.6	20.6	25.3
	Great extent	134	39.4	39.4	64.7
	Very great extent	120	35.3	35.3	100.0
	Total	340	100.0	100.0	

In the efforts to determine whether availability of equipment contributes to successful scholarships, the researcher observed that 39.4% (134) respondents reported a great extent from while 35.3% (120) indicated very great extent as shown in table 17 above. From the data, it shows availability of sports equipment contributes in successful scholarships among university students' athletes.

#### **4.8 Impacts of Scholarship on Athletic development in Universities**

The study sought to determine ways through which availability of scholarship would influence the entire athletic infrastructure, commitment and continued improvement of the entire athletic departments. The study sought to determine the direct impacts of sports scholarship on the aspects of training and skills development and the following results were obtained;

**Table 15: Impacts of Scholarship on Athletic training and skills development in Universities**

<b>Dimensions of training and skills development</b>	<b>Mean</b>	<b>SD</b>	<b>COV</b>
Improved skills of the players	3.135	1.12527	72.4%
Instilled new skills on players	2.818	1.13961	43.2%
Enhanced participation of the players	3.227	0.85914	25.8%
Improved skill management among coaches	3.272	1.39590	46.1%
Improved administrative skills of athletic directors	2.454	1.01076	13.8%

The results of the means indicated that scholarships had influenced various aspects on training namely improved skills of players, improved management of coaches and enhanced participation of team players to a moderate extent while the influence of scholarship on administrative skills or instilling new skill was to a small extent. However, given that the standard deviation was greater than 1, most aspects tested imply that there was significant variation in the responses. Improved skills however recorded the highest coefficient implying there was less consistency in the responses.

In terms of capacity building, the study sought to determine whether athletic scholarships would influence some aspects of internal capacity building within the athletic sector in the universities. The results obtained were as tabulated in table 18.

**Table 16: Impacts of scholarship on athletic capacity building and development in universities**

<b>Dimensions of capacity building</b>	<b>Mean</b>	<b>SD</b>	<b>COV</b>
Increase in interests in sports	2.954	1.174	55.9%
Increase in opportunity in sports	2.772	1.066	74%
General increase in the variety of sports	2.500	1.185	58.7%
Empowering individual players	2.727	1.120	26.7%
Team building skills	2.454	1.184	31.8%

Table 19 presents the results of the influence of scholarships had on capacity building in respect to sports development among Kenyan universities. It is evident from the table that scholarship increased the opportunities of sports and the interests of individuals in sports to moderate extent. It was also used to empower the individual players besides increasing the number of sporting activities in the various institutions. However, since all aspect tested had a standard deviation of greater than 1, it therefore implies that their significant variation in the responses from the various federations Increased in sports opportunity had a very high coefficient at 74% implying the degree of variability in responses was great.

#### 4.9 Extent to which elements of sports scholarship impact your performance

**Table 17: Extent to which elements of sports scholarship impact your performance**

<b>Extent to which elements of sports scholarship impact your performance</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Sum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Athlete sponsorship to join sports academies	338	1	5	1243	3.68	1.073
Opportunities to visit and train in foreign countries	338	1	5	1234	3.65	0.942
Provision of professional coaches and managers	338	1	5	1279	3.78	1.044
Promotion of inter-country tournaments	337	1	5	1191	3.53	0.929
Sport performance appraisals	338	1	5	1262	3.73	1.045
Acquisition of foreign citizenship	337	1	5	1230	3.65	1.033
Upgrading local sporting facilities	338	1	5	1233	3.65	1.003
Desire for higher pay and remuneration	338	1	5	1309	3.87	0.974
Valid N (list-wise)	336					

Note. 1= Not at all 2 = small extent, 3 = moderate extent, 4 = great extent, 5 = very great extent

Majority of the respondents regarded the above elements of sports scholarships as being very significant in impacting athletes' performance in university. Desire for higher pay and remuneration of the athletes was perceived as most important with a mean of 3.87 followed by provision of professional coaches and managers with a mean of 3.78 while sport scholarships promotion of inter-country tournaments was perceived as being least important with a mean of 3.65, as shown in table 20.

