

**MOTIVATION FOR COMPETITIVE SOCCER AMONG PLAYERS IN
PUBLIC SECONDARY SCHOOLS IN NAIROBI CITY AND KAKAMEGA
COUNTIES, KENYA**

BY

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DECLARATION

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

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DEDICATION

This thesis is dedicated to my family members Dr. & Mrs. Andanje Mwisukha, my sister Maureen Andanje and all those who morally, financially and spiritually encouraged me to complete the thesis.

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ABBREVIATIONS AND ACRONYMS

CMT	-	Competence Motivation Theory
CAF	-	Confederation of African Football
FKF	-	Football Kenya Federation
FIFA	-	Federation of International Football Associations
KPL	-	Kenya Premier League
KSSSA	-	Kenya Secondary Schools Sports Association
MOEST	-	Ministry of Education, Science and Technology
PA	-	Physical Activity
PE	-	Physical Education
SMS	-	Sport Motivation Scale

OPERATIONAL DEFINITIONS OF TERMS

Achievement Motivation - Refers to interest in competitive soccer by public secondary school players relating to the urge to face risks, or dangers associated with the sport, to test one's abilities, pushing oneself to the edge, to gain a sense of accomplishment, to be physically and emotionally challenged, to improve/master soccer skills, become better at soccer and win against others.

Competitive Soccer - Contests in the game of soccer for the purpose of winning by Secondary players Schools in Kenya at National level.

Counties - These refers to Kakamega County and Nairobi County.

Motivation - The drive or reason for participation in competitive soccer by players in public secondary schools in Nairobi and Kakamega Counties. This includes the drive for personal image, achievement, personal fulfillment and social benefits.

Soccer Team– The top 11 soccer players in each of the public secondary schools in Nairobi and Kakamega Counties.

Personal Fulfillment Motivation - Refers to factors for competitive soccer that include interest in satisfying personal needs, for self-expression, feeling good about oneself for playing well, to be physically fit and for fun/enjoyment/excitement.

Personal Image Motivation– Refers to competitive soccer that relate to desire to show others that you are the best in soccer, you can do better than others, work harder than others, show others how good you are at the sport, gain recognition and feel important of being the soccer player.

Social interaction Motivation (Affiliation) - Refers to reasons for participation in competitive soccer, including the interest to interact and be with friends (such as fellow players and coaches), to be part of the soccer team and due to encouragement by other players, coach and friends.

ABSTRACT

The purpose of this study was to find out if soccer players in public secondary schools in Nairobi City and Kakamega Counties are motivated for competitive soccer by the desire for success, personal fulfillment, social interaction and/or personal image. The study adopted cross sectional analytical research design. The target population included schools that participated in the 2015 season of the secondary school games at zonal level in both Nairobi City and Kakamega Counties. Stratified random sampling was used to ensure proportionate representation of both male and female soccer players from the two counties. All the 11 (eleven) top soccer players from each of the schools were included in the study as respondents. The sampled respondents were 542 (50%) out of the target population of 1001. The Sport Motivation Scale was used to collect data. Data was summarized in percentages, mean values and standard deviations. Hypotheses were tested using t-test (gender and county) and One-Way ANOVA (across respondents' class levels) at 0.05 level of significance. The post Hoc Tukey test was used to trace the source of the significant F ratios. Results revealed that a slightly higher proportion of the respondents were male than the females, a higher proportion were in Form three class level followed by those in Form 2 and 4 who had equal proportions and those from Kakamega county were 347(64.0%) while 195 (36.0%) were from Nairobi City County .Findings revealed that Players in Form Two were more motivated by the need for personal self-achievement than those in other classes. However, there was a significance difference in self-achievement motivation on the class level of the players with differences between responses of Form Three and Form Four soccer players. This implies that soccer players in Form two were significantly more motivated for soccer by self-achievement motivation than those in form three and four class level. Soccer players in Nairobi County were significantly more motivated for competitive soccer by personal fulfillment than those in Kakamega County. The male soccer players were more motivated by the need for personal fulfillment than the female soccer players. Soccer players in Nairobi County were more motivated for competitive soccer by the desire for social interaction than those in Kakamega County. Soccer players in Kakamega County were more motivated for competitive soccer by the desire for personal image than those in Nairobi County. In conclusion, all the players from Nairobi and Kakamega Counties were highly motivated on self- achievement motivation, social interaction and personal image as opposed to personal fulfillment where the male were much more motivated than the female based on gender. In relation to class level, all the soccer players were highly motivated in personal self-achievement motivation and lastly, in Personal self-achievement motivation all the soccer players were motivated in the two counties as opposed to the other three motivation factors. From the findings, it is recommended that, Games teachers and coaches of soccer in secondary schools in Kakamega and Nairobi Counties should consistently design soccer training program that promote mastery of skills, physical fitness, and interaction and make the players feel important.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Soccer is the most popular sport not only in Kenya but also in many countries of the World (Rahnama, 2011). It is governed by International Federation of Association Football (FIFA) (FIFA, 2015). Federation was founded in 1904 with the responsibility of organizing World Cup. The first World Cup was in Uruguay in 1930 (FIFA, 2015). FIFA organizes World Cup which takes place after four years. In Africa, soccer is managed by Confederation of African Football (CAF) which was established in 1957 in Khartoum, Sudan (CAF, 2015).

Soccer was introduced in Kenya by the British Colonialists at the turn of the 20th Century. The sport is managed by Football Kenya Federation (FKF) founded in 1960. It organizes the Kenya Premier Leagues (KPL) and the Kenya national football team. Institutions of learning also participate in competitive soccer where Universities, Colleges, High schools and Primary schools compete in a structured way from grassroots to national and international levels. However, it is important to note that in spite of the popularity of soccer in Kenya, the country's performance in international competitions has not been impressive as it has neither excelled at the continental championships nor qualified for the World Cup.

Studies have shown gender inequality in sports management, participation and competition (Kateshumbwa, 2011; Kateshumbwa, Wamukoya, Wanderi & Andanje, 2013) and this may be the case in soccer. However, it is important to note that the male

have a longer history than female in competitive soccer. For instance, the males secondary school national soccer competitions were introduced in 1971, while the female secondary school soccer competitions at national level were started in 1998 (KSSSA,2015). Competitive female soccer was introduced only in the later part of the 20th Century by Kenya Secondary School Sport Association (KSSSA, 2015). This can partly explain the apparent prominence of male soccer than female both worldwide and locally in Kenya.

