

**PARTICIPATION MOTIVES AND COMPETITIVE ORIENTATION OF
FOOTBALL PLAYERS IN THE KENYAN WOMEN PREMIER LEAGUE**

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DECLARATION

This thesis is my original work and has not been presented for a degree in this or any other University or any other award.

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DEDICATION

I dedicate my dissertation work to my family and friends who have supported me throughout the process. A special feeling of gratitude to my parents whose words of encouragement and push for tenacity ring in my ears.

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OPERATIONAL DEFINITION OF TERMS

- Competitive orientation:** The desire to achieve personal goals in playing football, this could be task or ego oriented goals
- Competitive football:** Football competitions where teams compete with another and are eager to be more successful than the other
- Ego Orientation:** Football player's primary concern which is to be better than others. The motivation to pursue and realize the ego oriented goal is fuelled by competition.
- Extrinsic motivation:** Things which can encourage the football player to perform and comes from external source
- Intangible rewards:** Rewards not physical such as praise and recognition
- Intrinsic motivation:** Motivation from within the football player. It is a desire to perform well in football and succeed
- Overall time involved:** Period of experience for which the football player has been participating and competing in football
- Participation motivation:** The reasons which football players adopt for initiating and sustaining involvement in football activity such as for achievement, status, skill development, team atmosphere, fitness, winning, energy release, affiliation, friendship and fun
- Tangible rewards:** Physical rewards such as medals and money.
- Task orientation:** Football player's desire to become competent on a task like becoming highly skilled.

ABBREVIATIONS AND ACRONYMS

CO:	Competitive Orientations
EM:	Extrinsic Motivation
FIFA:	Fédération Internationale de Football Association
FKF:	Football Kenya Federation
IM:	Intrinsic Motivation
OTI:	Overall Time Involved
PM:	Participation Motives
PMQ:	Participation Motivation Questionnaire
SDT:	Self Determination Theory
TEOSQ:	Task and Ego Orientation in Sport Questionnaire
UNICEF:	United Nations Children's Fund

ABSTRACT

This study set to investigate the participation motives and competitive orientations of women football players in the Kenyan premier league. The major objectives of the study were to examine what motivates them to participate in football, what goals they seek to achieve in playing football and how selected demographic factors of age, educational level and years of experience influence their participation motives and competitive orientation. The study also examined the relationship between participation motives and competitive orientations in sports. Data was collected using the instruments; Participation Motivation Questionnaire (PMQ) to assess their motives for participation and the Task and Ego Orientation in Sport Questionnaire (TEOSQ) to assess their competitive orientations. Out of a target population of 360 players in the league, simple random sampling procedure was used to select women football players N=192 from the 12 clubs to participate in the survey. Data was coded using SPSS version 20. Shapiro-Wilk's and Levenes' tests were used to test normality of data and Homogeneity of Variances respectively. KMO and Bartlett's tests were used to assess whether it is appropriate to run a principal component analysis. A principal component analysis was performed on the PMQ and TEOSQ items. One way ANOVA was used to determine whether competitive orientations and participation motivation of players differ based on age, playing experience and educational level. Tukey Post hoc test was used to test any significant differences after significant F-ratios. Pearson-product moment correlation coefficient was conducted to examine relationships among competitive orientations and participation motivation of the players. All hypotheses were tested at 0.05 significance level. Results revealed that the top participation motives ranked in order were: skill/team; fitness/win; friendship/affiliation; status/achievement and energy release. For competitive orientations, result revealed that players were more task oriented than ego-oriented. There were significant differences in participation motives based on playing experience and educational level; however, there were no age-based differences among women the players' participation. On competitive orientation, the study found no significant differences in age and playing experience, however, there was a significant difference in educational level. Pearson product moment correlation analysis showed a relationship between task orientation and intrinsic sources of motivation (skill development/team), whereas ego orientation was found to relate well with more extrinsic forms of motivation (status/recognition). Overall, results of this study indicate that women football players in the Kenyan premier league value intrinsic motivation and stand out for being more task-oriented than ego oriented.

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

Sports participants are confronted with a series of physical, psychological, and social demands throughout their competitive seasons or throughout their career (Nicholls & Polman, 2007). In this context, maintaining a high level of motivation is considered by several researchers and sport psychologists as one of the most important qualities that competitive athletes need to develop. This seems particularly poignant for female athletes involved in a masculine and a male dominated sport such as football because they must cope in their everyday life with a number of stressors like training, school, motherhood, domestic chores and gender stereotyping. (Gillet, Berjot, Vallerand, Amoura, & Rosnet, 2012).

Motivation is considered to be the most important among the psychological factors that affect sporting success because it stimulates an individual's behavior towards a certain direction. It represents the forces that introduce an athlete to a skill or an activity, direct and sustain their behavior (Nevid, 2012).

According to Deci and Ryan (2002), individuals are motivated depending on the difference in their perceived competence and self-determination. Research works done by (Deci & Ryan, 1985, 2000, 2008; Vallerand, 2004, 2007) in the field of sports psychology have identified two types of motivation, intrinsic and extrinsic. Intrinsic motivation is motivation from within the individual and entails taking part in a sports activity for the sake of having fun and enjoyment as well as getting satisfaction associated with the sport. Extrinsic motivation on the other hand is influenced by external sources and involves participation in sports for the attainment of rewards either tangible or

intangible such as trophies, medals, money, praise and recognition. The area of participation in sports addresses the general questions of how and why people choose to take part in sports. Various research works (Gonçalves, Silva, Cruz, Torregrosa & Cumming, 2010; Sarrazin, Vallerand, Guillet, Pelletier & Cury, 2002) have suggested motivation as one of the key variables in order to investigate the factors affecting sports participation.

Closely associated with participation motives is the competitive orientation, two basic orientations exist namely, task and ego orientation. (Nicholls, 1989) claims that individuals define success differently, people who have task oriented goals focus primarily on how to develop and improve their performance, their goal of action is to develop a comprehensive knowledge or skill, improve and perfect their skill. They view success in terms of personal improvement and betterment of individual performance. They also enjoy learning and view mistakes as part of learning, their demonstration of ability is self-referenced and their own performance is the evaluation criterion. Ego oriented individuals on the other hand view success in terms of performing better than others and their focus is on the end result which is associated with being extrinsically motivated. Competitive orientation seeks to understand how different athletes define success in sports.

According to Sherrow, (1996) and Woolum, (1998), many girls and women avoided participation in sports and athletic activities due to a general stereotype that sports and competition, strength and team sportsmanship were deemed appropriate traits within the “masculine domain”. Sports have generally been labeled as masculine and participation

in sports and physical activities have traditionally been restricted to and associated with males and masculinity. However, in recent decades, women's sport has made great progress and women are increasingly being admitted to types of sports that have traditionally been perceived as masculine (Pfister, 2000). Although there have been significant increases in athletic opportunities for women in the past decades, professional and competitive opportunities for women participating in stereotypical masculine sports such as boxing, football, rugby are limited. Sports like football, boxing and rugby are considered masculine because they are characterized by danger, risk, violence, speed, strength and endurance (Koivula, 2001; Russell, 2002).

According to Williams (2007), for many years women in football have suffered many challenges from lack good training facilities, proper management and low media coverage. However, women football experienced revival after a period of little activity, popularity and occurrence. Although the degree of participation in football by women may not be comparable to men's, greatest headway has been made within nations as more countries enter their women teams in FIFA sanctioned competitions and football for women is also growing in popularity as a spectator sport. (Chadonic, 2000)

Similarly, Alegi (2010) states that women are participating in organized football in African countries. Leagues and tournaments are coming up across the continent and the continental championship is over a decade old. While cultural barriers are still cited as inhibitions to women playing football, lucrative financial gains from professional football in the west is drawing more women into the game (Saavedra, 2003; Alegi, 2010)

Nyanjom (2010) explored the status of football in Kenya and established that women football in Kenya is fairing very poorly, the national federation has failed to support women teams in Confederation of African football (CAF) and Fédération Internationale de Football Association (FIFA) competitions. An interview (Sherry Bayley, personal communication, 2013) informs that women football in Kenya was officially introduced over two decades ago, however, improper structures has stagnated the game. Women football competitions are however being organized by various sports institutions in Kenya. In 2010, United Nations Children's Fund (UNICEF) and Ministry of Youth and Sports partnered with the Federation of Kenya Football to sponsor a women's premier league which is spread regionally, the league was first run in 2010, replicated in 2012, 2013 and in 2014. Women football competitions are also organized in learning institutions in Kenya, from which clubs recruit their players to compete in the women's premier league.

The demand for participation in any sport is influenced by a variety of demographic factors. Demographics are various traits that determine participation preferences and behaviors of sports participants. There are a number of demographic factors that influence women participation in football such as their age, their experience levels and education levels among others. These agents have been extensively researched and found to be determinants of sports participation amongst females. It is believed that age affects participation in sports due to reduced physiological functioning; Education level and experience in playing are also believed to influence participation rates in sports among other factors.

Motivation is a psychological trait that has important implications on football participation and is most times overlooked in the development and cultivation of skill for elite football players. Within a sports context, individual players' motives toward participation may be influenced by a variety of socio - psychological and physiological agents. In the context of football, motivation is one of the concepts most referred to amongst the reasons that justify the success and very often, the failure of players and of teams. Frequently coaches, players and audience associate the collective and individual performance to different motivational states. The growth in popularity of women football and the successes experienced by nations and those women who play football have created a need to determine a better understanding of specific psychological characteristics of women football players.

1.2 Statement of the Problem

Football presents itself and is viewed world over as a masculine sport since it is characterized by danger, risk, violence, speed, strength, endurance, challenge, and team spirit. The culture of masculine nature of organized and semi-organized sport marginalizes women; it is for this reason that women who play football which is predominantly viewed masculine consistently encounter the assumption that their participation in this sport is an indicator of their sexual identity (Cox & Thompson, 2001). Women who play football also encounter other glaring inequalities such as inadequate media coverage, low corporate sponsorship, relatively low spectatorship and low economic gains (Beaudoin, 2006). In Kenya, women football coverage in the media has in many ways been dominated by the coverage of men's rather than women's participation, this has resulted in low turnouts during women's matches and little

sponsorship as compared to men's events, this makes women football in Kenya not a popular sport. However established competitions for women sports such as basketball, hockey and volleyball receive relatively good media coverage and are more popular than football women in as far as spectatorship, financial input is concerned. Despite the challenges, some women opt to participate in football which is considered masculine and whose leagues and competitions are not as organized and popular as other sports.

This study identified the need to investigate what motivates Kenyan sportswomen to participate in football and if demographic factors such as age, education level, playing experience influence their participation.

1.3 Purpose of the Study

The purpose of this study was to evaluate the participation motives and competitive orientations of women football players in the Kenyan premier league. The study also aimed at evaluating how age, playing experience (overall time involved in playing football) and educational level influence participation motivation and competitive orientations of women football players in the Kenyan premier league.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i. To determine the demographic details of women football players in the Kenya premier league
- ii. To establish the participation motives of women football players in the Kenya premier league

- iii. To establish the competitive orientation of women football players in the Kenya premier league
- iv. To examine relationships between participation motivation and competitive orientations of women football players in the Kenya premier league
- v. To determine the influence of selected demographic factors of age, educational level and playing experience on participation motivation of women football players in the Kenya premier league
- vi. To determine the influence of selected demographic factors of age, educational level and playing experience on competitive orientation of women football players in the Kenya premier league

1.5 Hypotheses of the Study

The following hypotheses were formulated and tested.

H_{o1} There is no significant relationship between participation motivation and competitive Orientation of Kenya women football players.

H_{o2a} Age does not significantly affect the participation motivation of women football Players in the Kenyan premier league

H_{o2b} Competitive orientations does not significantly differ based on the age of women football players in the Kenyan premier league

H_{o3a} Educational level does not influence the participation motivation women football players in the Kenyan premier league

H_{o3b} Educational level does not influence the competitive orientation of women football players in the Kenyan premier league

H_{o4a} Playing experience in football has no significant effect on the participation motives
women football players in the Kenyan premier league

H_{o4b} Playing experience in football has no significant effect on the competitive
orientation of women football players in the Kenyan premier league

1.6 Significance of the Study

The findings of this study helps in understanding the underlying participation motives and competitive orientations for women football players. These findings can be used by the Football Kenya Federation to motivate more women to participate in football. The findings may assist coaches and trainers to structure rewards and training programs to attract more women to participate in football and also inform the selection of players in to the premier league clubs based on their experience, age and education level. Sporting organizations in Kenya can also use the findings to implement strategies to recruit females in various team sports. Lastly, the findings may be used as a baseline data for subsequent research on participation motivation and competitive orientation among women football players in Kenya.