#### 4.10 Athletes' Perception of the Importance of Sports Scholarships in University

**Table 18: Descriptive statistics on athletes' perception of the importance of sports scholarships in university**

<b>Statements</b>	<b>N</b>	<b>Mini mum</b>	<b>Maxi mum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Sport scholarship motivates athletes to improve their skills	335	1	5	3.83	0.892
Sport scholarship provides required platform for the athletes to exhaust their talents	335	1	5	3.68	0.897
Sport scholarships provides support to compliment the limited institutional capacities	335	1	5	3.93	0.897
Scholarship provides exposure to athletes	335	1	5	3.9	0.843
Scholarship encourages athletes pursue sports as a career	335	1	5	4.15	0.914
Scholarships motivates more students to join and actively participate in various sporting activities	322	1	5	3.66	1.1
Valid N (listwise)	320				

Note. 1= Not at all 2 = small extent, 3=moderate extent, 4 =great extent, 5 = very great extent

Majority of the respondents regarded the above factors as being very important in influencing athletes' perception of the importance of sports scholarships in university. Scholarship encouraging athletes' pursuit of sports as a career was perceived as most important with a mean of 4.15 followed by the perception that sport scholarships provide support to compliment the limited institutional capacities followed with a mean of 3.93 while sport scholarships motivating more students to join and actively participate in various sporting activities was perceived as being least important with a mean of 3.66, as shown in table 21.

To test the hypothesis that H01: There is no significant difference between male and female athletes' perception of the importance of sports scholarships, an independent samples t-test was performed.

**Table 19: Male and Female Athletes' Perception of Importance of Sports Scholarships**

Male and Female Athletes' Perception of Importance of Sports Scholarships										
Gender				N	Mean	Std. Deviation	Std. Error Mean			
Difference between male and female athletes' perception of importance of sports scholarships	male			159	1.347	0.089	0.007			
	female			161	1.364	0.071	0.001			
Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Male and female athletes' perception difference on importance of sports scholarships	Equal variances assumed	2.618	0.107	1.915	318	0.056	-0.017	0.009	-0.035	0.000
	Equal variances not assumed			1.912	301.984	0.057	-0.017	0.009	-0.035	0.001

The null hypothesis that there is no significant difference between male and female athletes' perception of the importance of sports scholarships was accepted. This established (as shown in table 22) that there are no differences in how females and males perceive importance of sports scholarships in universities.

## **CHAPTER FIVE: DISCUSSION**

### **5.1 Introduction**

This chapter presents a discussion of the study findings as it links to the reviewed literatures and the theoretical frameworks. The previous four chapters provided the premise on which to wind up the report of this study. In this chapter, the results of the study are discussed and conclusions are drawn upon which recommendations and suggestions thought necessary for further research are identified.

### **5.2 Study Summary and Discussion**

The purpose of the study was aimed at establishing the perceptions and influence of sports scholarship on athletes' participation in Kenyan Universities. In determining major factors influencing athletes' participation, the study identified a number of factors that directly touches on the participation of athletes.

From the study, it was evidenced that there is significant influence of sports scholarship on athletes' participation in Kenyan Universities. Many students within the universities in Nairobi County participate in different sporting activities for different reasons, ranging from direct personal gains of keeping physical fitness, psychological reasons, cognitive reasons and skill and knowledge development, to collective gains within the teams that they belong to. The findings of this study on the various factors that motivates the students to participate in different sports are consistent with the findings from the study published by Nyanjom, (2012), who focused on factors affecting the participation of students in sports. Nyanjom presented that different athletes in colleges taking various sports have also significant different motives in participation. However, the study did not provide sufficient evidence to support these differences. Researches on sports participation with descriptive



content can be generalized as sport-specific or sport general. On the analysis of previous studies, it was noted that athletes take part in sports as a result of competence which geared participation motivation that is; they learn to gain and improve skills and eventually achieve goals, fitness (getting stronger and in shape), team aspects such as being part of a team or group, competition that is be successful or win competitions, affiliation (make new friends or to be in company with friends) and also others participated to have fun, excitement or challenging actions through sports. Siegel (2017) realized that the main reason for sports participation among the youth was to have fun and physical fitness. In comparison between male and female ego orientation, he noted that male had higher ego compared to female yet there were no differences in task orientation.