High school soccer is managed by Kenya Secondary Schools Sport Association (KSSSA, 2015). Soccer for both male and female participants are included in the annual competition programme of the KSSSA. Over the years, schools from Nairobi and Kakamega Counties have participated in the national soccer competitions. For instance, since 1971, secondary schools soccer for boys teams from Nairobi County have won the annual national championships five times, while the secondary school for girls teams have won the title five times since inception in 1998 (Appendix C) (KSSSA,2015). Secondary schools for boys in Kakamega county have won the national title twelve times and secondary schools for girls teams, three times in the history of the competitions (KSSSA,2015).

The drive to competitively participate may be determined by several factors ranging from physiological, social or psychological. Shank (2009) and Funk (2012) define motivation as an internal energy that directs behavior towards fulfillment of personal needs. According to several scholars, psychological influence to participation is critical (Gill et al., 1996; Kondric et al.,2013; Rintaugu & Nteere, 2011).The driving forces for

competitive soccer can be the innate desire to achieve competence or success (Urda& Turner, 2005). These have been well documented as sports motivation factors of achievement, personal fulfillment, social interaction and improvement of personal image (Urda& Turner,2005; Gill, Williams, Beaudoin& Martin, 1996). Personal fulfillment is usually associated with achievement of self-goals which lead to an individual's self-expression (Morris, et al, 1995 and 1996;Gill, et al., 1996;Gammage, Carron & Estarooks, 2001; Urda & Turner, 2005). Social interaction refers to the desire to identify with others through sport participation (Gammage, Carron & Estarooks, 2001). Personal image has to do with the impression one leaves on others decisions (Morris, Clayton, Power & Han, 1995 & 1996). On the other hand, achievement motivation is the desire to accomplish an objective or task to success (Harackiewicz, et al. 1997). However, the levels of motivation may vary across several demographic characteristics like age, gender and location among others (Gill, Williams, Beaudoin & Martin, 1996; Ndambiri, Mwisukha & Muniu, 2013). Thus, it is important to establish whether these motivational factors are abundant among soccer players in secondary schools in Kenya and how they interact with the participants' demographic characteristics.

1.2 Statement of the Problem

Several studies have been conducted on sport participation in secondary schools in Kenya. The study by Gitonga and Akpata (1999) focused on the role of sports participation in enhancing academic performance while Wahome (1999) addressed sources of negligence during Physical Education in sports competition in secondary schools. On the other hand, Gathwe (2007) addressed the psycho-social factors that

influenced participation in swimming by students in high schools in Kenya. It is notable that none of the studies address the reasons as to why secondary schools athletes took part in sports. Therefore the current study endeavors to establish factors that motivate participation in soccer by players in secondary schools in Kenya. Specifically, the boys and girls continue to take part in soccer at secondary school level yet their motives have not been empirically established. In addition, secondary schools spend a lot of money to assemble soccer facilities and equipment, hire part time coaches to build soccer teams and travel for long distances to the venue of competition.

Most clubs and National teams get players immediately after high school between 18 and 25 years of age. Whereas schools may be driven for the gratification and recognition of their schools, it is significant to establish the motivation for boys and girls participation and competition in soccer. Despite Kenya's secondary school soccer teams being dominant in East African region, the same is not reflected in National teams and clubs in Kenya. The study on motivation for competitive soccer among players in secondary schools in Nairobi City and Kakamega Counties, is necessary in order to give indication on what coaches should focus on during training at other competitive levels. Therefore the study, sought to establish the factors that motivate soccer players in secondary school in Nairobi City and Kakamega Counties.

1.3 Purpose of the Study

The purpose of this study was to establish motivation for competitive soccer among soccer players in secondary schools in Nairobi City and Kakamega Counties, Kenya.

1.4 Objectives of the Study

The objectives of the study were to;

- i. Determine the achievement (success) motivation status of soccer players in secondary schools in Nairobi City and Kakamega Counties.
- ii. Establish the extent to which competitive soccer players in secondary schools in Nairobi City and Kakamega Counties were driven by personal fulfillment motivation.
- iii. Examine the extent to which soccer players in secondary schools in Nairobi City and Kakamega Counties were motivated for competitive soccer by the desire for social interaction.
- iv. Determine the extent to which soccer players in secondary schools in Nairobi City and Kakamega Counties were motivated for competitive soccer by the drive to enhance their personal images.

1.5 Research Hypothesis

It was hypothesized that:

H_{01} . There would be no significant difference on motivation for personal self-achievement

(Success) among soccer players in secondary schools between Kakamega and Nairobi counties in relation to their gender, county and class levels.

H₀₂. There would be no significant difference on motivation for personal fulfillment among soccer players in secondary school in Kakamega and Nairobi City Counties based on gender, county and class levels.

H₀₃. There would be no significant difference on motivation for social interaction among soccer players in secondary schools in Kakamega and Nairobi City Counties in relation to their gender, county and class levels.

H₀₄. There would be no significant difference on motivation for personal image motivation among soccer players in public secondary schools in Kakamega and Nairobi City Counties based on gender, county and class level.

1.6 Significance of the Study

The study on motivation for competitive soccer among players in secondary schools in Nairobi City and Kakamega Counties in Kenya is of significance to the domain of soccer for development as it may be an added advantage to the knowledge that currently exists in the field. The findings enrich literature in the sphere of sport psychology and may also be applied at high school level in competition clubs and national teams.

The findings of the study are relevant to sport teachers and coaches in programming for training sessions for soccer players. The findings prove valuable to school administrators (principals) on how to reinforce successes or remedy and failures for their soccer teams. Further, the findings lead to an introduction of new dimension in the coaching and training of soccer in secondary schools using psychological techniques. This has a lot of

implications to the Kenya Secondary Schools Sports Association (KSSSA) and the Ministry of Education, Science and Technology (MOEST) in organizing soccer competitions for secondary schools in Kenya.

1.7 Delimitations of the Study

- i. Motivational factors were delimited to personal image, personal fulfillment, social interaction and personal achievement (success) motivation.
- ii. Data collection instrument were delimited to Sport Motivation Scale developed by (Pelletier, Fortier, Vallerand, Briere, Tuson and Blaise, 1995).
- iii. The study was delimited to two counties (Kakamega and Nairobi City). As such, the findings can only be generalized to other regions with similar characteristics with a lot of caution.
- iv. Only soccer players in secondary schools that participated in KSSSA were targeted by the study as respondents.