1.7 Delimitations of the Study

The study was specific on women football players registered in the 12 football clubs that competed in the 2014 women premier league. The study involved players aged between 16-38 years. The study involved players who are either pursuing or have attained University, Tertiary College, secondary and Primary education.

1.8 Limitations of the Study

Other social-cultural and psychological factors that may affect participation motivation and competitive orientations were not studied like marital status, sexual orientations and location of the clubs.

1.9 Assumptions of the Study

The study was carried out under the assumptions that

- i. Data used was normally distributed
- ii. There was homogeneity of variance on the dependent variable subscales
- iii. That there exists a relationship between participation motivation and competitive orientation

1.10 Conceptual Framework

Motivation consists of many different and connected theoretical models that make it impossible to subsume under a single model (Bosnar & Balent, 2009). In an attempt to justify participation motives and competitive orientation of women football in Kenya, two theories of motivation were utilized. The self-determination theory (SDT), developed by Deci and Ryan (1985) which is a contemporary framework that is increasingly used to understand motivation in the sports and physical education domains and the Achievement Goal Orientation Theory (GO) developed by Duda (1989) which postulates that people can have different goals in an achievement context such as the sports.

The SDT posits that there exists different types of motivation, depending on the level of self-determination i.e. motivation originating from within the person, (the most self-

determined type of motivation) to extrinsic motivation which is motivation from outside sources. SDT defines intrinsic and varied extrinsic sources of motivation and a description of the respective roles of intrinsic and types of extrinsic motivation in cognitive, social development and in individual differences. On the other hand, GO includes task orientation which focuses on personal success and improvement through effort, while ego orientation which focuses on outperforming others and on reaching better results than the rest (Murcia, 2010). The relationship between SDT and Achievement Goal orientation are presented in figure 1.1

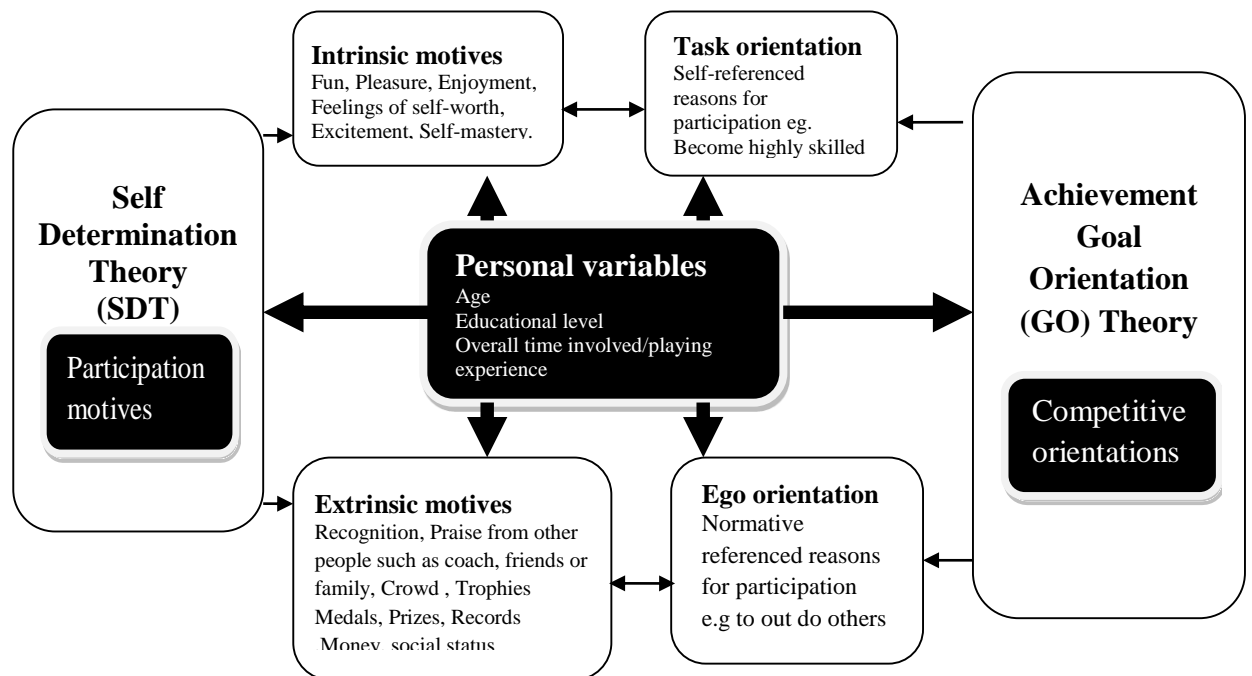


Figure 1.1: Self Determination theory and Achievement Goal Orientation Model

This model suggests that women football players have various motives for taking up the sport categorized as either intrinsic or extrinsic and that the two main dispositional

orientations (task and ego orientation) determine a player's motivation. There is a positive relationship between task-orientation and intrinsic motivation. Task-oriented players who are more concerned with learning and personally mastering a task are likely to adopt more intrinsic motivational patterns such as skill development and enjoyment while the ego-oriented players are more likely to report being motivated by recognition and status which are categorized as extrinsic. Personal variables; age, educational level and playing experience (overall time involved) are believed to influence the participation motives and competitive orientation of players thereby determining whether players will be intrinsically or extrinsically motivated and also whether the players will be task or ego oriented.

CHAPTER TWO: LITERATURE REVIEW

2.1 Participation Motivation in Sports

It is widely acknowledged that participation in sports is beneficial to psychological well being and that to understand what motivates an individual, you must consider psychological needs for competence, autonomy and relatedness. Self Determination Theory addresses why people do what they do, and how socio- cultural factors affect individuals' sense of volition. (Ryan & Deci, 2000; Deci & Ryan, 2008)

Two broad areas of motivation have been studied extensively, intrinsic and extrinsic motivation. Vallerand (2004) proposed the existence of three types of intrinsic motivation; intrinsic motivation to know, for the pleasures of learning; intrinsic motivation towards accomplishments, for the pleasures to surpass oneself and intrinsic motivation to experience stimulation for sensory and aesthetic pleasures. Deci and Ryan (2008) proposed the existence of different types of extrinsic motivation that vary in terms of levels of self determination. These are external regulation (behavior regulated through external means like rewards e.g., trophies, medal and money), introjected regulation (behavior regulated by self imposed guilt and anxiety), identified regulation (behavior regulated by feelings of wanting to be better) and integrated regulation (behavior regulated by careful thought).

According to Vallerand (2004) motivation is present in people at three levels, situational, global and contextual. Motivation at situational level refers to motivation that people experience towards a given activity at a specific point in time such as what motivates a football player to train from 6.am to noon. Motivation at contextual level refers to orientation that pertains to activities subsumed under one specific broad area such as

motivation to take part in football and not netball, interestingly, contextual motivation varies; an athlete may have high level motivation for football but low level for netball. Motivation at global level refers to general motivational orientation to interact with the environment.

On the determinants of participation motivation, Vallerand (2004) reveals that there are different types of variables and that they produce important effect on participation motivation. Task variable maintains that some tasks are more enjoyable than others; for instance, playing football may be more enjoyable to some people than playing basketball. Environment variables on the other hand maintains that social factors such as team atmosphere, rewards and social influence may influence an athletes motives towards participating in a particular sport and lastly, individual differences variable which posits that athletes who play in the same team, subjected to same environmental conditions still display different levels of motivation.

Gill, Gross and Huddleston (1983) assessed the major sports participation motives through the Participation Motivation Questionnaire (PMQ). Factor analysis on PMQ revealed eight motivation factors of achievement/status, team atmosphere, fitness, energy release, skill development, friendship, fun and miscellaneous as basic motives for involvement. Much of the previous sports psychology work regarding participant motivation has been undertaken using the 30-item Participation Motivation Questionnaire (Gill et al., 1983) and its variations and has permitted fairly consistent results between different studies and sports samples. The Questionnaire has been adapted and used in many physical activity studies (Kolt, Driver & Giles, 2004) sport and exercise studies

(Trembath, Szabo & Baxter, 2002), and school physical education settings (Zahariadis & Biddle, 2000).

The number of factors and component items identified through principal component analysis has varied depending on the sample under investigation, mostly, a basic 6 to 8 component structure has been found although any use of the questionnaire requires identification of these factors and subsequent scale reliability support before the factors can be deemed as appropriate in the sample involved. The use of principal components analysis to identify such factors and the use of an orthogonal rotation is the most commonly reported method in social sciences for these purposes (Fabrigar *et al.*, 1999).

Several studies (Park, 2005; Park & Stotlar, 2006; Park & Lee, 2008) confirmed validity of the Participant Motivations Questionnaire (PMQ) with various youth groups using a five-point response format to examine the measure's internal structure, the resulting six-factor structure (i.e. team orientation, achievement/status, fitness, friendship, skills development, and fun/excitement/challenge) was similar to the results with youth samples, and all subscales were internally consistent.

Other previous studies (Allender *et al.*, 2006; Benar & Loghmani, 2014; Biddle & Mutrie, 2008; Barnett *et al.*, 2008; Biddle *et al.*, 2003; Fraser-Thomas *et al.*, 2008; Kondric *et al.*, 2013; Smith *et al.*, 2006; Tsorbatzoudis *et al.*, 2006; Yan & McCullagh, 2004; Zaharidis *et al.*, 2006) revealed that generally there were some reasons underlying the participation in sports and physical activities. They can be identified as fun (motives to get pleasure/enjoyment from sports participation), physical fitness (motives to be healthy and physically fit), skill development (motives to improve new skills or master old ones),

achievement (motives to accomplish tasks), status (motives to gain status or recognition), being on a team (motives to belong to a team and to get enjoyment from team atmosphere), friendship (motives to be with friends), energy release (motives to do something to work off energy), situational motivations (being influenced by families, coaches and some beneficial institutions).

Research study done by Anderson, Wozencroft and Bedini (2008) showed that social support and a variety of social factors such as parents, coaches, peers and friends within a sports context influences an individual's attitudes and behaviors toward participation in sports.

These motives revealed by the studies reviewed have mostly been conducted in cultures that are different from the Kenyan set up, a more specific study on the participation motives of women in sports considered masculine and which is dominated by males such as football was therefore warranted.

2.2 Competitive Orientations in Sports Participation

Achievement Goal theory has been widely used by researchers to explain the two basic competitive orientations: task orientation and ego orientation (Bortoli, Bertollo & Robazza, 2009; Roberts, Treasure & Conroy, 2007). Task orientation entails participation to become competent in a task while ego orientation is usually concerned with being better than others and focuses on the end result. Task oriented athlete's set moderately difficult tasks, does not fear failure and perceives their ability based on their own standards. Ego oriented athlete's judge successes by comparing their performance to others, have reduced effort, cease trying and make excuses after failure. These type of

athlete's have a tendency to perform less well in evaluative situations (Duda, 2005; Roberts, 2001)

Task and Ego orientation in sports Questionnaire is an instrument formulated to measure Task and Ego orientation profiles among athletes. Psychometric tests on the scores gathered by the questionnaire across various populations have shown the instrument is supported by evidence of reliability and validity and characterized by a two-dimensional factor structure that replicated previous work with the English version of this instrument (Duda & Whitehead, 1998). This pattern has held across samples (Bariæ & Horga, 2006; Cindi & Koenraad, 2005; Fonseca & de Paula Brito, 2005; Gutiérrez, Caus & Ruiz, 2011). The scales had been used on varied participants and adequate reliability and validity was reported and their suitability assessed in various studies (Castillo *et al.*, 2010; Petherick & Markland, 2008). The research by Duda and Whitehead (1998) has demonstrated the high internal consistency of the Task Orientation and Ego Orientation scales (alpha =.81 to .86 and .79 to .90, respectively) which was acceptable internal consistency in the context of elite competitive sport.

Weinberg and Gould (2007) described the differences between the two different goal orientations as follows. People who have a task goal orientation focus on improvement from their own past performances. People who have ego goal orientation focus on comparing themselves and their performances with others and establishing superiority over others. Task orientation leads to a strong work ethic, perseverance, and optimal performance, while ego orientation often leads to disappointment, frustration and lack of motivation when others perform better.