While the current study did not focus on gender disparities in terms of different factors that motivates athletes to take part in the various sports, other studies had focused on the aspects of gender with regard to motivation in sports and established that most females fell in the inactive category while the male were categorized in the active bracket. (Kerr 2011). However, Long, and Sanderson, (2008), found out that basic foundation in terms of sports interest can be laid in the athletes' early stages of socialization to adopt sports. Actually, the foundation of athlete's recreation competency can be focused on the athlete's early life and depict the future interest in sports and thus may not be significantly dependent on gender of the athlete and/or other factors of motivation. Kerr, (2007), asserts that no yet any theory that can explain the motives in participating in sports in different people. On the other hand, the recent studies have shown that actually most people does not venture into sports for a single reason but instead its due to several motives of participation. (Ryan et al, 2017). From the data the most preferred sport is volleyball with 30.3% followed by

handball at 29.1 % and rugby was most unpopular at 0.9%. this shows an interesting trend where soccer which is otherwise popular only had 20.6% preference.

Majority (139) of the athletes were in second year of study followed by third years (129). Volleyball had the most (60) athletes followed by handball at (53) athletes. This is important to the university sport managers in regard to resource allocation and also management of athletes.

On the influence of sport scholarships on athletes' participation among male and female athletes, this study established a significant relationship between availability of scholarship opportunities and sports participation. The study established that all forms of scholarships had an influence on sports development in the improvement of skills of both the players and the coaches. Evidence therefore suggests that most of the teams and institutions that can access any form of scholarship would heavily invest in training for both coaches and athletes. Similarly, Coalter, and Taylor, (2010), noted that availability of scholarships has always provided opportunities for athletes in Kenya to receive good training. Also, in terms of the comprehensive improvement of athletic infrastructure within the institutions, Nyanjom, (2012), noted that there has been an improvement in the sport facilities and even improved remuneration of the employees in the sports department. However, the study did not illustrate any direct links between the participation of the athletes and the general improvement in the infrastructure. While the current study focuses on whether the availability of scholarships would significantly impact the players and lead to improved participation, it would be generalized that improvement of the institutional sporting capacity through improved infrastructure would in turn motivate athletes and help them improve their participation in their sports.

There is evidence that scholarships impact availability of equipment to a very large extent. This implies that most institutions actually receive equipment as a value in kind sponsorship from various organizations. Since this was consistent in all the universities, it may further imply that once equipment is received it is well utilized to improve sports participation of the athletes. The study also found out that there were significant differences in the responses from the respondents which may be attributed to the existence of different sports disciplines each with unique style. Sports are heterogenous and thus their social value is broad and diverse, consequently many sports activities enable individuals of all ages to participate at the level and intensity that suits them. Consequently, the requirement from each scholarship provider is different depending on the nature of the sports of focus. For example, athletics as a sport in which Kenya is currently dominating may not require high investment of infrastructure as athletes' practice outdoor along Kenyan roads, of which Kenya is endowed with all sorts of terrain. However, the same cannot be said for swimming which requires heavy investment in swimming pools or Golf which requires a well-constructed golf course. The lack of consistency too in responses could be explained by the variety of sports disciplines. Another probability of variation in responses may also be attributed to how scholarship providers make their choices of sponsorship which is dependent on institutional factors.

## **CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS**

### **6.1 Conclusion**

The study focused on the perceptions and influences of sports scholarship on athletes' participation in Kenyan Universities. The study focused on major factors influencing athletes' participation; influence of sport scholarships on athletes' participation among male and female athletes; and significance of sport scholarships to athletes and institutions in Kenyan universities in Nairobi City County. Data was mainly analyzed using statistical package for social sciences (SPSS) and presented using frequency tables (f), means, standard deviations and coefficient of variation for primary analysis.

The study found that some of the major factors that influence participation of the athletes in diverse sporting activities include, but not limited to; skills development, cognitive benefits, health and physical fitness, need for scholarships, spirit of competition, psychological benefits, friendship development and stress/tension management. Majority of the athletes were in second year of study followed by third years. Students preferred participating most in volleyball followed by handball, this is important to the university sport managers in regard to resource allocation and also management of athletes.

The results showed that only a few students had benefitted from the scholarships while the majority of the athletes had not gotten any scholarship opportunity. Similarly, the process of accessing any scholarship opportunity was quite difficult and just a few athletes would be lucky to get any form of scholarship. Other factors that were reported to impact the whole process of securing scholarships among the athletes include proper linkages, exposure, playing environment and institutional support.