1.8 Limitations of the Study

There are other factors which may affect motivation for soccer players such as family background, early exposure, personalities of the players and school traditions. However, these were not covered by the current study. Another limitation was that players in Form One may not have been in the first teams of the secondary schools unless they were exceptionally talented.

1.9 Assumptions of the study

The study assumed that the four motivational factors that influence participation in soccer among secondary school players include personal image, personal fulfillment, social interaction and achievement (success) motivation. It also assumed that gender, class level and county where school is located influence participation motivation in soccer at secondary school level.

1.10 Theoretical Framework

Motivation in sports has widely been studied by several scholars. This has given rise to many theories that explain sports motivation and participation. Among these include competence motivation theory developed by Harter (1992), self-determination theory developed by Ryan and Deci (2000; 2002) , goal setting theory developed by Locke and Latham (1990; 2006), achievement goal theory developed by Nicholls (1984;1989) and implicit theories of ability developed by Dweck (1999; 2002). These theories have had varying explanation of participation and motivation towards sports.

The current study was based on Harter's Competence Motivation Theory (CMT) (Harter, 1992). Competency motivation theory explains youth and children participation in sports on a wider scope compared to other motivational theories (Harter 1978, 1981). The theory is grounded on the perception that people have an inner desire to be competent. Therefore an individual will attempt an activity so that he or she can master it. If it proves to be successful, then the person tends to be motivated to continue doing the activity. The theory specifically states that young people are driven into participating in activities in

which they hope to achieve competence. The youth, for instance, may get attracted to a particular sporting activity because it makes them feel competent. Several studies (Klint & Weiss, 1987; Feltz & Petlichkoff, 2007; Klint, 2011; Roberts, Kleiber & Duda, 1981) targeting youth participation in sports have been based on this theory. According to Klint and Weiss (2014), the desire to enjoy the feelings of competence is part of the reasons that make children to participate in sport.

The present study analyzed competence motivation theory (Harter, 1981) and conceptualized it according to Elliot and Dweck (2005). This was further domesticated into the present study where motivation variables of personal image, personal fulfillment, social interaction and achievement (success) motivation were incorporated. The study further included the demographic characteristics of gender, class level and county/location. Thus, it is conceptualized that mastery of skills according to competency motivation theory is highly influenced by the motivational and demographic factors of the participants and this is illustrated in Figure 1.1 where these parameters interrelate. According to Urdan and Turner (2000) and Elliot and Dweck (2005), the competence motivation theory further states that young people tend to stick to activities in which they attain success but may turn away from those that success is difficult to attain. As an individual excels in the activity, the motivation for further involvement gets strengthened but failure to excel may lead to frustration that can culminate in the individual dropping out of the activity. Figure 1.1 shows how motivation can influence either success or failure. The motivational factors include: self-fulfillment, social interaction, achievement motivation and personal image. A successful attempt instills feelings of competence, high competence motivation, mastery attempts and sustained efforts towards excellence in

sport participation. On the other hand, unsuccessfulness instills feelings of incompetence, low competence motivation, fewer mastery attempts, loss of motivation and dropping out of the sport. The inter-relationships of these factors reflected in the competence motivation theory are illustrated in Figure 1.1.

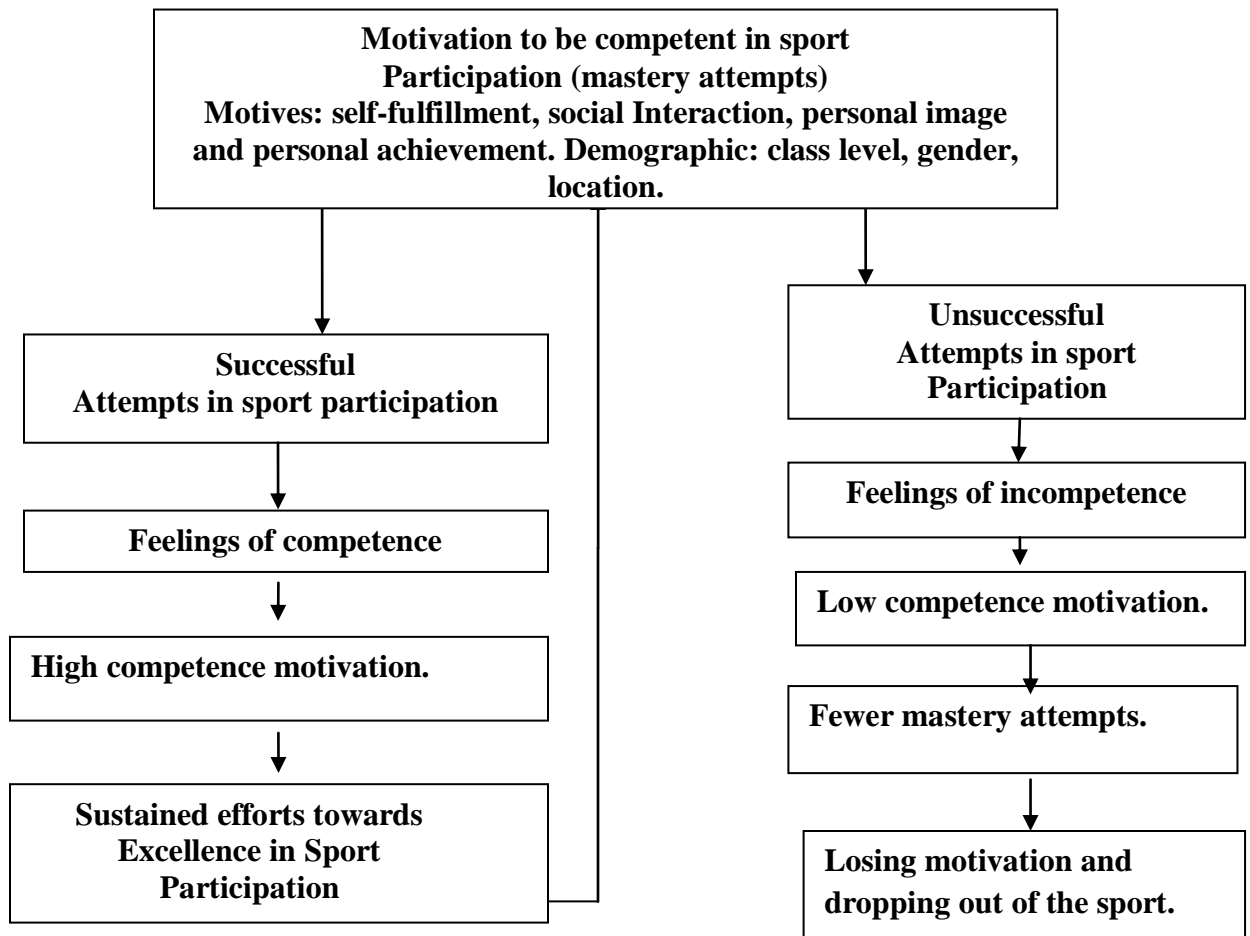


Figure 1.1: Competence Motivation Theory (CMT) (Source: Adapted from Elliot and Dweck, 2005).