Xiang, McBride, Bruene and Liu (2007) studied the goal orientation patterns and their impact on the motivation of 533 fifth grade students. The final data collected revealed that students in the high task/low ego group and the high task/high ego group showed higher levels of motivation than the students with low task and high or low ego.

According to Digelidis and Papaioannou (1999), feeling superior brings ego oriented athletes satisfaction and they consider mistakes as individual failures. Ego oriented individuals view learning as a means demonstrating their superiority. Roberts, Treasure and Conroy, (2007) ; Weinberg and Gould, (2003) states that the ego-involved individual goal of action is to demonstrate ability compared to others for the reason that they value competition and to out perform others, this makes their ability other-referenced. They feel successful when they exceed the performance of others and especially when expending less effort than others.

Athletes participating in different types of sports may experience different types of competitive orientations. Hanrahan and Biddle (2002) reported that athletes from individual sports scored significantly higher on task orientation than their counterparts in team sports. A study by Hanrahan and Cerin (2009) suggests that closed-skilled sports may promote a stronger task orientation than open-skilled sports and that athletes competing in individual sports had a higher ego orientation than those from team sports but that females scored higher in task orientation than males. A study by LeUnes and Nation (2002) also indicates that athletes playing a competitive sport such as travel league soccer are task oriented.

These studies are however general and do not address how women in competitive team sports like football define success. It will be interesting to investigate the task orientation and ego orientation of women football players in an African setting with different socio-cultural background.

2.3 Relationship between sports participation motives and competitive orientations

The relationship between sports participation motives and competitive orientations has been studied extensively. In these studies (Adie & Jowett, 2010 ; Cumming, Smith, Smoll, Standage & Grossbard, 2008; Ferrer-Caja & Weiss, 2000; Holgado, Navas & Lopez, 2010), task orientation has been associated with individuals' internal motivation for sports participation which includes motives such as learning and improving the skills, motives to have fun and motives of physical fitness. Extrinsic motives such as the motives of achievement and recognition or social status are associated with ego orientation.

In other studies (Alahverdiyani *et al.*, 2010; Hodge *et al.*,2008; Spray *et al.*, 2006; Zahariadis & Biddle,2000), showed that skill development and team atmosphere motives were highly related to task-orientation and ego orientation was associated with status motive

Other studies (Duda, 1992; Duda & Nicholls, 1992) also assessed the relationship between personal goals and beliefs about success in sports settings; they found that individual with task-oriented goals believed that success required interest, effort and collaboration with others in the team or peers. An ego-oriented goal individual on the other hand, focuses on being the best, outdoing other's performances and preferably with low effort.

According to a study done by Cox (2007) individuals who are task oriented while participating in sports focus on the series of steps or actions towards achieving an end of the activity rather than the consequences of the competition. The ego oriented individuals however, are more likely to increase the extrinsic motivation as they are conscious of outperforming others.

Other researches (Duda, 2005; Roberts, 2001;) state that individuals with task-orientation who are believed to be intrinsically motivated are more likely to focus on being on a team, develop their skill and be physically fit while participants who are ego-oriented are more likely to focus on competition, recognition and status motives. It is presumed that those with task orientation will be positively associated with intrinsic motivation, while the ego involved are most likely to correspond to increased extrinsic motivation. Ferrer-Caga and Weiss (2000) studied predictors of intrinsic motivation among adolescents and found that task orientation is greatly influenced by intrinsic motivation.

Papaioannou, Ampatzoglou, Kalogiannis and Sagovits (2008) assessed achievement goals in youth sports and found a positive relationship between intrinsic motivation and task orientation; this is because task oriented individuals view sports experience as an end in itself whereas ego oriented individuals engage in sports as a means to an end which creates a negative relationship between ego involvement and intrinsic motivation. This relationship is supported by a study on dynamics of motivation in sports (Roberts, Treasure & Conroy, 2007) as well as a study of achievement goal orientations and motivational outcomes in youth sports (Stuntz & Weiss, 2009).

Although many of the studies reviewed have found a positive relationship between participation motives and competitive orientation subscales, there has been very little research examining the relationships between the types of motivation and goal orientations in women participating in competitive football. It is expected that this study will examine the relationship of participation motives and competitive orientations of women football players in a competitive league.

2.4 Differences in Participation Motives and Competitive Orientations in sports based on age, level of education and years of experience

2.4.1 Age and Participation Motives in sports

Motivation to engage in physical activity seems to decrease with age (Biddle, 2007). Various research studies done on the influence of age on participation motives in sports and physical activity have reported that there is a decline in participation rate in physical activity as individual's age and that as an athlete grows in age, the urge to win overrides other motives as they tend to put so much emphasis on winning, therefore, extrinsic factors seem to become more important (Brady, 2004; Pate *et.al.*, 2007).

Rudman (2010) examined how age affects involvement in sports and physical activity. He reported that younger participants (under 34 years) motives for participation are for psychological reasons such as to enhance physical outlook and to be attractive as well as to release stress related to work. Middle aged participants (35-49 years) motives are for such reasons as enjoyment and having fun which are mostly philosophical and ideological. Oldest participants (above 50 years) motives for participation are for socio

economic reasons such as to feel younger, make friends, socialize and network. This research was however done on participants in a fitness program whose interest was not on a specific competitive sport. Moreover; the age groups in his study, categorized all those below 34 years as young, this doesn't give a clear age differences between teenage/ adolescents, post teenage and young adults.

Brodkin and Weiss (2010) examined developmental differences in motives for participating in competitive swimming; they categorized respondents in six age groups and reported that children rated significant other as the most important motive for swimming; fun was the most important motive for younger children; older children and high school / college age swimmers rated social status most high; younger adults (23-39 years) and middle aged adults (40-59 years) and older adults (above 60 years) rated health/ fitness as their most important motive for participating in competitive swimming.

Allender *et al.* (2006) sought to understand motives for participation in sport and physical activity among children and adults, in their findings, they revealed that whereas adults identified sense of accomplishment, development of skill, medical sanctions on medical grounds, support networks and enjoyment as motivators to physical activity, teenagers and young women were more motivated with concerns about maintaining a slim body shape, making new friend and social networks. They were also motivated by support from family and peers. Studies done by (Corckburn & Clarke, 2002; Porter, 2002) reported that teenage girls engage in physical activity due to pressure to behave according to social convention which has some standard to be aimed at in as far as beauty is concerned. Flintoff and Scraton (2001) examined girls actively involved in physical activity and

reported that the major motivators to their active involvement was because they sought to learn new skills, increase their self-esteem, improve their fitness levels and develop new social networks.

According to Crone and Smith (1999), adults engage in exercise to spend luxury time on themselves away from daily responsibilities, they also exercise to accomplish some set needs, develop skill and have some enjoyment while at it. They also found out that social networks presented by sport are important motivators for many different groups of people engaged in sports. Hardcastle and Taylor (2001) suggest that an interlinked system of physical, psychological and environmental factors influence participation among older people.

Stewart and Meyers (2004) studied how age affected soccer player's motivation. They ascertained that age was significant and that older players were more motivated to avoid failure and were less likely to place blame on external factors or by luck than younger players. This research was however conducted on male football players in the United States; a more specific research such as the current study needs to be undertaken. Beaudoin (2006) reported in her study of women football players in America aged between 18-45 years old, that younger players valued external motivators than older players; this is consistent with a study done by Tuffey (2000) which reported that younger athletes to be more extrinsically-motivated than older ones.

It is greatly expected that age could have some form of impact on types of motivation. However, some studies have failed to find age based differences in motives for sports participation (Kondrick, Sindik, Furjan-Mandic and Schiefeler, 2013)

The reviewed studies highlight differences in motives for participation across different age groups. A common finding is that the social and psychological motives to participation in sport changes according to age. It is therefore evident that research studies needs to be conducted in specific sports and in different cultures to explore any differences that exist and the effects on motivation. The motivational differences may create an understanding that may enable coaches and instructors to specifically customize their motivation efforts to different groups.

2.4.2 Age and Competitive Orientation in Sports

The goals young people may hold in achievement settings, such as exercise or sport, are important motivational factors (Duda, 2001). According to Fry and Duda (1997), for children to be able to effectively understand ability and hard work and the relationship between them, they must go through various stages. Specifically, below the age of 12, children mostly are unable to differentiate between trying hard and ability. Sometimes, they think that success or failure in sports is determined by putting a lot of effort and hard work. As they mature though, they tend to acquire an understanding of that being able to do something is superior to working hard. They then can understand that the level of ability and how hard one works influences the outcome. At adolescence stage, children begin to recognize that in reality, one may not succeed much if they don't possess the ability or talent required to successfully complete a task. As a result of such differences in processing ability and effort, and their interplay, young athletes cannot be truly ego-involved until they fully understand competence. Moreover, because of such cognitive developmental factors, younger children are inclined to be task-involved (McArdle & Duda, 2002).

Cheung, Siu Yin, Wai King Chan, and Levy (2012) results indicated that the older sports participants had significantly higher mean ego orientation score than the younger participants. Similarly, some studies have shown that younger athletes tend to be more task-oriented than older athletes (Weiss and Ferrer-Caja, 2002; Xiang and Lee, 2002; Xiang et al., 2004).

Other studies have failed to identify age differences in task and ego-orientation. Beaudoin (2006) reported in her study of women footballers in America aged between 18-45 years old, that age has no impact on sport orientation and that the professional female football players were intensely competitively oriented. The study focused on professional players and there is a need to do a study on amateur and semi professional players. Studies done by (Chin, Khoo, & Low, 2009; Christodoulidis et al., 2001; Tzetzis *et al.*, 2002) have also failed to identify age differences in goal orientations of participants

Although, many studies have been conducted on the age differences on goal orientations, these studies do not capture the age differences of participants in a competitive league whose participants age ranges from late adolescent to early adulthood and to middle adulthood.

2.4.3 Education level and participation motives in sports

Sports stratification studies in general emphasize that participation is more frequent among people with higher education levels than among people with lower socio educational levels (Scheerder *et al.*, 2002, 2005; Wilson, 2002)

Educational institutions play a significant role in structuring and promoting sports among students. Specifically; students seem to be attracted to sports experience for such reasons

as having fun and enjoyment, learning and improving their skills, being with friends, success, winning and health (Mouratadis *et al.*, 2008; Murcia *et al.*, 2010; Waldron & Dieser, 2010). Kilpartick *et al.* (2005) assessed college student's motivation towards sports participation and the result indicated that college students are more motivated to participate in sports by intrinsic factors such as enjoyment and challenge.

Perkin et al (2004) study examined whether organized sports participation during childhood and adolescence was related to participation in sports and physical fitness activities in young adulthood and result found young adult education level to be significant predictors of sports participation in young adulthood. In addition, we found that young adult education level was a significant predictor of young adulthood participation in physical fitness activities. A young adult with a college degree is more likely to participate in fitness activities than a person with no formal education beyond high school. That young adult education level is a significant predictor of young adulthood participation in fitness activities, but not a significant predictor of young adulthood sports participation,

Research done by Canadian heritage (2010) on sports participation in Canada indicates that in general, the higher the level of education the more likely an individual is to participate in sport. Close to one-third of university graduates in Canada practice sport on a regular basis compared to 25% who have a post-secondary diploma and 22% of individuals who report being in the "some college/trade/high school diploma" category. Data showed that the greater the levels of educational attainment, the more likely Canadians were to be engaged in sport activities.

Commonwealth of Australia, (2006), established that females with postgraduate degrees had the highest sports participation rates followed by those who have a bachelor's degree and then those with graduate diplomas/certificates. Females who finished below year 10 had the lowest participation rates.

Louveau (2004) also revealed that sports participation rates increase along with the length of studies and the level attained. Bennett *et al.* (2009) also draws attention to the role of education in their analysis of culture, class and distinction. They find that higher levels of educational attainment are closely linked with increased levels of sporting participation.

Other studies done on influence of education level on sports participation (Benar & Loghmani, 2012; Dollman & Lewis, 2010) have focused on parents or guardians education level, findings have revealed that parents' high education level plays a vital role in increasing youths' motivation to do physical activities and are more important especially in status, skill development, and energy release and team atmosphere. The reason is that high education makes a good economic social situation to family and according to the evidences, youths who don't have an appropriate economic social situation, are less supported by their parents in sport participation.