The study revealed that some major factors that determine the availability of scholarships, and that influences the entire process at a very great extent include Management Support, Staff involvement in scholarship formulation, Information/communication flow, Team Work & Team Spirit, and Skills of the players. Study also showed that scholarships had influenced various aspects on training namely improved skills of players, improved management of coaches and enhanced participation of team players to a moderate extent while the influence of scholarship on administrative skills or instilling new skill was to a small extent.

It was evident that scholarship increased the opportunities of sports and the interests of individuals in sports to moderate extent. It was also used to empower the individual players besides increasing the number of sporting activities in the various institutions. The study showed significant relationship between availability of scholarship opportunities and sports participation. The study established that all forms of scholarships had an influence on sports development in the improvement of skills of both the players and the coaches. Evidence therefore suggests that most of the teams and institutions that can access any form of scholarship would heavily invest in training for both coaches and athletes.

## **6.2 Recommendations**

With the study indicating significant influence of sport scholarships on the participation of the athletes, it is recommended that universities need to create more scholarship linkages for the athletes. In this regard, there is need for the institutions to conduct intensive talent identification and nurturing for the purposes of creating most appropriate scholarship selection criteria. Proper and timely information sharing would be very important as a way of creating awareness among the athletes regarding the various opportunities outside their

institution. On the same note, exposure of the athletes through diverse interactions with the outside world would similarly create proper avenues for the athletes. The universities need to consider nurturing sporting career among the athletes as a way of adding value to the sporting sector and strategically positioning the athletes to grab any scholarship opportunity that may arise. Need to promote the otherwise less popular sports like volleyball which had a 30.3% and handball which had a 29.1 % preference.

A lot of emphasis therefore needs to be placed on evaluation and effectiveness of sport scholarship by all stakeholders to ensure that whatever form of scholarship is given is directed towards the aspect of sports development among the students. This will enhance efficiency in management of the funds and reduce opportunity for embezzlement. Sports scholarships exist because of economic necessity and because they are able to create a mutually beneficial relationship between the sports federations and Universities. Therefore, scholarships should be more critically analyzed from how these corporate scholarships fit with the strategic mission of the Universities and not only for the sponsoring organization. The responsibility lies with university officials who have the decision-making power when it comes to scholarships, they must take a guarded approach weighing the costs and benefits of partnering with a particular international or/and local organizations. Money cannot be the first priority, how this partnership will fit with the university and the sporting fraternity as a whole must come first.

Although sports scholarships have become a more recognized promotional tool, most past research addressed scholarship benefits from the sponsoring firms' perspective and not the sports itself. There is need for more research on the issues relating to benefits of scholarships generally to the sporting fraternity. A case study of one sport that has enjoyed

scholarships partnership from the private sector for more than 5 years could be closely studied to further reinforce the positive association of scholarships and sports development. With the current study having illustrated the significant relationship between scholarships and sports participation among the athletes, there is need to conduct further research on factors influencing accessibility of scholarships among university athletes.

**REFERENCES**

- Bohnsack, D., Pokrywczynski, J., & Brinker, D. (2013). Sports sponsorship recall among athletes: Using fan avidity and involvement to explain effects. *American Academy of Advertising Conference Proceedings*, 210-210.
- Coalter, F. and Taylor, J. (2010), *The role of sport in regenerating deprived Urban areas* Edinburgh: Scottish Executive, Central Research.
- Crawford, J. L., & Stodolska, M. (2008). Constraints experienced by elite athletes with disabilities, with implications for the development of a new hierarchical model of constraints at the societal level. *Journal of Leisure Research*, 40(1), 128.
- Deci, N., & Ryan, J. L. (2008). The effects of athletic scholarships on motivation in sport. *Journal of Sport Behavior*, 30(3), 292.
- Donnelly, P. (with S. Darnell, S. Wells, & J. Coakley). (2007). The use of sport to foster child and youth development and education. In *Sport for Development and Peace, International Working Group (SDP/IWG): Literature reviews on Sport for Development and Peace* (pp. 7-47). Toronto, Ontario, Canada: University of Toronto, Faculty of Physical Education and Health.
- Ezeani. C, 2016 <https://www.fisu.net/news/cusf-news/10th>
- Fink, J.S. (2014), Female athletes, women's sport, and the sport media commercial complex: Have we really "come a long way, baby"? *Sport Management Review*, <http://dx.doi.org/10.1016/j.smr.2014.05.001>
- Gill, D., Gross, J., & Huddleston, S. (1999). Participation motivation in youth sports. *International Journal of Sport Psychology*, 14, 11-14. Henry Holt.