CHAPTER TWO: LITERATURE REVIEW

2.1 Reasons for Participation in Sports

Findings from various studies have shown that participation in sport is crucial to total wellness of participants. Participation in sports addresses the functions of the muscles under the control of the brain (Wuest & Bucher, 1999). For instance, Gathua (1990) notes that sport enhances power, synchronization, speed and stamina to athletes. When the body has power, it contributes to development of skill and knowledge (Graham, Holt&Packer, 2001). Involvement in sport leads to emotional and mental stability, good behavior and success (Bailey & Macfadyen, 2003). From a psychological perspective, participation in sports helps athletes in improving feelings of empowerment and self-accomplishment (Auxter, Pyfer, & Heutig, 1993). Participation in sports also brings about social interaction; youth and children have internal locus of control thus the desire to play and be with their friends (Bailey & Macfayden, 2003). Socialization brings about socially acceptable behavior; athletes learn their strength and weaknesses which is necessary for team effort. Hostile players are able to channel their aggressiveness in a useful way (Sherill, 1993).

An assessment by Canadian Heritage (2013) regarding sport participation in Canada revealed that the more educated a person is, the more that person is likely to participate in sports. Specifically, it was found that most university graduates participated in sports compared to those with diplomas. Further, according to Louveau (2004), increase in sport participation increases with high level of knowledge and education.

Other studies on comparison between sport participation motivation and goal orientation of youth and impact of social economic position on sport participation among south Australian youth indicate that parents' level of education contributes to youth and children motivation to participation in sports (Dollman & Lewis, 2010; Benar & Loghmani, 2014).

2.2 Studies on Soccer

Soccer is the World's most popular sport (Rintaugu, Mwisukha & Onywera, 2012). Given its international appeal, the sport has continued to receive attention from researchers. Studies have investigated the various technical, tactical, social, psychological, cultural, economic and managerial aspects of the game. For instance, a study by Steward and Meyers (2004) focused on the soccer players' motivation for their participation in the sport in relation to their age. The study was carried out in the United States of America and found that older players were driven most by the fear of failure and did not blame external factors for failure or weakness as compared to the younger players.

A study on Professional women footballers in America aged 18-45 years by Beaudoin (2006) established that age has no influence on sport orientation and that the professional female football players were intensely competitively oriented.

Rintaugu, Mwisukha and Onywera (2012) investigated factors that affect the standards of soccer in East Africa. The respondents included soccer coaches, referees, sports officers and sports council officials. The findings indicated that Uganda is most endowed with

soccer resources, followed by Kenya and then Tanzania. The current study will establish the motivation for participation in competitive soccer among secondary school players.

Ajowi (2017) examined participation motives and competitive orientations of women football players in premier league. The sample size included women (N=192) from 12 clubs. The instrument used in collection of data was Participation Motivation Questionnaire (PMQ). The findings showed that the athletes were more task oriented than ego oriented.

Njororai (2009) analyzed association football in Kenya during the colonial era in relation to the active involvement of the various indigenous communities in the sport. The Psychological Continuum Model (PCM) questionnaire was used to gather data. The target population included the 42 tribes of the country. The findings showed that the Luo and the Luhya communities embraced sport and were more actively involved in it than other communities in the country.

2.3The Concept of Motivation in Sports Based on Demographic Factors

Petz (2005) refers to motivation as a state to which an individual is driven from the inside by some needs, impulses, desires, wishes, or motives, and is directed towards achieving a goal from the outside functions as a stimulus for behavior. Sports usually has two types of motivation; intrinsic and extrinsic motivation. Intrinsic motivation is referred to as the factors that motivate people from within themselves thus it is enjoyable and interesting, while extrinsic refers to the factors that motivate individuals from outside thus doing something as a means to an end because it leads to a separable outcome (Deci & Ryan,

2000). Examples of extrinsic motivation would include materials, rewards and recognition.

People have many different reasons for getting involved in sports. The earliest work on sport participation motivation focuses on the youth participation (Klint & Weiss, 1985). Many youth usually have various motives for involving themselves in sports such as wanting to have fun or develop their skills in soccer. Scholars have noted that youth are usually attracted to sport due to reasons that include: fun, enjoyment, improving skills, learning, being with friends, success, winning and health (Bandura, 1997, Gaston-Gayles, 2005., Mouratadis et al., 2008, Murcia et al., 2010 and Waldron and Dieser 2010). Weiss and Petlickhoff (2017) categorize the major motives for participation in sports as competence (to learn and improve skills), affiliation (to make friends and be part of a team), fitness (to be physically active), material gain (allowances), recognition and fun. Motivation is therefore, regarded as being important for success in both recreational and competitive sport (Matsumoto & Takenaka, 2004).

Swanson, Colwell and Zhao (2008) studied reasons for taking part as well as significance of social support for sports participants with physical disabilities. The analyses of results were done across the athletes' gender, age, experience of playing and prospects for future involvement. Findings of the study revealed that male participants with physical disabilities were driven more by the need for escape than the female. The study also found that more experienced participants were more motivated than less experienced ones in terms of drive for self-esteem. The need for social support varied in relation to

skill and playing levels as well as experience in term of how long the athletes had been involved in sports.

Rintaugu, Kamande, Litaba, Toriola and Amusa (2014) investigated the relationship among gender and socio-economic status of parents against University athletes' motivation for sports. The study specifically focused on the athletes' sustained interest in their specific sports disciplines in relation to the levels of education and career of their parents. A questionnaire was used as the main instrument of data collection from a total of 674 athletes in 21 Universities in Kenya. The findings of the study revealed that athletes sustained participation in sports due to fun and desire to realize success. There was no significance relation between the gender of the athletes and their motivation orientation for their participation in sports. Further, the results of the study showed that mothers' level of education significantly influenced the athletes' motivation for sustained involvement in sports while the fathers' type of occupation also significantly had a bearing on the athletes' chances of success in their sports. The study recommended the need for coaches to determine athletes' motivation orientation for particular sports disciplines as the basis for identifying and developing talents.