These studies reviewed fail to highlight specific motives of participation amongst those with different educational background. Also, a study from an African setting where there most of those who engage in sports have challenges with academic success is therefore this research was warranted.

2.4.4 Education level and competitive orientations in sports

Athanailidis *et al.* (2004) examined the goal perspectives in sport according to the education level and the study revealed that education level influences the ego and task orientation. Revees (2012) in his research to unpack those dynamics which structure the field of sport participation, education was found to influence orientation in sports participation. Those with a degree were found to be more ego-oriented than secondary certificates

According to Benar and Loghmani (2012), the well educated the male parent is, the more ego-oriented he is in sports participation. This is because they carry over the same attitude of achieving high successes in education to sport and this also makes the success and status motivations their primary focus in sports. The well educated mothers on the other hand are however task oriented in their feedbacks and that increase the youths' internal motivations in sports which are mostly on skill development and team atmosphere.

These research works done on education level and sports participation does not reveal the extent to which education level affects task or ego orientation in competitive female sports. A more comprehensive research on how educational level affects task and ego orientations in women football therefore needs to be conducted.

2.4.5 Playing experience and participation motives in sports

Sabri, Alper and Ali (2015) findings suggests that experience is an important factor which incents youth to participate in sport activities. In their study, they investigated factors which motivate youth who participate in different sport branches at competitive level according to the various parameters and determined that less experienced athletes presented lower scores compared to the ones with more experience.

Gould *et al.* (1985) suggested sports participation motives differences according to level of experience in their study on male and female swimmers aged between 8-19 years. They assessed the motives for participating in competitive youth swimming and included level of experience as some of the measured variables effecting motivation. Results revealed that swimmers with less experience rated skill development as more important than the more experienced swimmers. Equally, Gitonga, Njororai and Wahome (2003) reveals that participation motives differ with experience, in their assessment of 150 University students in different sports they found that experienced players value competition and health while inexperienced players motives wane from skill development to friendship. These studies are consistent with Coleman (1985) which observed that inexperienced participants would have less exposure to health benefits than their experienced counterparts. These studies were however limited to swimmers and university students and therefore can not be generalized to the entire population with different social cultural backgrounds.

2.4.6 Playing experience and competitive orientations in sports

Bulinda (2011) reveals that both inexperienced and experienced volleyball players are task oriented. SiuYin, WaiKing and Levy (2012) studied goal orientations of master games participants and found that there was no difference in the task orientation score for participants who had different experience levels in the games. However, games participants who had previous experiences participating in the games had higher ego orientation score than those who had not taken part in the games. The results confirm that previous experience in sports participation could enhance participants' positive feeling

arising from an appreciation of ones own ability in competition and they would likely perform better than others.

According to Perkins et al (2004), Childhood and adolescent sports participation is a significant predictor of young adults' participation in sports and physical fitness activities. Based on a self-report measure, those participants who had more prior experiences with sport and physical activity at age 12 were found to possess a higher psychological readiness for physical activity at age 25. Psychological readiness for activity was defined as having a more positive view of the body and its capabilities in sport, and a more positive attitude toward fitness activities. A conclusive research on participation motives and competitive orientations thus needs to be done on team sports and other competitive league sports in Kenya.

2.5 Summary of literature review

Reviewed literature on participation motivation reveals that an athlete participates in sport for different reasons classified as either intrinsic or extrinsic. The most common reasons are for skill development, achievement, status, fun, and fitness, learning and improving skill, health reasons, to socialize, to make use of facilities available and to keep busy, to be in a team or to release energy. Others also participate because of pressure from significant others like parents, coach, teacher or friends. Intrinsic motivation entails participation to learn and accomplish while extrinsic motivation entails participation to gain rewards or to be better than others.

Reviewed literature on competitive orientation in sports shows that individuals taking part in sports activities have different goals, these goals are classified as either task oriented goals or ego oriented goals. Task orientation entails being competent while ego orientation focuses on being better than others and the end results such as money, trophy and medals

The reviewed literature maintains there is a relationship between participation motives and competitive orientation. That task orientation is associated with intrinsic motivation whereas ego orientation is most closely associated to extrinsic motivation,

Reviewed literature also reveals that age influences participation motives of sports participants. Some studies report that younger players are more motivated by external factors like influence from significant others (parents, coaches, teachers) while older athletes rated internal factors as more important motives like to be physically fit. Other studies have failed to unearth the age differences on participation motives. On competitive orientation, some studies have found that younger athletes are more task-oriented while older athletes are ego oriented, other studies did not find any age differences on competitive orientations of participants.

Reviewed literature also states that participation in sports and physical activity increases with the high level of education attained. The literature however fails to detail the specific motives among people with different education level. Education level was also found to influence the competitive orientation of sports participants; those with higher levels of education were found to be more ego-oriented

Participation motives was also found to differ based on the playing experience. Those with greater experience value competition and health while those with less experience have strong motives for skill development. On competitive orientation, no differences in task and ego orientations were found between participants with different experience levels.

CHAPTER THREE: METHODOLOGY

3.1 Research Design

A cross sectional survey research design was used in the study. The design was most appropriate because it allowed the researcher to make inferences about population being studied from a sample without manipulation of variables of the study. Secondly, it is based on observations and can compare different population groups at a single point in time. (Trochim, 2008; Rea & Parker, 2012)

3.2 Measurement of Variables

The dependent variables in the study were participation motivation and competitive orientations while the independent variables were age, educational level, and playing experience (overall time involved). In measuring the variables, a 5 point Likert type scales of measurement were used which is an ordinal scale of measurement.

3.3 Study Area

The study focused on the women premier league football players. The league comprised of twelve (12) teams from different counties, i.e. (Nairobi county 4, Kisumu county 2, Mombasa county 3, Nakuru county 1, Kakamega County 1 and Kiambu county 1. The study was therefore done with representatives from various counties in Kenya

3.4 Target Population

An interview (Rono, FKF fixtures secretary, personal communication, April 23, 2014) showed that there were twelve (12) women football teams and a team roster had a maximum of 30 players. The target population was therefore 360 players which was the maximum number of players registered in the league. Selection criteria were specific to registered players who actively took part in teams training and competed in the 2014 women's league.

3.5 Sampling techniques

All the twelve (12) teams in the league took part in the study due to the small numbers. For unbiased representation of the population, simple random sampling was used to select players from each of the twelve teams for the study; each team member had an equal chance of being selected to take part in the study.

3.6 Sample size

The overall sample consisted of 192 women football players; sixteen (16) women players from each of the twelve (12) league teams. The choice of 16 players per team was used as it lies within a representative sample in the research target population of 360 players. According to survey research sample tables, the recommended sample size for a population of 360 at a confidence level of 95% and a margin of error (degree of accuracy) of 5% would be 186. The sample of 186 if distributed equally among the twelve league teams becomes 15.5 subjects. This was rounded to 16 subjects per league team hence 192 players took part in the study.

3.7 Research Instruments

A questionnaire was used for data collection. The questionnaire was divided into 2 sections; Section A sought participants' bio data such as age, playing experience (OTI) and educational background. Section B was adapted Likert scale questions which is a psychometric response scale primarily used in questionnaires to obtain participant's preferences or degree of agreement with a statement or set of statements. It required that each item be answered on a 5-point Likert scale ranging from 1 ("strongly disagree") to 5 ("strongly agree") and was divided into two parts. Part I, was the Participation Motivation Questionnaire (PMQ) developed by Gill *et al.* (1983) which is a 30 item questionnaire and was used to assess the motives for participation in football. Part II was the Task and Ego Orientation in Sport Questionnaire (TEOSQ) developed by Duda and Whitehead (1998), which is a 13 item questionnaire which was used to assess task and ego achievement goal orientations of participant. The instruments were found necessary

because they captured the variables under study and fitted into the research design. Both instruments were adapted to suit the local situation from which the study was done.

3.8 Pilot study

A pilot study was deployed before the actual study to solicit feedback from fifteen women football players from 2013 provincial league which is a league lower than the premier league from which the study is done. The players were randomly chosen and asked to fill in the questionnaire. This was done to ensure there is an understanding of the survey instrument / questionnaire's wording & language, evaluate any ambiguity in the questions and the questionnaire's reliability. The objective of this pilot study was to also obtain additional information so that the researcher can further improve the survey questionnaire before the actual study. It also sought to find out if the duration of completing questionnaire was adequate and therefore assess the suitability of the tool. The pilot testing was also meant to ensure consistency in responses was achieved as expected and it was also meant to ensure the researcher familiarizes herself with data collection process well in advance. Pilot testing the questionnaires helped the researcher identify problems that were not obvious such as issues causing low response rates, entire pages or sections being skipped and questions not being answered. It was established that the items in the questionnaire were easy to understand and it took between 15-30 minutes for the respondents to fill in the questionnaire. The pilot study of the instrument was done by the researcher.

3.9 Validity and Reliability of Research Instruments

According to Castillo *et al.* (2010), the instruments used for the study, Participation Motivation Questionnaire (PMQ) and Task and Ego Orientation in sports Questionnaire (TEOSQ) had been found to be reliable and valid. The instruments have been used extensively in diverse samples and widely by research at various levels.

Further validity was structured during piloting whereby to ensure content validity, the test was administered to 15 players after a period of 2 weeks and responses noted in terms of clarity and ease of answering questions. The researcher also liaised with supervisors who are specialists in the area of study for scrutiny to achieve expert judgment. Face validity was also used by looking at whether the instruments appear to measure the target variables.

3.10 Data collection techniques

Questionnaires were distributed by the researcher and collected at training grounds where participants come together during training hours. This was done between November 2014 and February 2015. Respondents were instructed on how to fill and return the questionnaire.

3.11 Data analysis and presentation

Data was coded using SPSS version 20. The basic descriptive parameters were calculated (mean, standard deviation, frequencies of answers). Presentation was summarized using tables, percentages and means. A factor analysis was performed (the Principal Components method with a varimax rotation) to reduce a larger set of dependent variables into a smaller set of 'artificial' variables called principal components. Principal

components analysis (PCA) is a variable reduction technique that aims to reduce a larger set of variables into a smaller set of 'artificial' variables (called principal components) that account for most of the variance in the original variables. The suitability of Principal Component Analysis was assessed prior to analysis by use of the KMO and Bartlett's tests which are measures used to assess whether it is appropriate to run a principal component analysis on your current data set. One way ANOVA was used to determine whether competitive orientations and participation motivation of players differ based on age, overall time involved in playing football and educational level. One-way ANOVA is a statistical tool that can be used to investigate differences in means between groups (laerd statistics, 2015). The use of one-way ANOVA assumes that the dependent variable is normally distributed for each group of the independent variable, that there are no outliers in any group and that there is homogeneity of variance. Shapiro-Wilk's test of normality was used to test normality. Levene's test of homogeneity of variances was used to test homogeneity. Tukey Post hoc test was used to test any significant differences after significant F-ratios. Tukey post hoc test is useful in that it not only provides the statistical significance level (i.e., p -value) for each pair wise comparison, but also provides confidence intervals (Tukey's intervals) for the mean difference for each comparison. Pearson- product moment correlation coefficient was conducted to examine relationships among competitive orientations and participation motivation of the players. Hypotheses were tested at 0.05 level of significance.

3.12 Logistical and Ethical considerations

An introductory letter was obtained from Kenyatta University Graduate School. Request to carry out research was made to the National Commission for Science, Technology and Innovation (NACOSTI) mandated to issue research permits In Kenya (Appendix E). Letters of introduction were written to clubs managers to seek permission to administer the questionnaires. Arrangements were made with the team managers of the clubs to enable participants to answer the questionnaire. The participants were also informed of their rights of non participation, confidentiality and access to results through publications. Respondents were not required to write their names to maintain anonymity and an explanatory letter appeared on the first page of the questionnaire.

CHAPTER FOUR: RESULTS AND FINDINGS

4.1 Introduction

This study set to examine the participation motives of Kenyan women football players and the goals upon which the women football players' competitive orientations are based. The study also aimed at examining how participation motivation and competitive orientations of women football players relate and if both variables are mediated by age, playing experience and educational level. Based on the study, it can be presumed which

motives are important for the participation and competition of female football players in Kenya. One hundred and ninety two (192) questionnaires were filled and returned from the 12 teams. Results from the analyses carried out in accordance with the purpose of the study are presented in this chapter.