- Goff, B. (2000). Effects of university athletics on the university: A review and extension of empirical assessment. *Journal of Sports Management*, 14, 85-104
- Hardy, J., Oliver, E., & Tod, D. (2009). A framework for the study and application of self-talk within sport. In S. D. Mellalieu, & S. Hanton (Eds.), *Advances in applied sport psychology: A review* (pp. 37-74). London: Routledge.
- Hardy, L., Jones, G., & Gould, D. (1996). *Understanding Psychological Preparation for Sport: Theory and Practice of Elite Performers*. Wiley: Chichester.
- Jackson, S. A. (2005). Factors influencing the occurrence of flow state in elite athletes. *Journal of Applied Sport Psychology*, 7 (2), 138-166.
- Kerr, J. H. (2007). Sudden withdrawal from skydiving: a case study informed by reversal theory's concept of protective frames. *Journal of Applied Sport Psychology*, 19, 337e351
- Kisenge, M. (2020, January 23). We Are Suffering: Broke KPL Players Speak Out. Retrieved from The Star: <https://www.the-star.co.ke>
- Kisiangani, E. (2003). Sport for Development and Peace. In UN, *Towards Achieving the Millennium Development Goals*, (pp. 2-69). UN Inter-Agency Task Force on Sport for Development and Peace.
- Kuh, G. D., Cruce, T., Shoup, R., Kinzie, J., & Gonyea, R. M. (2007, April). Unmasking the effects of student engagement on college grades and persistence. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- Levermore, R. (2008). Sport: a new engine of development? *Progress in development studies*, 8(2), 183-190.59. doi:10.1007/978-1-4613-4446-9\_5

- Long, J. and Sanderson, I. (2008). "Social Benefits of Sport: Where's the Proof? Sport In The City" Conference Proceedings Volume 2, Sheffield, 2-4 July 1998, pp.295-324, Loughborough University / Sheffield Hallam University / The University of Sheffield
- Medic, N., Mack, D. E., Wilson, P. M., & Starkes, J. L. (2007). The effects of athletic scholarships on motivation in sport. *Journal of Sport Behavior*, 30(3), 15–27.
- Memon AR, Ali B, Memon AUR, Ahmed I, Feroz J. Motivation and factors affecting sports participation: a cross-sectional study on female medical students in Pakistan. *J Pak Med Assoc.* 2018 Sep;68(9):1327-1333. PMID: 30317259.
- Mugenda, O. M. & Mugenda, A. G. (2010). *Research Methods: Quantitative & Qualitative Approaches*. Nairobi: Acts Press.
- Mwisukha, A. & Elijah G. Rintaugu (2013). Insights into the Under-Representation of Women in Sports-Leadership in Kenya. *International Journal of Applied Sociology* 2013, 3(5): 102-108.
- Ndambiri K. R, Andanje M & Robert K. M (2014) Physical Factors that Influence Training and Performance of Female Athletes in Sports in Teacher Training Colleges in Central Region of Kenya. *International Journal of Sports Science* 2014, 4(3):
- Nideffer, R.M., and M. Sagal. Attention control training principles. In: *Applied Sport Psychology: Personal Growth to Peak Performance* (4th ed.) J.M. Williams, ed. Mountain View, CA: Mayfield Publishing Company, 2001. pp. 312–332.
- Nyanjom, G. K. (2012). Factors affecting the participation of students in sports: the case of students in selected secondary schools in Mombasa County-Kenya (Doctoral dissertation, University of Nairobi, Kenya).