A study by Oladunni, Lyoka and Goon (2015) sought to determine motivation variables for taking part in sports by students with physical, mental and hearing disabilities of Amathole district of South Africa. Validated Questionnaire observation and interview were used to gather data. The findings of the study revealed that the parents of the children significantly influenced their active involvement and integration in sports. The need for self-esteem was the main motivating factor for their taking part in sport. Other

reasons included fun, need to develop competency, friendship to be with others and promoting health. There was a significant difference in the views of both male and female students in relation to the reasons for their motivation for sports.

Edoh (2012) conducted a study whose main objective was to determine the relationship between academic performance and involvement in sports among secondary school students in Benin. Two samples of students were involved; one comprised of 271 students who phrased studies but did not take part in academic work and participated in competitive sports at school level. The results showed that the non- sports participants were more significantly inclined and persistently interested in their studies than the sports participants. On the other hand, the sports participants tended to withdraw from sports involvement when they attained low performance in their studies. The study recommended the need for a curriculum that would enable students to realize academic excellence and at the same time allow students to participate in sports.

An examination into how parental support and pressure influences motivation of children towards participation in relation to gender was conducted by Amado, Sanchez-Oliva, Gonzalez- Ponce, Pulido-Gonzalez and Sanchez (2015).The study involved both children (n=321) and parents (n=321) as respondents. The study found that pressure exerted by parents was detrimental to satisfying the psychological desires of their children. Intrinsic motivation was found to have a stronger association with the children's enjoyment desires than extrinsic motivation (from parents).The study therefore, recommended the need for minimal pressure by parents in relation to their participation in sports.

In a bid to establish whether the need for personal fulfillment was reasons that encourage adolescents to be physically active, Haverly and Davison (2005), carried out a study among adolescents in Pennsylvania. The samples comprised of 92 girls and 110 boys and two instruments of Activity Motivation Scale (AMS) for determining the drive for physical activity and Physical Self- Description Questionnaire (PSDQ) for assessing athletes' perception of their sport competence were used for data collection. Out of several motivation factors, the adolescents reported personal self- fulfillment as the most outstanding motivation for their involvement in physical activity. The second factor, based on their self-reports was the desire to control their weight while motivation by parents was ranked lowest.

Allender, Cowburn and Foster (2006) examined why children and adults participate in sports and PA in the United Kingdom. They mainly focused on personal image and socialization. The review used published and unpublished studies on which out of 1200 papers 24 of them met the inclusion criteria for the research. The results revealed that children generally love socializing, maintaining their weight and having fun while doing PA and sports. Most young people participate in PA because they wanted to maintain their body shape or weight while the older ones wanted to socialize and reduce the effects of aging.

Skjesol and Halvari (2005) studied motivation climate, achievement goals, perceived sports competence and physical activities involvement among University college students of North-West Norway (n=231). Findings of the study revealed that performance climate was positively associated with performance approach goal adoption. Other various

factors like mastery climate, mastery goal and perceived sport competence showed association with physical activity.

A local study carried out by Ajowi, Rintaugu, Toriola and Nangolo (2017) examined on sports participation motives of Kenyan female university athletes. The results showed that the athletes wanted to improve on skills, physical fitness and team spirit. The motives had no difference in age, sport participation, experience and year of study. Ajowi (2016) examined participation motives and competitive orientations of women football players in premier league. The sample size included women (N=192) from 12 clubs. The instrument used in collection of data was Participation Motivation Questionnaire (PMQ). The findings showed that the athletes were more task oriented than ego oriented.

This current study specifically looked at four factors that may be the driving forces for participation of students in competitive soccer among secondary school players in Kenya. These factors are categorized to include: achievement (success) motivation, personal fulfillment, social interaction and personal image. Personal fulfillment is usually associated with achievement of self-goals which lead to an individual's self-expression (Morris, et al, 1995 and 1996; Gill, et al., 1996; Gammage, Carron & Estarooks, 2001; Urdan & Turner,2005). Social interaction refers to the desire to identify with others through sport participation (Gammage, Carron & Estarooks, 2001). Personal image has to do with the impression one leaves on others decisions (Morris, Clayton, Power & Han, 1995 and 1996). On the other hand, achievement motivation is the desire to accomplish an objective or task to success (Harackiewicz, et al, 1997).

2.4 Related Studies on Motivation in Sport

A study by Fredrick and Ryan (1993) focused on motivation for sport and exercise amongst 376 participants in the two categories of physical activities. The study sought to determine if there were differences in motivation amongst the participants in sport and those who took part in fitness or exercise inclined activities. The findings revealed that those who participated in sport were motivated mainly by the desire for fun and enjoyment while those whose activities were mainly fitness were driven by body-related motivation such as the desire to improve appearance, fitness levels and health.

Gill, Dowd, William, Beaudoin and Martin (1996) examined the orientation and motives for participation in running, exercise, cardiac rehabilitation programs and sports among male and female participants in the US. The sample size included participants at running club (n=43), a two exercise classes at a private fitness club (n=35) and a cardiac rehabilitation exercise program (n=44). One way MANOVA was used on a three Sport Orientation Questionnaire(SOQ). The study found that orientation of the male participants was more inclined to competitiveness and winning than females. The participation motives amongst the male and female participants in the four different activities also differed significantly; female participated in the activities mainly due to the desire for fitness, flexibility, affiliation and improvement of body shape as compared to the males.

Motives for university sports students (n = 390) in tennis in Slovenia, Croatia and Germany were addressed by Kondric, Sindik, Furjan-Mandic and Schiefler (2013). Participation motivation questionnaire and self-determination theory was used as instruments of the study. The study found that the general key motives included the need

to be with friends, popularity, fitness, health, relaxation and for social status. However, there were significant differences in motivation across gender but not in relation to age differences of the subjects.

A study by Rintaugu and Nteere (2011) focused on motivational orientation in sport among 61 college athletes in Kenya. Data were analyzed through Kruskal-wallis test of independent samples and hypothesis tested at $p \leq 0.01$ level of significance. It examined factors that motivate college athletes to participate in sport. The results showed that many athletes participated in sports because they wanted to win, and it revealed significant differences in the motivational orientation of both male and female who were engaged in various sports.