4.2 Demographic Data of respondents

The respondent's demographic data were tabulated and presented in form of tables. Table 4.1, 4.2 and 4.3 present the age, education level and playing experience of the participants respectively.

Table 4.1: Age of the Participants

Age of participants (years)	n	%
<-20	109	57
21-25	69	36
26-30	10	5
31-35	2	1
>-35	2	1
Total	192	100

Results from the descriptive statistics on Table 4.1 reveal that majority of the respondents ($n = 109, 57\%$) who took part in the league were under 20 years, followed by those between 21-25 years ($n = 69, 36\%$). 1% were aged between 31-35 years and 1% were over 35 years

Table 4.2 Education Level of participants

Education Level	n	%
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University	85	44
College	23	12
Secondary	79	41
Primary	5	3
Total	192	100

Results in Table 4.2 show that most of participants in the league are students either pursuing or have attained University education ($n = 85$, 44%) followed by those in secondary school education ($n = 79$, 41%), those with college education were ($n = 23$, 12%) while players with primary education were ($n = 5$, 3%)

Table 4.3: Playing experience (Overall time involved) of participants

Playing experience (Overall Time Involved)	n	%
1-4years	23	12
5-8 years	80	42
9-12 years	35	18
13-15 years	26	13
>- 15 years	27	14
Missing	1	.1
Total	192	100.0

Results in Table 4.3 show that women who competed in the league have had previous experiences playing competitive football with majority ($n = 80$, 42%) having had between 5 - 8 years of experience followed by those with 9-12 years ($n = 35$, 18%), then those above 15 years of experience ($n = 27$, 14%), those between 13 - 15 years were ($n = 26$, 13%). $n = 23$, 12% had between 1 - 4 years of experience. One respondent however did not specify her years of experience

4.3 Participation Motives of respondents

The results on participation motives items on the questionnaire are presented in Table 4.4

Table 4.4: Descriptive Statistics on Participation Motivation Questionnaire

	N	Mean	S D
I want to improve my skills	191	4.72	.61
I want to go on to a higher level	190	4.70	.65
I want to be physically fit	187	4.68	.55
I want to learn new skills	191	4.66	.68
I like the teamwork	191	4.63	.68
I like to do something I'm good at	189	4.63	.67
I like to win	188	4.56	.73
I like the team spirit	189	4.54	.76
I like to get exercise	190	4.48	.68
I like to meet new friends	192	4.29	.83
I like the challenge	182	4.24	.93
I like to compete	186	4.23	.97

I like to have fun	190	4.22	1.00
I like the excitement	186	4.20	.98
I like the action	189	4.20	.93
I like being on a team	186	4.17	1.02
I like to have something to do	187	4.02	1.08
I like the rewards	189	3.98	1.19
I want to stay in shape	188	3.96	1.17
I like to travel	188	3.85	1.23
I want to be popular	182	3.73	1.31
I like the coaches or instructors	185	3.71	1.33
I want to gain status or recognition	187	3.67	1.31
I like to feel important	186	3.58	1.39
I want to be with my friends	190	3.50	1.34
I want to release tension	184	3.46	1.37
I like to use the equipment or facilities	186	3.46	1.35
My parents or close friends want me to play	186	2.99	1.51
I want to get rid of energy	185	2.96	1.46
I like to get out of the house	182	2.88	1.38

Table 4.4 indicates that the respondents rated top five motives for participation as; to improve skills ($M = 4.72$, $SD = .61$); to go on to a higher level ($M = 4.70$; $SD = .65$); to be physically fit ($M = 4.68$; $SD = .55$); to learn new skill ($M = 4.66$; $SD = .68$) and for team work ($M = 4.63$; $SD = .68$). The least five motives for participation were, to get out the house ($M = 2.88$; $SD = 1.38$); to get rid of energy ($M = 2.96$; $SD = 1.46$); parents or close friends want me to play ($M = 2.99$; $SD = 1.51$); to use the equipments and facilities ($M = 3.46$; $SD = 1.35$) and to release tension ($M = 3.46$; $SD = 1.37$). The principal component analysis of the participation motivation questionnaire is presented in the next section

4.3.1 Principle component analysis of Participation Motivation Questionnaire

A principal components analysis (PCA) was run on Participation Motivation Questionnaire to reduce the 30 questionnaire items into a smaller set of correlated

'artificial' variables (sub scales). The suitability of PCA was assessed prior to analysis by use of the KMO measure which is a measure used as an index of whether there are linear relationships between the variables and thus whether it is appropriate to run a principal component analysis on current data set. With its values ranging from 0 to 1, values above 0.6 suggested as a minimum requirement for sampling adequacy, but values above 0.8 are considered good and indicative of principal components analysis being useful individually (laerd statistics, 2015). The results of KMO and Bartlett's Test are presented in table 4.5

Table 4.5: KMO and Bartlett's Test on Participation Motivation Questionnaire

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.856
Bartlett's Test of Sphericity	Approx. Chi-Square	1961.172
	df	435
	Sig.	.000

Results in Table 4.5 reveal that the overall Kaiser-Meyer-Olkin (KMO) measure was 0.856 which is "meritorious" on classification of measure values. This means that the variables are highly correlated and therefore it is appropriate to conduct a principal component analysis. Bartlett's test of sphericity was statistically significant ($p < .05$), indicating that the data was likely factorizable. The rotated Component Matrix on Participation Motivation Questionnaire is presented in table 4.6

Table 4.6: Rotated Component Matrix on Participation Motivation Questionnaire

Questionnaire items	Component						
	1	2	3	4	5	6	7
Status/achievement : Item 28	.811						
Item25	.788						
Item	.617						
30							
Item	.599					.330	
13							
Item	.593				.325		
21							
Item	.547					.386	
14							
Item 9	.527			.467			

Skill/ team atmosphere: Item 10		.788					
18	Item		.677				
23	Item	.515	.571				
17	Item		.534			.470	
	Item 1		.411			-.406	
	Item 8		.307	.693			
Fitness/ winning:	Item 3	.305		.672			
24	Item			.643			
	Item 7			.561		.368	.364
26	Item		.451	.479		.380	
Energy release :	Item 4				.793		
	Item 6			.356	.543	.392	
19	Item	.476			.541		.319
16	Item		.346		.540		
27	Item	.362	.426		.442		
Affiliation/friendship :	Item 11					.687	
20	Item	.304	.370			.515	
	Item 5	.327		.300	.337	.504	
22	Item		.352			.488	
	Item 2			.340	.340	.419	
Fun/miscellaneous :	Item 15						.711
29	Item					.433	.663
12	Item						.920

A varimax orthogonal rotation was employed to aid interpretability. The interpretation of the data was consistent with the motivation attributes the questionnaire was designed to measure with strong loadings of motivation items on achievement/status, skill/team atmosphere, fitness/win, energy release, affiliation/friendship, fun and miscellaneous as reflected in table 4.6. Results of the rank order of the components extracted from the Principal component analysis are summarized in table 4.7.

Table 4.7: Rank order of Principal Component Analysis factors on PMQ

Participation motive Sub scales	N	Mean	SD
Skill/team	192	4.57	.46
Fitness/win	192	4.42	.57
Friendship/affiliation	192	4.01	.79
Status/achievement	191	3.56	.98
Energy release	190	3.40	.97

The Means and Standard Deviation for factors identifiable from Principal Component Analysis of Participation motives reveals that the top motives of participants in the 2013 women football league in order was Skill/team atmosphere ($M = 4.57$; $SD = .46$); Fitness/win ($M = 4.42$; $SD = .57$); Friendship ($M = 4.01$; $SD = .79$); status/achievement ($M = 3.56$; $SD = .98$) while the least motive was energy release ($M = 3.40$; $SD = .97$)

4.4 Task and Ego Orientations of participants

There were 13 items in the Task and Ego Orientations in Sport Questionnaire which assessed the goal orientations of Kenyan women football players. The results of the responses by participants on what makes them feel most successful in football is summarized in table 4.8

Table 4.8: Descriptive statistics on Task and Ego Orientation in Sports Questionnaire

Questionnaire items	N	Mean	SD
I do my very best	187	4.67	.74
I learn a new skill and it makes me want to practice more	187	4.60	.73
Something I learn makes me want to go practice more	185	4.59	.66
I work really hard	188	4.49	.74
A skill I learn really feels right	185	4.38	.74
I learn a new skill by trying hard	186	4.35	.85
I learn something that is fun to do	183	4.07	1.02
I am the best	181	4.06	1.15
I score the most points/goals/hits, etc.	185	3.89	1.22
I can do better than my friends	181	3.43	1.32
The others cannot do as well as me	181	2.66	1.32
I am the only one who can do the play or skill	182	2.57	1.49
Others mess up but I do not	180	2.35	1.36

Results in table 4.8 show that the top five goal orientation statements were: I do my very best ($M = 4.67$; $SD = .74$); I learn a new skill and it makes me want to practice more ($M = 4.60$; $SD = .73$); something I learn makes me want to go and practice more ($M = 4.59$; $SD = .66$); I work really hard ($M = 4.49$; $SD = .66$) and a skill I learn really feels right ($M = 4.38$; $SD = .74$). The bottom five statements are; Others mess up but I do not ($M = 2.35$; $SD = 1.36$); I am the only one who can do the play or skill ($M = 2.57$; $SD = 1.49$); The others cannot do as well as me ($M = 2.66$; $SD = 1.32$); I can do better than my friends ($M = 3.43$; $SD = 1.32$); I score the most goals ($M = 3.89$; $SD = 1.22$).

4.4.1: Principal Component Analysis of Task and Ego Orientation in Sports Questionnaire

A principal components analysis was run on a 13-item questionnaire that measured goal orientation on 192 women football players. The suitability of PCA was assessed prior to analysis. Inspection of the correlation matrix showed that all variables had at least one correlation coefficient greater than 0.3. The overall Kaiser-Meyer-Olkin (KMO) measure was 0.75 with individual KMO measures all greater than 0.65. Bartlett's test of sphericity was statistically significant ($p < .0005$), indicating that the data was likely factorizable. PCA revealed 4 components that had eigenvalues greater than one and which explained 27.2%, 16.2%, 8.8% and 7.9% of the total variance, respectively. In addition, a two-component solution met the interpretability criterion. As such, two components were retained. The two solutions explained 43.47% of the total variance. A varimax orthogonal rotation was employed to aid interpretability and Table 4.9 shows the interpretation of the data was consistent with the personality attributes the questionnaire was designed to measure with strong loadings of task and ego orientation items.

Table 4.9: Rotated Component Matrix of Task and ego Orientation in sports questionnaire

	Component	
	1	2
Task and Ego Orientation Questionnaire Item 10	.685	
Task and Ego Orientation Questionnaire Item 12	.671	
Task and Ego Orientation Questionnaire Item 2	.630	
Task and Ego Orientation Questionnaire Item 7	.611	
Task and Ego Orientation Questionnaire Item 9	.534	.307
Task and Ego Orientation Questionnaire Item 13	.529	
Task and Ego Orientation Questionnaire Item 8	.430	
Task and Ego Orientation Questionnaire Item 5	.392	
Task and Ego Orientation Questionnaire Item 1		.803
Task and Ego Orientation Questionnaire Item 4		.751

Task and Ego Orientation Questionnaire Item 3		.742
Task and Ego Orientation Questionnaire Item 6		.733
Task and Ego Orientation Questionnaire Item 11	.476	.545

Table 4.10: Rank order of Principal Component Analysis factors on TEOSQ for participants

	n	Mean	Std. Deviation
Task	189	4.3848	.48391
Ego	186	3.0300	.99464
Valid N (listwise)	186		

Results in Table 4.10 reveal that the respondents were more task oriented ($M = 4.38$, $SD = 0.48$) rather than ego oriented ($M = 3.03$, $SD = 0.99$)

4.5 Relationship between Participation Motives and Competitive Orientations

To determine the relationship between participation motives and competitive orientations, a Pearson's product-moment correlation was run on the sub scales. A correlation coefficient value (r) between $0.1 < r < .3$ is considered small correlation, between $0.3 < r < .7$ is medium/moderate correlation, while $r > .7$ is large/strong correlation (Ratner, 2009).