- Pelletier, L. G., Fortier, M. S., Vallerand, R. J., & Brière, N. M. (2001). Associations among perceived autonomy support, associations among perceived autonomy support, forms of self-regulation, and persistence: A prospective study. *Motivation and Emotion*, 25(4), 279–306.
- Popp, Hums & Greenwell (2009). Do International Student-Athletes View the Purpose of Sport Differently than United States Student-Athletes at NCAA Division I Universities? *Journal of Issues in Intercollegiate Athletics*, 2009, 2, 93-110
- Reaburn, P., and Dascombe, B. (2008). Endurance performance in master's athletes. *J. Physiol.* 5, 31–42. doi: 10.1113/jphysiol.2007.141879
- Roberts, G. C., Treasure, D. C., & Conroy, D. E. (2007). Understanding the dynamics of motivation in sport and physical activity: An achievement goal interpretation. In G. Tenenbaum & R. C. Eklund (Eds.), *Handbook of sport psychology* (pp. 3–30). John Wiley & Sons, Inc.
- Ryan, T. S. (2008). Intrinsic motivation Relationships with collegiate athletes' gender, scholarship status, and perceptions of their coaches' behavior. *J Sport Exercise Psy*, 22, 63-84.
- Simiyu Njororai, W. W. (2010). Global inequality and athlete labor migration from Kenya. *Leisure/Loisir*, 34(4), 443-461.
- Simiyu, N. W. W. (2010). Individual and Institutional Challenges Facing Students Athletes on US Campuses. *Academic Journal*. Retrieved June 15, 2022. From <http://wwwacademicjournals.org/JPSEM/abstracts2010/August/Simiyuhtm>

- Stephen M. M & Jason T. S (2017) Youth sports and physical activity: The relationship between perceptions of childhood sport experience and adult exercise behavior. *Psychology of Sport and Exercise* 33 (2017) 85e92.
- Thorn, L. (2008). Rewarding persistence: Effects of a participation-based scholarship program for low- income parents. SSRN 1353360.
- Vallerand P., and Rousseau L. (2012). Do Athletic Scholarships Impact Academic Success of Intercollegiate Student-Athletes: An Exploratory Investigation; *Journal of Issues in Intercollegiate Athletics* Vol 5, pp 329-338
- Weiss D. C. (2013). Looking at gender differences through the lens of sport spectators. *Sports Marketing Quarterly*, 15, 15
- www.kenyalaw.org. Sports Act. (2017). No.25 of 2013. The National Council for Law. Retrieved from [www.kenyalaw.org](http://www.kenyalaw.org)
- Wylleman, P., Reints, A., & Van Aken, S. (2012). Athletes' perceptions of multilevel changes related to competing at the 2008 Beijing Olympic Games. *Psychology of Sport and Exercise*, 13, 687–692.
- Wylleman, P., Rosier, N., & De Knop, P. (2015). Transitional challenges and elite athletes' mental health. In J. Baker, P. Safai, & J. Fraser-Thomas (Eds.), *Health and elite sport: Is high performance sport a healthy pursuit?* (pp. 99–116). London and New York: Routledge.
- Yiamouyiannis, A & Osborne B (2012). Addressing Gender Inequities in Collegiate Sport: Examining Female Leadership Representation Within NCAA Sport Governance April-June 2012: 1–13. DOI: 10.1177/2158244012449340

## **APPENDICES**

### **APPENDIX A: INFORMED CONSENT FOR PARTICIPATION IN THE STUDY**

My name is Araka K.O Nelion. I am a Master of Science student from Kenyatta University.

I am conducting a study on Influences of Sports Scholarships on Sports Participation among Athletes in Universities within Nairobi Region, Kenya. The information will be used by the Kenyan Universities and provide information that would assist in creating awareness on the significant impacts of scholarships on sports participation of the athletes. The study will also provide policy makers with the criteria to ascertain suitable strategies for improving accessibility and fairness in scholarship awards among university athletes.

#### **Procedures to be followed**

Participation in this study will require that you fill in the questionnaire that will take approximately 15 to 30 minutes to complete. Kindly answer each and every question as honestly as possible since the results of the study depend on you.

You have the right to refuse participation in this study.

Please remember the participation in this study is voluntarily. You may ask questions related to the study at any time.

You may refuse to respond to any questions at any time. You may also stop being in the study at any time without any consequences.

#### **Discomforts and Risks**

Some of the questions you will be asked may be personal however open. If you may seem uncomfortable with them, you may refuse to answer these questions if you so choose.

**Benefits**

If you participate in this study you will help us to make valid judgment on the extent sports scholarships are practiced in Kenyan universities and its impacts to athletes.

**Confidentiality**

Any information given will be treated as confidential as possible. Your name will not be recorded on the questionnaire. Everything will be kept private.

**Contact Information**

If you have any questions you may contact Dr. Bulinda or Dr. Muigai of Kenyatta through the University Ethical Review Committee Secretariat on [chairman.kuerc@ku.ac.ke](mailto:chairman.kuerc@ku.ac.ke), [secretary.kuerc@ku.ac.ke](mailto:secretary.kuerc@ku.ac.ke), [secretariat.kuerc@ku.ac.ke](mailto:secretariat.kuerc@ku.ac.ke)

**Participant's statement**

The above information regarding my participation in the study is clear to me. I have been given a chance to ask questions and my questions have been answered to my satisfaction. My participation in this study is entirely voluntary. I understand that my records will be kept private and that I can leave the study at any time

Name of Participant: .....