Rintaugu and Ngetich (2012) studied motivation for sport among Sport Science students in University Kenya ($n = 30$ males and 20 females). It was hypothesized that Sport Science students perceive their physical health status as main factor that drove their involvement in various physical activities. The study revealed that their main motives included: fun, fitness and desire to be strong, while the least was stress management and competition.

Bulinda (2002) focused on motivation for organized sport among learners in primary schools in Shinyalu Division in Kakamega District. The study found out that interest in sports was the most motivating factor. Another large proportion of the pupils indicated that they were motivated to improve on their performance whether they recorded loses or failures. On the other hand, the factors that demotivated them included exhaustion, injuries and hunger. They preferred participating in sports without restrictions imposed

by teachers and games captains. From the findings, the researcher recommended that teachers and significant others should play a key role in encouraging pupils' interest in sport. As this study focused on motivation for participation in sport of primary school, it was important to unearth the participation motives for secondary school students in the game of soccer.

Gathwe (2007) analyzed psychological and social factors that influence secondary school students' participation in swimming in Nairobi. A total of 600 students and 24 swimming teachers were sampled from 24 secondary schools. The findings of the study revealed significant lack of interest of the learners in swimming. The other attributes, in a descending order, that influenced their participation in the sport included funding, friends (significant others) and facilities. Peers were noted to have negative influence on participation in swimming. The study recommended promotion of swimming as a sport by holding year-round structured leagues and construction of swimming pools in more schools. The above study covered secondary school athletes in swimming in Nairobi. It is necessary to establish the participation motives for soccer players in two counties (urban and rural). Studies have shown that motivation may vary based on the geographical location and dominant counties.

2.5 Summary of Reviewed Literature

The reviewed literature has shown that people get involved in various sports and forms of PA due to various motivating factors. Unlike the current study which focused on motivation for competitive soccer among secondary school students, Fredrick and Ryan (1993) was concerned with determining differences in motivation factors of adults who

participated in sport against those who regularly participated in fitness or exercised-inclined activities. Gill, et al., (1996) explored motivation factors for involvement of male and female adults not only in sport but also in running, exercise and cardiac rehabilitation programmes in the USA. Kondric, et al., (2013) involved university sport students as subjects but not secondary school soccer players as the case will be in this study. The three highlighted studies were conducted outside Kenya, and their findings may therefore, not be generalized to Kenya. The studies of Rintaugu and Nteere (2011) and Rintaugu and Ngetich (2012) were carried out in Kenya but involved college and university athletes who participated in various sports disciplines and physical activities respectively. Secondly, the above two studies involved small sample size which make generalization of their results suspect. However, the current study specifically targeted students in secondary schools in Kenya who are actively involved in competitive soccer.

CHAPTER THREE: METHODOLOGY

3.1 Research Design

The cross sectional analytical research design was used for this study. The design encompasses both descriptive and analytical elements in a cross sectional model. As a cross sectional study it was designed to obtain pertinent and precise information concerning the current phenomenon and draw valid general conclusions from the facts obtained. According to Orodho (2003), cross sectional analytical research design can be used to describe characteristic of a population like opinions, attitude and beliefs. The cross sectional analytical research design therefore, was appropriate for this study as it was used to identify and describe motivation factors for competitive soccer players' involvement in the game of soccer.

3.2 Measurement of Variables

The dependent variables of this study were motivation for achievement, personal fulfillment, social interaction and personal image among soccer players in secondary school in Nairobi City and Kakamega Counties. The Independent variables were Counties (Kakamega or Nairobi City), class and gender of the soccer players.

3.3 Study Location

The study was conducted in Kenyan public Secondary schools in Nairobi City and Kakamega Counties. Kakamega County was purposively selected because its schools have won the National secondary schools soccer championships over the years more times than any other county in Kenya (KSSSA, 2015). On the other hand, Nairobi City is

one of the low ranked Counties in terms of schools' performance in the same championship (KSSSA, 2015) thus providing an appropriate contrast for the study. The two counties were also selected because of their location, Nairobi City county being cosmopolitan represents urban schools while Kakamega is in a rural setting hence will give the views of rural setting.

3.4 Target Population

The target population included single gender schools of both male and female players in all the teams from the two counties that participated in the zonal football competitions of the year 2016. The study purposively targeted 11 top soccer team players who formed the first team per school as respondents. The total target population included the 40 public secondary schools in Nairobi City County (20 girls schools and 20 boys schools) and 51 public secondary schools in Kakamega County (36 girls schools and 15 boys schools). Therefore, given that each soccer team is composed of 11 players, Nairobi City County had 440 (220 girls and 220 boys) while Kakamega County had 560 (395 girls and 165 boys). Therefore, the total target population was 1001 soccer players.

3.5 Sample Size and Sampling Techniques

According to Borg and Gall (1983), a sample size of any study should be based on what a researcher considers being statistical and practical. For descriptive studies, 10% and above of the accessible population is adequate for the entire study (Mugenda & Mugenda, 2003). The sampling of respondents for this study was stratified on the basis of gender and study location. The sample size was 50% of the total target population. Simple

random sampling was used to select 50% of girls and boys soccer players in each of the two counties; this resulted in a sample of 20 (10 for girls and 10 for boys) schools from Nairobi City County and 26 schools (18 for girls and 8 boys) in Kakamega County. The sample size for Nairobi City County was therefore, 220 players (110 girls and 110 boys) and for Kakamega was 280 players (198 girls and 88 boys). The total sample size was 506 soccer players.

3.6 Research Instrument

A Questionnaire was used to collect data for this study. According to Kombo and Tromp (2006), questionnaire is a research instrument that gathers data over a large sample and is most ideal for survey studies. The questionnaire had two sections; Section A sought the soccer player's demographic information of gender, class and county while section B sought information about motivation factors for competitive soccer. An adapted version of the Sport Motivation Scale (SMS) (Appendix B) that has been widely used in similar studies (Briere, et al, 1995) was used to collect data for this study. The original version was created in 1995 in French and English (Briere et al., 1995). It has been tested and confirmed to have a reliability index of 0.97 (Pelletier et al., 1995). The questionnaire had 20 items which are categorized into four motivational factors which include achievement (success) motivation (items 7-13), personal fulfillment (items 14-17), social motivation (items 18-20) and personal image (items 1-6). (Appendix B). The scale is based on five-point likert scale and based on specific objectives of the study. The scale ranged from Strongly Disagree (1) to Strongly Agree (5).