Table 4.11: Pearson's Correlations between PMQ and TEOSQ subscales

		Task	Ego	Status	Skill/ team	energy	friendship	Fitness/win
Task	Pearson Correlation	1	.334**	.351**	.550**	.279**	.391**	.468**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000
	N	189	186	188	189	187	189	189
Ego	Pearson Correlation	.334**	1	.421**	.104	.429**	.243**	.193**
	Sig. (2-tailed)	.000		.000	.156	.000	.001	.008
	N	186	186	185	186	185	186	186
Status	Pearson Correlation	.351**	.421**	1	.389**	.673**	.610**	.442**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000
	N	188	185	191	191	190	191	191
Skill/ team	Pearson Correlation	.550**	.104	.389**	1	.286**	.403**	.442**
	Sig. (2-tailed)	.000	.156	.000		.000	.000	.000
	N	189	186	191	192	190	192	192
Energy	Pearson Correlation	.279**	.429**	.673**	.286**	1	.580**	.394**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000
	N	187	185	190	190	190	190	190
Friend- ship	Pearson Correlation	.391**	.243**	.610**	.403**	.580**	1	.638**
	Sig. (2-tailed)	.000	.001	.000	.000	.000		.000
	N	189	186	191	192	190	192	192
Fitness/ win	Pearson Correlation	.468**	.193**	.442**	.442**	.394**	.638**	1
	Sig. (2-tailed)	.000	.008	.000	.000	.000	.000	
	N	189	186	191	192	190	192	192

The study set to test the hypothesis “H₀₁ there is no significant relationship between participation motivation and competitive orientation of Kenyan women football players”. Result in table 4.11 show a significant relationship between the subscales of participation motives and competitive orientations of Kenya women football players. As such, the study rejects the null hypothesis H₀₁

The two competitive goal orientations (task and ego) were significantly correlated with each other ($r = .334, p < .05$) as shown in table 4.11; Task orientation was most strongly related to skill development / team motives ($r = .550, p < .05$) and fitness ($r = .468, p < .05$) whereas ego orientation was related to energy release ($r = .429, p < .05$) and status motives ($r = .421, p < .05$).

4.6 Age Differences on Participation Motives and Competitive Orientation

Participants were classified into four age groups of < -20 years, 21-25 years, 26-30 years, 31-35 years and > -35 years

4.6.1 Age differences and sports participation motives

To asses the age differences on participation, a one-way ANOVA was used.

Table 4.12: Homogeneity of Variances test on Participation Motivation Questionnaire

	Levene Statistic	df1	df2	Sig.
Status/achievement	1.400	4	186	.236
Skill/team	5.805	4	187	.000
Energy	1.967	4	185	.101
Friendship	.862	4	187	.488
Fitness/win	.904	4	187	.463

A summary of table 4.12 shows that there was homogeneity of variances on the subscales status ($p = .23$), energy ($p = .10$), friendship ($p = .48$), fitness/win ($p = .46$) as assessed by Levene's Test of Homogeneity of Variance. However, the assumption of homogeneity of variances was violated on skill/team subscale ($p = .000$)

Table 4.13: Summary of ANOVA on age of respondents on PMQ subscales

		Sum of Squares	df	Mean Square	F	Sig.
Status	Between Groups	2.702	4	.676	.69	.59
	Within Groups	180.749	186	.972		
	Total	183.451	190			
Energy	Between Groups	2.947	4	.737	.77	.54
	Within Groups	176.496	185	.954		
	Total	179.443	189			
Friendship	Between Groups	1.756	4	.439	.69	.59
	Within Groups	118.829	187	.635		
	Total	120.584	191			
Fitness/win	Between Groups	1.728	4	.432	1.31	.26
	Within Groups	61.252	187	.328		
	Total	62.981	191			

The study set to test “H_{02a} age does not significantly affect the participation motives of Kenya Women football players”. ANOVA results in table 4.13 reveal no significant differences in the participation motivation subscales, as such the results failed to reject the null hypothesis. There were no significant differences in subscales status $F(4,186) =$

.69, $p = .59$; energy $F(4,185) = .77$, $p = .54$; friendship $F(4,187) = .69$, $p = .59$ and fitness/win $F(4,187) = 1.31$, $p = .26$ scores between the different age groups as in table 4.13.

4.6.2 Age Differences and Task and Ego Orientation

A one-way ANOVA was conducted to determine if the sub scale scores task and ego was different for groups with different ages. There were no outliers in the data, as assessed by inspection of a box plot on ego orientation, however, they was one outlier (142) in the task orientation but it was included in the analysis, as the researcher believed the result will not be markedly affected by its inclusion;

Table 4.14: Test of Homogeneity of Variances on TEOSQ subscales

	Levene Statistic	df1	df2	Sig.
Task	1.970	4	184	.101
Ego	.300	4	181	.878

There was homogeneity of variances, as assessed by Levene's Test of Homogeneity of Variance for task ($p = .101$) and ego ($p = .878$).

Table 4.15: Summary of ANOVA on age of respondents and TEOSQ subscales

		Sum of Squares	df	Mean Square	F	Sig.
Task	Between Groups	1.527	4	.382	1.653	.163
	Within Groups	42.496	184	.231		
	Total	44.023	188			
Ego	Between Groups	3.088	4	.772	.777	.542
	Within Groups	179.933	181	.994		
	Total	183.021	185			

The study was set to test null hypothesis H_{02b} "Competitive orientations does not significantly differ based on the age of Kenya Women football players". ANOVA results in table 4.15 revealed no significant differences in task and ego scores between the different age groups, Task $F(4,184) = 1.653, p = .163$; ego $F(4, 181) = .777, p = .542$ as such, the study fails to reject the null hypothesis.

4.7 Education Level Differences on Participation Motives and Competitive Orientations

Participants were classified into four groups of level of education: university, college, secondary, primary.

4.7.1 Education Level and Participation Motives

A one way ANOVA was conducted to determine if the sub scale scores were different for groups with different level of education. The results are presented in Table 4.16

Table 4.16: ANOVA on Education level of respondents and PMQ subscales

		Sum of Squares	df	Mean Square	F	Sig.
Status	Between Groups	17.072	3	5.691	6.396	.000
	Within Groups	166.379	187	.890		
	Total	183.451	190			
Skill/team	Between Groups	.40	3	.133	.611	.609
	Within Groups	41.01	188	.218		
	Total	41.41	191			
Energy	Between Groups	7.95	3	2.651	2.876	.037
	Within Groups	171.48	186	.922		
	Total	179.44	189			
Friendship	Between Groups	3.58	3	1.194	1.918	.128

	Within Groups	117.00	188	.622		
	Total	120.58	191			
Fitness/win	Between Groups	1.35	3	.451	1.377	.251
	Within Groups	61.62	188	.328		
	Total	62.98	191			

Results in table 4.16 indicates that there were significant differences in subscale status F

$(3, 187) = 6.396, p = .000$ and subscale energy release, $F(3, 186) = 2.876, p = .037$.

Table 4.17 : Tukey post Hoc test on PMQ subscales status and Energy for Education level

Dependent Variable	(I) highest level of educational attained by respondents	(J) highest level of educational attained by respondents	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
						Lower Bound	Upper Bound
PMQ subscale Status for educational level	university	college	-.43	.22	.20	-1.01	.13
		secondary	-.56*	.14	.00	-.95	-.18
		primary	-1.12	.43	.05	-2.24	.00
	college	university	.43	.22	.20	-.13	1.00
		secondary	-.13	.22	.93	-.71	.44
		primary	-.68	.46	.45	-1.89	.51
	secondary	university	.56*	.14	.00	.18	.95
		college	.13	.22	.93	-.44	.71
		primary	-.55	.43	.58	-1.68	.57
	primary	university	1.12	.43	.05	-.00	2.24
		college	.68	.46	.42	-.51	1.89
		secondary	.55	.43	.58	-.57	1.68
PMQ subscale Energy for educational level	university	college	-.38	.22	.33	-.98	.20
		secondary	-.41*	.15	.03	-.80	-.02
		primary	-.05	.44	.99	-1.19	1.09
	college	university	.38	.22	.33	-.20	.98
		secondary	-.03	.23	.99	-.63	.56
		primary	.33	.47	.89	-.89	1.56
	secondary	university	.41*	.15	.03	.02	.80

		college	.03	.23	.99	-.56	.63
		primary	.36	.44	.84	-.78	1.51
	primary	university	.05	.44	.99	-1.09	1.19
		college	-.33	.47	.89	-1.56	.89
		secondary	-.36	.44	.84	-1.51	.78
*. The mean difference is significant at the 0.05 level.							

Tukey Post hoc analysis results revealed that participation motives for those with University education differed from those with secondary education on both subscales (status and energy release). On subscale Status the Mean Difference was 0.5693 at 95% Confidence Interval with a significant value ($p = .001$). For energy release the mean difference was 0.4191 at 95% Confidence Interval with a significant value ($p = .030$).

The study set to test “ H_{03a} Educational level does not influence the participation motivation of Kenyan women football players”. Since there were statistically significant education level difference in subscales Status and Energy release, the study therefore rejects the Null hypothesis H_{03a}

4.7.2: Education Level and task and Ego Orientation

A one way ANOVA was conducted to determine if the sub scale scores task and ego was different for groups with different level of education. Results are as represented in Tables 4.18 and 4.19

Table 4.18: Test of Homogeneity of Variances on respondents’ level of education

	Levene Statistic	df1	df2	Sig.
Task	.820	3	185	.484
Ego	.960	3	182	.413

There was homogeneity of variances, as assessed by Levene's test of homogeneity of variances (Task $p = .484$; Ego $p = .413$)

Table 4.19: Summary of ANOVA on respondents Education level TEOSQ subscales

		Sum of Squares	df	Mean Square	F	Sig.
Task	Between Groups	1.074	3	.358	1.543	.205
	Within Groups	42.949	185	.232		
	Total	44.023	188			
Ego	Between Groups	26.422	3	8.807	10.236	.000
	Within Groups	156.599	182	.860		
	Total	183.021	185			

Results from Table 4.19 shows that there were no statistically significant differences in task $F(3, 185) = 1.543, p = 0.20$. However, the ego orientation amongst female football players was significantly different between different education level groups, Ego $F(3, 182) = 10.236, p = .00$. Tukey Post Hoc test was done and results revealed that there was a difference in ego orientation between those with college and university education, mean difference of 0.782 at 95% Confidence Interval ($p < .004$), and also between those with secondary and university education, mean difference was 0.729 at 95% Confidence Interval, $p = .000$.

There was a statistically significant difference between means ($p < .05$) and, therefore, we reject the null hypothesis “ H_{03b} Educational level does not influence the competitive Orientation of Kenyan women football players”.

4.8 Playing experience (Overall Time Involved) Differences on Participation Motives and Competitive Orientation

Participants were classified into four groups: 1-4 years, 5-8 years, 9-12 years, 13-15 years, over 15 years and the results presented in Table 4.20

4.8.1 Playing experience (Overall Time Involved) and Participation Motives

A one-way ANOVA was conducted to determine if the sub scale scores was different for groups with different years of experience in playing football.

Table 4.20: Test of Homogeneity of Variances on PMQ subscales for playing experience

	Levene Statistic	df1	df2	Sig.
Fitness/win	1.915	4	186	.110
Friendship	1.842	4	186	.123
Energy	1.728	4	184	.146
Skill/team	5.377	4	186	.000
Status/achievement	1.135	4	185	.342

Table 4.21: Robust Tests of Equality of Means

		Statistic ^a	df1	df2	Sig.
Skill/team	Welch	1.788	4	67.333	.142

There was homogeneity of variances, as assessed by Levene's Test of Homogeneity of Variance for all the sub scales except on subscale skill/team. A Welch ANOVA was conducted on the subscale Skill/team since there was heterogeneity of variances.

Table 4.22: ANOVA on playing experience of respondents on PMQ subscales

		Sum of Squares	df	Mean Square	F	Sig.
Fitness/	Between Groups	3.26	4	.815	2.54	.04

win	Within Groups	59.53	186	.320		
	Total	62.79	190			
Friendship	Between Groups	6.69	4	1.673	2.73	.03
	Within Groups	113.78	186	.612		
	Total	120.48	190			
Energy	Between Groups	4.68	4	1.170	1.23	.29
	Within Groups	174.40	184	.948		
	Total	179.08	188			
Skill/team	Between Groups	1.18	4	.297	1.37	.24
	Within Groups	40.11	186	.216		
	Total	41.30	190			
Status	Between Groups	4.36	4	1.092	1.12	.34
	Within Groups	179.07	185	.968		
	Total	183.44	189			

Result from table 4.22 reveals there is no statistical significant difference on the sub scale Skill. However, there were statistically significant differences in fitness/win and friendship subscale scores between the different overall time involved groups, fitness/win $F(4,186) = 2.546, p = .04$; friendship $F(4, 186) = 2.735, p = .03$.