Signature or Thumbprint

Date

**Investigators statement**

I, the undersigned, have explained to the volunteer in a language s/he understands, the procedures to be followed in the study and the risks and benefits involved

Name of Researcher.....

Signature or Thumbprint

Date

## APPENDIX B: QUESTIONNAIRE

### SECTION A: Personal information

Circle/ tick the letter which represents the most appropriate position for you

1. Indicate the university you study in \_\_\_\_\_
2. What is your gender Male ( ) Female ( )
3. Indicate your age in years \_\_\_\_\_ (years)
4. What is your birth order/number/position in your family \_\_\_\_\_?
5. What is the highest level of education completed for your parents? - tick below

Father	Highest education level completed	Mother
	Primary school or less	
	High school	
	College/ diploma	
	A Bachelor's degree	
	Graduate degree/ masters	
	Doctorate degree	

6. What degree course do you study? \_\_\_\_\_
7. What is your year of study?

1 <sup>st</sup> year	[ ]
2 <sup>nd</sup> year	[ ]
3 <sup>rd</sup> year	[ ]
4 <sup>th</sup> year	[ ]

Others (specify).....

8. Which university sport/s do you participate in?

Soccer [ ] Volleyball

[ ] Handball [ ]

Basketball [ ]

Any other (specify).....

9. Are you aware of sports scholarship in your institution?

Yes [ ]

No [ ]

**SECTION B: Information on scholarship and sports participation**

**10.** What are some of the factors affecting sports participation in your university?

Use a scale of 1-5 where 1= Not at all 2 = small extent, 3=moderate extent,

4 =great extent, 5 = very great extent

Items	1	2	3	4	5
Leadership					
Management Support					
Staff involvement in scholarship formulation					
Information/communication flow					
Reward mechanism based on participation					
Team Work					
Procedures and guidelines to be followed					
Level of skills					
Level of Education					
Equipment and facilities to facilitate sports					

Any other, specify

.....  
 .....

**11.** Are you on a sports scholarship? (please check one) \_\_\_\_\_ Yes \_\_\_\_\_ No

**12.** If yes, is your sports scholarship (please check one) \_\_\_\_\_ Full or \_\_\_\_\_ Partial

**13.** Are you playing this year? (please check one) \_\_\_\_\_ Yes \_\_\_\_\_ No

**14.** Have you ever benefited from any form of scholarship before?

Yes [ ] \_\_\_\_\_ Full or \_\_\_\_\_ Partial

No [ ]

**15.** How difficult do you find sports scholarships?

Very easy [ ]

Easy [ ] Moderate

[ ] Difficult [ ]

Very Difficult [ ]

**16.** What are the Major factors that contribute to successful scholarships? Use a scale of

1-5 where 1= Not at all, 2 = small extent, 3 = moderate extent, 4 = great extent,

5 = very great extent

Items	1	2	3	4	5
Leadership					
Management Support					
Staff involvement in scholarship formulation					
Information/communication flow					
Reward mechanism based on participation					
Team Work & Team Spirit					
Procedures, Manual, Templates & Guidelines					
Skills					
Level of Education					
Equipment and facilities to facilitate sports					



Any other factor, specify.....  
 .....

17. In your own opinion, to what extent do you think sports scholarship influences sports participation?

Extent	<input type="checkbox"/> (tick)
Very high extent	
High extent	
Not at all	
Low extent	
Very low extent	

**SECTION C: Influence of sport scholarships on athletes’ participation**

18. According to you, is there any direct relationship between scholarship and participation of an individual athlete?

Yes ( ) No ( ) Not sure ( )

19. Do you think sports scholarship significantly impact your participation as an athlete?

Yes ( ) No ( ) Not sure ( )

20. To what extent does the following elements of sport scholarship impacts your participation?

Use a scale of 1-5 where 1= Not at all 2 = small extent, 3=moderate extent, 4 =great extent, 5 = very great extent

Items	1	2	3	4	5
Athlete sponsorship to join sports academies					
Opportunities to visit and train in foreign countries					
Provision of professional coaches and managers					
Promotion of inter-country tournaments					
Sport participation appraisals					
Acquisition of foreign citizenship					
Upgrading local sporting facilities					
Desire for higher pay and remuneration					

21. Do you think you can exhaust your potential without any form of sport scholarship opportunities? Yes ( ) No ( ) Not sure ( )

**SECTION D: Significance of sport scholarships to athletes and institutions**

1. Do you think the sport scholarship will significantly improve your sporting career? Yes ( ) No ( ) Not sure ( )
2. To what extent do you agree with the following statements on significance of sport scholarships?