3.7 Pre-Testing of the Research Instrument

Pre-testing of the instrument was done to ascertain its validity and reliability. Pre-testing ensures that an instrument is stated clearly and has the same meaning to all respondents (Mugenda & Mugenda, 1999). The questionnaire was pre-tested in four secondary schools; two (one male and the other female) from each of the two counties. The schools from both counties were selected through simple random sampling and did not feature in the main study. Eleven (11) top soccer players from each of the four schools were involved in the pre-test. The test-retest method was used to determine reliability index of the instrument.

3.8 Validity of the Instrument

Validity is the accuracy and meaningfulness of inferences based on research result (Mugenda & Mugenda, 1999). Content validity of the research instrument was established through professional counsel from the supervisors who are experts in research methods and sport psychology. Deliberations between the researcher and supervisors were held to ensure that the questionnaire items are clear and adjusted to address the objectives of the study. The instrument has also been validated during its design by the authors (Briere et al., 1995).

3.9 Reliability of the Instrument

Kothari (2004) states that an instrument is reliable if it yields consistent results over a period of time. Test-retest method was used to determine the reliability of the questionnaire during pre-test. A time lapse of two weeks was given between the first and

second administration of the questionnaires to the soccer players in the two selected schools in each of the two counties. The two sets of data were correlated using Pearson correlation to assess its reliability, and a reliability index of 0.7 was obtained, indicating a satisfactory measure.

3.10 Data Collection Procedures

The researcher got a research permit to carry out the study from the National Council for Science Technology and Innovation (NACOSTI) (Appendix D). The researcher made a pre-visit to the sampled schools to be able to meet with the principals of the selected schools; the principal introduced the researcher to the teams' sports teachers, to discuss with them on an appropriate time to which the researcher was to collect data. The researcher visited the sampled schools and administered the questionnaires to soccer players during games time on the soccer pitches. The players filled the questionnaire by indicating responses that reflect their perception of motivating factors for their participation in competitive soccer.

3.11 Data Analysis Techniques

The collected data was coded and organized for analysis using the Statistical Package for Social Sciences (SPSS). The data was then summarized in means and standard deviations and presented in tables. The independent t-test was used to test hypotheses involving responses across gender and the two counties targeted in the study. One way Analysis of variance (ANOVA) was used to test hypotheses involving responses focusing on class

level of the respondents and across the four categories of motivational factors. The hypotheses were tested at 0.05 level of significance.

The t-test is an inferential test that determines whether there is a statistically significant difference between means in two unrelated groups, while the one way analysis of variance (ANOVA) is used to determine whether there are any significant differences between the means of three or more different groups (Stephens,2004). Post hoc Tukey Honesty significant difference (HSD) was computed to trace the source of significant differences after F-ratios. The collected data was subjected to normality test and further evaluation of the data showed that it was normally distributed as assessed by Shapiro-Wilk test ($p < .05$, $df = 311$). This informed the choice of parametric statistical analyses tools

3.12 Logistical and Ethical Considerations

A letter of approval to carry out the research was obtained from the Graduate school, Kenyatta University. The researcher sought ethical clearance from the Kenyatta University Ethical-Review Committee to secure a permit from the National Commission for Science, Technology and Innovation (NACOSTI) in order to be allowed to collect data. Informed consent written was sought from the respondents before administering the questionnaires (Appendix A). Confidentiality was maintained throughout the research process. The researcher assured the respondents that the information obtained will be shared with them as a way of improving training and development of soccer within secondary schools.

CHAPTER FOUR: RESULTS AND INTERPRETATION

4.1. Demographic Information of the Respondents

The study sought to examine players' motivation to participate in competitive soccer among secondary school players in Nairobi City and Kakamega Counties. These were analyzed under counties, class level and gender.

The study had four objectives under these variables as follows;

- i. Determine the achievement (success) motivation status of soccer players in secondary schools in Nairobi City and Kakamega Counties.
- ii. Establish the extent to which competitive soccer players in secondary schools in Nairobi City and Kakamega Counties were driven by personal fulfillment motivation.
- iii. Examine the extent to which soccer players in secondary schools in Nairobi City and Kakamega Counties were motivated towards competitive soccer by the desire for social interaction.
- iv. To determine the measure to which soccer players in secondary schools in Nairobi City and Kakamega Counties were motivated towards competitive soccer by the drive to enhance their personal images.

The study hypothesized as follows;

H₀₁. There would be no significant difference on motivation for personal self-achievement (success) among soccer players in secondary schools in Kakamega and Nairobi City County in relation to their gender, county and class levels.

H₀₂. There would be no significant difference on motivation for personal fulfillment among soccer players in secondary school in Kakamega and Nairobi City County based on gender, county and class levels.

H₀₃. There would be no significant difference on motivation for social interaction among soccer players in secondary schools in Kakamega and Nairobi City County in relation to their gender county and class levels.

H₀₄. There would be no significant difference on motivation for personal image motivation among soccer players in public secondary schools in Kakamega and Nairobi City County based on demographic characteristics of gender, county and class level.

4.1.1. Respondents by Counties

The study targeted 1001 soccer players from Kakamega and Nairobi City Counties, of which 542 (54%) were sampled for the study and their responses based on the counties are shown in Table 4.1.

Table 4.1: Respondents across Counties

County	Frequency	Percent
Nairobi	195	36.0
Kakamega	347	64.0
Total	542	100.0

It is evident from Table 4.1 that out of the sample of 542 respondents, a higher proportion of 347 (64.0%) were from secondary schools in Kakamega County while 195(36.0%) were from secondary schools in Nairobi City County. The gender of the respondents is presented in the next section.

4.1.2 Gender of the Respondents

The distribution of the respondents based on their gender is shown in Table 4.2.

Table 4.2: Gender of Respondents

Gender	Frequency	Percent
Female	269	49.6
Male	273	50.4
Total	542	100.0

Results in Table 4.2 shows that male respondents constituted 273 (50.4%) while female respondents were 269 (49.6%) This implies that the presentation of both genders was almost the same. The class level of the respondents is represented in the next section.

4.1.3 Class Levels of the Respondents.

The distribution of the respondents across their class levels are presented in Table 4.3.

Table 4.3: Class Levels of the Participants

Class Level	Frequency	Percent
Form 2	177	32.7
Form 3	188	34.7
Form 4	177	32.7
Total	542	100

The highest proportion of the players were in Form Three 188 (34.7%) followed by those who were in Form Two 177 (32.7%) and Four, 177 (32.7%) for each of these class levels.