Tukey Post hoc tests results revealed that the increase in fitness and friendship subscale motives from those with 5-8 to 9-12 years of experience was statistically significant in motivation subscales fitness and friendship, fitness (0.338, 95% CI (0.21 to .65) ($p = .030$) friendship (0.494, 95% CI (0.58 to 0.93), $p = .018$

There was a statistically significant difference in subscales (friendship, and fitness/win) score means between the different overall time involved groups. This therefore rejects the Null hypothesis “ H_{04a} playing experience in football has no significant effect on the participation motivation of Kenyan women football players”.

4.8.2 Playing experience (Overall time involved) and Task and Ego orientation

A one-way ANOVA was conducted to determine if the sub scale scores task and ego was different for groups with different overall time involved in playing football. Participants were classified into four groups: 1-4 years, 5-8 years, 9-12 years, 13-15 years, over 15 years.

Table 4.23: Test of Homogeneity of Variances on TEOSQ for Playing Experience

	Levene Statistic	df1	df2	Sig.
Task	2.373	4	183	.054
Ego	.694	4	180	.597

There was homogeneity of variances, as assessed by Levene's Test of Homogeneity of Variance for task ($p = .054$) and ego ($p = .597$) as shown in table 4.23.

Table 4.24: ANOVA on PE (OTI) of respondents for TEOSQ subscales

		Sum of Squares	df	Mean Square	F	Sig.
Task	Between Groups	1.831	4	.458	1.985	.099
	Within Groups	42.192	183	.231		
	Total	44.023	187			
Ego	Between Groups	5.660	4	1.415	1.437	.223
	Within Groups	177.223	180	.985		
	Total	182.883	184			

Results from table 4.24 reveal that there were no statistically significant differences in task and ego scores between the different age groups, Task $F_{(4,183)} = 1.985$, $p = .09$; ego $F_{(4,180)} = 1.437$, $p = .22$.

The study was set to test the null hypothesis “Ho_{4b} playing experience in football has no significant effect on the competitive orientation of Kenyan women football players.”

Results reveal that there was no statistically significant difference between means ($p > .05$) and, therefore, the study fails to reject the null hypothesis.

CHAPTER FIVE: DISCUSSION OF FINDINGS

This study assessed the motives of participation and competitive orientations of Kenyan women football players who participated in 2014 premier league. It was designed to examine the demographic details of the players, the participation motives, competitive orientations of the players and the extent of their association. The study also set to determine the influences of selected variables of age, educational level and overall time involved (years of experience) on participation motives and competitive orientation of women football players in Kenya.

5.1 Age of Participants

The study involved female football players aged between 16 years to 38 years. Findings reveal that women football players in Kenya are of varied age groups but that majority of those actively involved in competitive football are below 20 years old, those between 21-25 years old follow closely. Participation rates tend to lower as the participants age as outlined in table 1. The findings are consistent with (Brady, 2004; Pate *et.al.* 2007) which reported that there is a decline in participation rates as athletes grow in age.

The decline in participation rate could be attributed to many factors such as family responsibilities, parenting, and career. Social pressures to conform to a socially constructed gender role (stereotyped definition of femininity) could also make some females less motivated to achieve excellence in a competitive masculine sport like football. Another reason could be because the players perceive that society does not value female athletic accomplishments as much as male ones.

5.2 Education level of Participants

The study involved players who are either pursuing or have attained University education, College education, Secondary and Primary education. Findings from table 2 reveal that majority of female football players in the league are students with university education. The findings are consistent with studied reviewed which emphasize that participation in sports and physical activity is more prevalent in individuals with high levels of education (Commonwealth of Australia, 2006; Scheerder *et al.*, 2002, 2005; Wilson, 2002)

The reason for this can be attributed to the fact that there has emerged a need to excel in sports in institutions of learning which has resulted in establishment of sports scholarship

opportunities and programs offered at secondary and university education in various learning institutions across the country.

5.3 Playing experience of participants

Results on table 4.3 reveal that women who competed in the league have had previous experiences of playing competitive football. This confirms Sabri *et al* (2015) findings that experience is an important factor which incents youth to participate in sport activities. Majority of the players had between 5-8 years of experience, followed by those between 9-12 years of experience. This experience may be because the participants competed in school competitions and various tournaments organized by various institutions. The findings could also mean that majority of women who continue to play football competitively started playing at young ages.

5.4 Participation Motives of Participants

The participants rated internal motives such as improving skill, going on a higher level, fitness and being on a team as their major motives for participation. Further analysis on the subscales of participation motives showed that women football players in the premier league mainly participated for five core motives of skill development / team atmosphere, fitness, friendship/affiliation, status/ achievement and energy release. Based on this research, it can be consequent that women football players mainly have internal motives for participation; this is because motives of skill development and fitness were ranked first and second top participation motives.

These findings support researches done by (Allender *et al.*, 2006; Benar & Loghmani, 2014; Biddle & Mutrie, 2008; Barnett *et al.*, 2008; Biddle *et al.*, 2003; Fraser-Thomas *et al.*, 2008; Kondric *et al.*, 2013; Smith *et al.*, 2006; Tsorbatzoudis *et al.*, 2006; Yan & McCullagh, 2004; Zaharidis *et al.*, 2006) that the motives for participation are for skill development, fitness, achievement, team atmosphere, team membership and energy release. The findings are however in contrast to studies of Gill *et al.*, (1983) that found eight motives and (Park, 2005; Park & Stotlar, 2006; Park & Lee, 2008) that found six motives

This finding suggests that the women football players in the premier league are aware of the need to learn and improve their skills which is important for them if they want to play in a higher level either at national team, semi professional or even professional level. The other reason why the respondents prefer “skill development” might result from the notion that they want to prove themselves in their teams and then have a place in a superior club within the country or abroad.

They also rated fitness and team atmosphere as important, this could be because football is a sport that places high demand on fitness for any meaningful success and it also requires a favorable team atmosphere since it is a team sport. Football when compared to the more traditional team sports played in the world, it tends to be unique in both the physical and psychological demands placed upon athletes. It is characterized by constant changes in which players make very many decisions over the duration of a match, there are no timeouts, halftimes are limited and substituting players are restricted in number. A football player must also possess high level skills, be physically fit, and be able to make

good decisions throughout the duration of a game. Psychologically, football assumes a team sport in its nature.

These might be the main reasons why Kenyan women football players rated “skill development, team atmosphere and fitness” as their top most reasons for participation in football. This might result from the notion that they want to develop their skills, prove themselves in their teams and keep fit while at it.

5.5 Competitive Orientation of Participants

Participants were asked to rate what makes them feel successful in football; they rated doing their best, learning new skill and working really hard as the top items. They also rated being better than others and being the best as their least goals. Further analysis revealed two subscales of task and ego orientations.

These results are consistent with (Bariaë & Horga, 2006; Bortoli & Robazza, 2005; Cindi & Koenraad, 2005; Fonseca & de Paula Brito, 2005) that show a two dimensional factor structure classified as task and ego orientation.

The top items rated by participants were found to focus on self improvement and being skillful while the least motives were to gauge the performance compared to others. This is consistent with (Weinberg & Gould, 2007) which posits that people who have a task goal orientation focus on improvement from their own past performances whereas people who have ego goal orientation focus on comparing themselves and their performances with others and establishing superiority over others.

5.6 Relationship between Participation Motives and Competitive Orientation

The study found a relationship between participation motives and competitive orientation. Task orientation was strongly related to skill development motives, team motives and fitness motives which are intrinsic motives. Ego orientation was however strongly related to energy release and status motives which are categorized as extrinsic motives.

These findings support previous studies (Adie & Jowett, 2010; Cumming *et al.*, 2008; Holgado *et al.*, 2010; Ferrer-Caja & Weiss, 2000; Holgado, Navas & Lopez, 2010) that task orientation is associated with individuals' internal motivation for sports participation whereas extrinsic motivations are associated with ego-orientation.

The findings are also consistent with research work done by (Alahverdiyani *et al.*, 2010; Spray *et al.*, 2008; Hodge *et al.* 2008; Zahariadis & Biddle, 2000) that showed skill development and team atmosphere motives as highly related to task orientation, and ego orientation was associated with status motive.

This relationship is attributed to the fact that task oriented athletes in a team like football have internal motivation to go on a higher level, improve skill and be fit. They also view success as team performance rather than their own.

5.7 Age differences on Participation Motives

Results of the motives of participation in the selected four age groups found no differences in participation motives. This is inconsistent with studies (Allender *et al.*, 2006; Brodtkin & Weiss, 2010; Rudman, 2010) reviewed on age and motivation which suggest that there are developmental differences and that social and psychological motives of participation change as athletes age. The results however support a study done by Kendrick *et al.*, (2013) that reported no age based differences in the motives for sports participation.

The inconsistency could be attributed to the fact that this study was conducted on football players competing in the same league and their main motive may have been to help their clubs perform better the league. Although many studies have been conducted on motivation, there has been very little research examining age-related differences on the types of motivation that leads to women football players' participation in sports in a set up where there is little support for the women league.

5.8 Age Difference on Competitive Orientations

The study found no significant age differences in task and ego orientation. These findings appear to be consistent with other previous studies that found age to have no impact on the task and ego orientations of sports participants (Beaudoin, 2006; Chin, Khoo & Low, 2009; Christodoulidis et al., 2001; Tzetzis *et al.*, 2002). Other studies reviewed found age differences (McArdle & Duda, 2002; Weiss & Ferrer-Caja, 2002) in task and ego orientations in sports participants.

The lack of age differences could be attributed to the fact that their motivation focus at this level of competition changes from fun and enjoyment to doing their very best in the sport, improving their skills to enable them earn call ups to the national team and possibly join professional teams abroad.

5.9 Educational level differences on Participation Motives

The results show Educational level influences Participation motives of women football players in Kenya, those with University education participated for motives of status and energy release. This supports the studies done by (Benar & Loghmani, 2012; Dollman & Lewis, 2010) that rates status motives with higher education level.

This could be attributed to the fact that those with university education compared to those with lower levels of education focus primarily on achievement because of achieving high in education, they have the same attitude towards sports. This therefore makes status, recognition and to feel important their priorities. Those with secondary and primary education however, will have to work really hard to master and improve skills to be able to attract scholarships for higher education or to increase their chances of playing competitively and professionally at higher levels to improve their economic status.

5.10 Educational level differences on Competitive Orientations

On competitive orientation, results revealed that education level does influence task and ego orientation, this is consistent with research works by (Athanasailidis *et al.*, 2004). Further analysis reveals that those with university education have increased ego orientation than those with college and secondary education. This supports the study done by Revees (2012) which revealed that those with higher levels of education are more ego oriented.

This could be attributed to the fact that those with university education, because of their potential higher social economic status compared to those with lower education, will tend to feel superior, thus their focus is on rewards brought about by scoring most, being the best and when others can not do as well as them.

5.11 Playing experience differences on Participation Motives

Result reveals there are significant differences on motives of participation for players with different years of experience. The finding supports previous studies that found differences in participation motives by years of experience (Gould *et al.*, 1985; Gitonga *et al.*, 2003). Further analysis reveal that those with greater years of experience valued fitness and friendship which supports a study conducted by (Coleman, 1985) which found that those with greater experience value health than those with less experience.

This may be due to the fact that those with greater experience have mastered the high level skills necessary for the sport. However, for them to maintain performance at the highest level they must be fit in order to meet the rigor and the physical demands associated with playing football. They must also relate well with other team members maintain cohesion since football is a team sport that requires such elements as cohesion and team work.

5.12 Playing experience differences on Goal Orientations

Results reveal that competitive orientation subscales for women football players with different years of experience in the league were similar and that there were no differences in task and ego scores between the different levels of experience groups. These findings are consistent with Bulinda (2011) that reveals that both inexperienced and experienced volleyball players are task oriented. The results also seem to be supported by SiuYin *et al.*, (2012) whose study found a similarity in the task orientation score for sports participants with different experiences.