Use a scale of 1-5 where 1= Not at all, 2 = small extent, 3 = moderate extent, 4 = great extent,  
5 = very great extent

<b>Statement</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
Sport scholarship significantly motivates the athletes to work harder and improve their skills					
Sport scholarship provides the required platform for the athletes to exhaust their talents					
Sport scholarships provides the necessary support to compliment the limited institutional capacities					
Scholarship provides exposure to athletes					
Scholarships encourages athletes pursue sports as a career					
Scholarships motivates more students to join and actively participate in various sporting activities					

**APPENDIX D: KENYA UNIVERSITY SPORTS ASSOCIATION (Nairobi region)**

1. African International University
2. African Nazarene University
3. Cooperative University.
4. Catholic University of East Africa
5. Daystar University
6. Gretsia University
7. JKUAT Nairobi Campus
8. KCA University
9. Kenya Methodist University
10. Kenyatta University
11. Mount Kenya University
12. Multimedia University
13. Machakos University College
14. Riara University
15. St Paul University
16. Strathmore University
17. Technical University of Kenya
18. UMMA University
19. United States International University
20. University of Nairobi
21. Zetech University

**APPENDIX E: KENYATTA UNIVERSITY RESEARCH AUTHORIZATION**



**KENYATTA UNIVERSITY  
GRADUATE SCHOOL**

E-mail: [dean-graduate@ku.ac.ke](mailto:dean-graduate@ku.ac.ke)

Website: [www.ku.ac.ke](http://www.ku.ac.ke)

P.O. Box 43844, 00100  
NAIROBI, KENYA  
Tel. 020-8704150

Our Ref: H68/CTY/OL/24109/2014

DATE: 13<sup>th</sup> June, 2018

Director General,  
National Commission for Science, Technology  
and Innovation  
P.O. Box 30623-00100  
**NAIROBI**

Dear Sir/Madam,


**RE: RESEARCH AUTHORIZATION FOR MR. ARAKA KEBASO O. NELION –  
REG. NO. H68/CTY/OL/24109/2014**

I write to introduce Mr. Araka Kebaso O. Nelion who is a Postgraduate Student of this University. He is registered for M.Sc. degree programme in the Department of Physical & Health Education.

Mr. Araka intends to conduct research for a M.Sc. thesis Proposal entitled, "Influence of Sports Scholarships on Sports Performance among Athletes in Universities in Nairobi City County Kenya."

Any assistance given will be highly appreciated.

Yours faithfully,

  
MRS. LUCY N. MBAABU  
FOR: DEAN, GRADUATE SCHOOL



HL/CWW

## APPENDIX F: NACOSTI RESEARCH AUTHORIZATION



**NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION**

<p>Telephone: +254-20-2213871, 2241245,2219771,2219429 Fax: +254-20-218245,318249 E-mail: <a href="mailto:info@nacosti.go.ke">info@nacosti.go.ke</a> Website: <a href="http://www.nacosti.go.ke">www.nacosti.go.ke</a> When replying please quote</p>	<p>NACOSTI Upper Kabon Off Nairobi W.H. P.O. Box 30421-01010 NAIROBI-KENYA</p>
---	--

Ref No: **NACOSTI/P/18/50063/24880** Date: **2<sup>nd</sup> November, 2018**

**Nelson Kebaso Onchonga Araka**  
Kenyatta University  
P.O. Box 43844-00100  
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *"Influence of sports scholarships on sports performance among athletes in universities in Nairobi City County Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for the period ending **1<sup>st</sup> November, 2019.**

---

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

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

  
**GODFREY P. KALERWA MSc., MBA, MKIM**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Nairobi County.

The County Director of Education  
Nairobi County.

National Commission for Science, Technology and Innovation (NACOSTI) Upper Kabon