The reasons for similarities in task and ego orientations for participants with different levels of playing experience could be because the Kenyan women football premier league is not consistent and therefore confidence that comes with consistent participation in a

competitive top league could be lacking in players with greater years of experience in playing football.

CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Summary of findings

This study was concerned with participation motives and competitive orientations of Kenyan women football players and whether variables of age, overall time involved and education level influenced them. The study findings are summarized as below

- i. The top five ranked participation motives items were; improving skills; going on a higher level, to be physically fit, to learn new skills and for team work. The least important motives were to get out the house, to get rid of energy, pressure to play from parents or close friends, to use the equipments and facilities and to release tension. Sub scale skill / team atmosphere ranked first, fitness/win, friendship, fun/miscellaneous and energy release was least ranked.
- ii. Participants felt most successful in football when they do their best, learn new skill that makes them want to practice more and when they work really hard. They

however felt least successful when others mess up but they don't, or if they are the only ones who can perform a skill or when others cant do as well.

- iii. Participants motives to take part in football were for more intrinsic than extrinsic reasons and they were more task oriented than ego-oriented
- iv. There was a positive relationship between participation motives and competitive orientations. Task orientation was strongly related to intrinsic motives of skill development / team motives and fitness. Ego orientation was related to energy release and status motives
- v. Age was found to have no significant influence on the participation motives and competitive orientations of participants
- vi. Education level was found to impact the participation motives and competitive orientations of participants. Those with University education valued status and energy release and were therefore more ego oriented compared to those with secondary and college education level.
- vii. Overall time involved was found to have an effect on participation motives of participants but did not have an effect on competitive orientations of players

6.2 Conclusions

Overall, results of this study indicate that women football players in Kenya are highly competitive and are capable of meeting the rigor of stereotypical masculine sports such as football. Kenyan women football players are also intrinsically motivated and stand out for being more task-oriented than ego oriented with improving skill, fitness and friendship as their top motives for playing football. Kenyan women football players participate in

sports and maintain this participation on account of different motives, these motives vary according to their education level and the playing experience. Those with university education value status and are ego oriented; those who have greater years of experience value fitness and making friends

6.3 Recommendations

This research study suggests a number of strategies that should further the process of women participation in football in Kenya.

6.3.1 Recommendations for Practice

- i. Kenyan women do enjoy engaging in football activities, strategies should be put in place by coaches and trainers which build upon this enjoyment and allow them to participate as fully as possible in forms that offer them satisfaction and opportunities for achievement.
- ii. Results suggest that those involved in the promotion of football activity with women, need to promote task oriented behaviors which are intrinsic and self-determined forms of motivation. Coaches should instill motivation values to their athletes that go beyond tangible rewards like trophies, medals or money. Practices should be established which put emphasis of fun and enjoyment, health and social interaction in football participation.

- iii. Results suggest that women football players are intrinsically motivated, it is recommended that they should be supported by their physical education teachers, coaches and trainers to keep playing in the future by making arrangements to bring into the forefront the intrinsic factors which play a key role in sports participation and adherence. They can also be motivated optimally through extrinsic rewards.
- iv. The results also suggest that various factors like education level and playing experience influence player's participation motives in football. In this regard, it is important for a coach to know his own athletes well and be aware of their needs and interests. Based on their knowledge about their own athletes, coaches are likely to play a key role in leading to desired behaviors by the players.

6.3.2 Recommendations for Policy

- i. The findings of this study could be used by the Ministry of Sports, Culture and the Arts and the football governing body in Kenya, to motivate more women to participate in the football by structuring reward systems and programs to attract more women to participate in football and lower drop out rates associated with lack or inadequate motivation.
- ii. The Ministry of sports, institutions and the Football Kenya federation should strategically include women in significant roles, such as coaching, mentors and role models drawn from within local communities and schools.
- iii. The more opportunities available for women to play football, the more they are likely to be active. Strategies need to be put in place to ensure environment and facilities are easily accessible and safe for women to play football

6.3.3 Recommendations for further research studies

- i. Future cross cultural studies may be developed with a larger sample size to allow more representation and generalization and to gather more knowledge on how participation motives and competitive orientations are impacted by different cultural patterns.
- ii. Future studies might consider further examination of comparisons of competitive orientations and sport motivation among women competing at other professional sports considered feminine in Kenya such as volleyball, tennis, swimming.
- iii. Future study could also focus on higher levels of women football competition rather than local leagues such as Olympics and World cup competition
- iv. Also of interest might be a comparison of competitive orientations and sports participation motivation among male and female football players as well as in stereotypical gender neutral or feminine sports.
- v. Future studies may be done to establish is Participation motives and competitive orientations of women players in lower levels of football competitions like primary school, secondary and universities.
- vi. More research is needed to explore whether participation motives and competitive orientation in sports and physical activities change with time and this needs to reflect the diversity of experiences around the world, acknowledging both developed and developing countries.
- vii. A cursory observation of football participation in Kenya indicates that there is a gap between male and female participation in relation to organized competitions, media coverage, cooperate financing and number of teams and players (Nyanjom,

2010). This suggests that there is a need to explore football players' participation motivation and competitive orientations.

- viii. As a competitive sport, women football includes tournaments and leagues where competitive aspects are displayed. It is an area with increasing participation and little participation motivation and competitive orientation research has been conducted. There is need for study in women football to explore the differences in participation motives and competitive orientations especially in an African where women roles are defined from a patriarchal perspective.

Being aware of these motives and the influences is really important to coaches, teachers of physical education and parents. This is because; the knowledge can help in influencing female football players to take up football as a sport, continue playing and be successful in the sport.

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APPENDICES

Appendix A: Questionnaire Consent Form

This research is being conducted by Carolyn Acheng' Ajowi (H60/CE/22630/2010) a student of Masters of Science (MSc) in Leisure and Recreation Management in the Department of Recreation Management and Exercise Science.

Purpose: This study investigates the underlying motives for Kenyan women participation in football and also examine whether they compete to win or for mastery of skill.

Participants: In order to qualify for this study, you must be a player in the 2014 Kenyan women premier league between 16-38 years of age. I anticipate that 192 people will participate in this study.

Procedure: you are required to fill in a questionnaire about reasons why you participate in football and also on what makes you feel successful in playing football.

Risks and benefits: there are no known risks or discomforts associated with this study. The results obtained in this study will help in understanding what motivates women in Kenya to participate and compete in football. These findings could be used by the Ministry of Sports, Culture & Arts and the football governing body in Kenya to motivate more women to participate in the sport. Findings will also help coaches and trainers to improve coaching strategies; maintain motivation and lower dropout rates.

Voluntary participation: Participation in this study is on voluntary basis. Should you choose not to participate, you shall not be penalized. You are at liberty to withdraw from the study at any time, should you feel or sense any discomforts at no penalty. Withdrawal from the study will in no way prejudice your future interactions with the personnel administering or supervising the study, or with Kenyatta University.

Confidentiality: you shall not be required to write your names or anything that may identify you. Should there be any identifying information obtained from this study, it will be kept strictly confidential, except as may be required by law. Any information that could be used to identify you /your daughter will be kept confidential.

Consent: I have read and understood the above information and I willingly consent to participate in this study. I understand that if I should have any questions about my rights as a research subject, I can contact the researcher (0723222671) or Kenyatta University Research and Ethics board.

Your name (optional) -----
Sign-----

Appendix B: Introductory Letter

Dear Players,

I am carrying out a study to assess participation motivation and competitive orientation and of women in football in Kenya. This study has been approved by the Department of Recreation Management and Exercise Science, Kenyatta University. The result of this study will be helpful in providing more information on the motives of participation in football as well as improve the general understanding of motivation in sports for women. This can be used to improve training and competitiveness. Your cooperation in completing the questionnaire will be appreciated. There is no wrong or right answers, any opinion you give will be helpful. Please return the completed questionnaire to the bearer.

Thank you for your cooperation.

Carolyne Achieng Ajowi

Appendix C: Questionnaire

Section A: Please Tick in the box the answer that applies to you)

1. Age: U-20 years 21- 25yrs 26-30 yrs 31-35 yrs over 35 years

2. Marital status: single married divorced separated

3. Education Background: (tick the highest level of education attained /pursuing)

University(degree, masters, PhD)	<input type="checkbox"/>
College (certificate/diploma)	<input type="checkbox"/>
Secondary school(KSCE)	<input type="checkbox"/>
Primary school(KCPE)	<input type="checkbox"/>

4. What was/is your highest level of football competition at?

			District	Provincial	National	East Africa
University	yes	no	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College	yes	no	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Secondary school	yes	no	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Primary school	yes	no				
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5. Time involved with football: how many years you have played competitive football

1- 4 years	
5- 8 years	
9 – 12 years	
12- 15 years	
Over 15 years	

Section B I

PARTICIPATION MOTIVATION QUESTIONNAIRE (PMQ)

The PMQ will assess your reasons or motives for participating in football

To complete, please circle the answer you believe best applies to you. 1- strongly disagree 2- disagree 3- not sure 4- agree 5- strongly agree

Reasons why you participate in football	strongly disagree	disagree	not sure	agree	strongly agree
1. I want to improve my skills	1	2	3	4	5
2. I want to be with my friends	1	2	3	4	5
3. I like to win	1	2	3	4	5
4. I want to get rid of energy	1	2	3	4	5
5. I like to travel	1	2	3	4	5
6. I want to stay in shape	1	2	3	4	5
7. I like the excitement	1	2	3	4	5
8. I like the teamwork	1	2	3	4	5
9. My parents or close friends want me to play	1	2	3	4	5

10. I want to learn new skills	1	2	3	4	5
11. I like to meet new friends	1	2	3	4	5
12. I like to do something I'm good at	1	2	3	4	5
13. I want to release tension	1	2	3	4	5
14. I like the rewards	1	2	3	4	5
15. I like to get exercise	1	2	3	4	5
16. I like to have something to do	1	2	3	4	5
17. I like the action	1	2	3	4	5
Reasons why you participate in football					
	SD	D	NS	A	SA
18. I like the team spirit	1	2	3	4	5
19. I like to get out of the house	1	2	3	4	5
20. I like to compete	1	2	3	4	5
21. I like to feel important	1	2	3	4	5
22. I like being on a team	1	2	3	4	5
23. I want to go on to a higher level	1	2	3	4	5
24. I want to be physically fit	1	2	3	4	5
25. I want to be popular	1	2	3	4	5
26. I like the challenge	1	2	3	4	5
27. I like the coaches or instructors	1	2	3	4	5
28. I want to gain status or recognition	1	2	3	4	5
29. I like to have fun	1	2	3	4	5
30. I like to use the equipment or facilities	1	2	3	4	5

Section B II:

The Task and Ego Orientation in Sport Questionnaire (TEOSQ)

TEOSQ will assess whether you define success in playing football as task or ego oriented

Consider the statement "I feel most successful in sport when..." and read each of the items on the questionnaire below and indicate how much you personally agree with each statement by ticking an appropriate score where:

1 = strongly disagree, 2 = disagree, 3 = not sure, 4 = agree, 5 = strongly agree

I feel most successful in football when...

Question	strongly disagree	disagree	not sure	agree	strongly agree
1) I am the only one who can do the play or skill	1	2	3	4	5
2) I learn a new skill and it makes me want to practice more	1	2	3	4	5
3) I can do better than my friends	1	2	3	4	5
4) The others cannot do as well as me	1	2	3	4	5
5) I learn something that is fun to do	1	2	3	4	5
6) Others mess up but I do not	1	2	3	4	5

7) I learn a new skill by trying hard	1	2	3	4	5
8) I work really hard	1	2	3	4	5
9) I score the most points/goals/hits, etc.	1	2	3	4	5
10) Something I learn makes me want to go practice more	1	2	3	4	5
11) I am the best	1	2	3	4	5
12) A skill I learn really feels right	1	2	3	4	5
13) I do my very best	1	2	3	4	5

Appendix D: Clubs and Location

Clubs	Location
1 Leeds United	Kisumu
2 MOYAS Ladies	Nairobi
3 Nyuki Starlets	Nairobi
4 Oserian	Naivasha
5 Spedag FC	Mombasa
6 Mathare United	Nairobi
7 Thika Queens	Thika
8 Furaha Ladies	Kilifi
9 Galactico Youth	Kisumu
10 Makolanders	Nairobi
11 Kakamega Muslim	Kakamega
12 Moving the goalpost	Kilifi

Appendix E: Research permit