4.2 Motivation for Competitive Soccer among Secondary School Players

The present study analyzed motivation for competitive soccer under four main variables of personal self-achievement (success), personal fulfillment, social interaction and personal image. Each of these four motives were analyzed under demographic variables of gender, class level and county. The following section is a presentation of the analysis of these motivation factors and demographic variables.

4.3 Motivation for Personal Self-Achievement (Success) on Gender, Class Level and County of Players

The study sought to find out if top soccer players in secondary schools in Nairobi City County and Kakamega Counties were motivated to participate in competitive soccer by achievement (success) in relation to gender, class level and county. The results are shown on Tables 4.4, 4.5 and 4.6 respectively.

Table 4.4: Mean, Standard deviation and t-test on Personal Self- Achievement (Success) and Gender among Soccer Players

Gender	Mean	Standard Deviation	<i>t</i>	<i>df</i>	<i>sig</i>
Female	3.46	0.56			
Male	3.44	0.58	0.81	537	0.56

***N* = 542, *df* =537, *p*<.05**

The results presented on Table 4.4 show that the mean values of the responses are closer to the maximum mean value of 5 on the five-point Likert scale on which the responses were collected. This implies that soccer players were driven by the motivation for competitive soccer by personal self-fulfillment (success). On the need for Personal Self Achievement (Success) female athletes had higher mean (\bar{X} = 3.46 ± 0.56) than the male athletes (\bar{X} = 3.44± 0.58). However, t-test results ($t = 0.58$, $df = 537$, $p>0.56$) showed no significant difference between male and female players on personal self-achievement. This implies that the players highly rated motivation for competitive soccer by the need for personal self-achievement (success) irrespective of their gender. Therefore, the null hypothesis that there would be no significant difference on achievement (success)

motivation among soccer players in secondary schools in Kakamega and Nairobi City Counties in relation to gender was accepted.

Further analysis was computed on the extent of the soccer players' motivation for competitive soccer by the drive for self-achievement (success) in relation to their class levels.

Table 4.5: Mean, Standard Deviation and ANOVA results on Personal Achievement (Success) and Class Levels among Soccer players

Class level	Mean	Std deviation	ANOVA		
			<i>f</i>	<i>df</i>	<i>Sig</i>
Form 2	3.48	0.56	5.37	2, 538	0.005
Form 3	3.35	0.55			
Form 4	3.54	0.59			
Total	3.45	0.57			

$N = 542$, $df = 2, 538$, $sig. p = .05$

It is evident from Table 4.5 that soccer players were motivated for competitive soccer by the need for self-achievement in view of the relatively high mean values arising from their responses. Form four had a mean of ($\bar{X}=3.54\pm0.59$), Form two had a mean ($\bar{X} = 3.48\pm0.56$) while those in form three had the lowest mean ($\bar{X}=3.35\pm0.55$). Further analysis through one way ANOVA indicated that the ANOVA ($f = 5.37$, $df=2, 538$, $p = 0.005$) was significant. Therefore, the null hypothesis that there would be no significant difference in achievement (success) motivation for competitive soccer among players in

secondary schools in Kakamega and Nairobi City counties in relation to class levels was rejected. Therefore, there is a significant difference on players' response towards participation in soccer on the motivation factor of personal achievement across class levels. To trace the source of the significant differences, Tukey Post Hoc test revealed that the mean difference between responses of Form Three and Four soccer players differed. This implies that soccer players in Form Two class level were significantly more motivated for soccer by self-achievement motivation than those in Form Three and Four class levels.

Table 4.6 shows the means, standard deviation and t-test results of responses by soccer players' to the extent of motivation for competitive soccer by Personal Achievement (Success) in relation to counties.

Table 4.6: Mean, Standard Deviations and t-test on Personal Achievement (Success) in relation to the Counties of the Players

County	Mean	Standard Deviation	<i>t</i>	<i>df</i>	<i>Sig</i>
Nairobi	3.43	0.53	-0.65	537	0.09
Kakamega	3.46	0.59			

$N=548, p= .05, df = 546$

The results in Table 4.6 show that the mean for Nairobi City County was ($\bar{X}=3.43\pm 0.53$) while for Kakamega was ($\bar{X}=3.46\pm 0.59$). This shows that the scores for Kakamega were more scattered compared to those of Nairobi. The *t* test score for the two counties was (*t*

= -6.38, $df=546$, $p = .58$,) indicating no significance differences in the extent to which soccer players in secondary schools in Nairobi City County and Kakamega Counties were motivated for competitive soccer by personal achievement (success). Based on the mean values of responses of the soccer players of the two counties, they were all highly motivated for competitive soccer by personal self-achievement motivation. Therefore, the hypothesis that there would be no significant difference in personal achievement (success) for competitive soccer among players in secondary schools based on counties was accepted.

4.4 Motivation for Personal Fulfillment in relation to Gender, Class Level and County of Secondary School Soccer Players.

The study sought to examine whether soccer players in secondary schools in Nairobi City County and Kakamega Counties were motivated for competitive soccer by the need for personal Fulfillment. Responses were analyzed according to the three demographic variables of gender, class level and county of origin and the results are presented in Table 4.7, 4.8 and 4.9. respectively.

Table 4.7: Mean, Standard Deviation and t-test results on Motivation for Personal Fulfillment in Relation to Gender

Gender	Mean	Standard Deviation	<i>t</i>	<i>df</i>	<i>Sig</i>
Female	3.50	0.80	-3.81	536	0.07
Male	3.74	0.71			

N = 542, *df* = 536, *p* = .05

Results in Table 4.7 shows the responses on soccer players on motivation variable of personal fulfillment between male and female. Female soccer players had a mean of ($\bar{X}=3.50 \pm 0.80$) while the male players had a mean of ($\bar{X}=3.74 \pm 0.71$). The results show that both male and female students were highly motivated for competitive soccer by the drive for personal fulfillment. To determine if the responses differed significantly across gender. *t-test* results showed no significant difference ($t=-3.81$, $df=536$, $p > .07$) in the responses of the male and female soccer players in favor of male soccer players. Hence, the null hypothesis that there would be no significant difference on personal fulfillment for competitive soccer among secondary school players based on their gender was accepted.

Another objective of the study was to ascertain the extent of motivation for personal fulfillment for competitive soccer among players in relation to class levels. A summary of the results are presented in Table 4.8.

Table 4.8: Mean, Standard Deviation and ANOVA results on Motivation for Personal Fulfillment in Relation to Class level of the respondents.

Class	Mean	Standard	ANOVA		
Level		Deviation	<i>f</i>	<i>df</i>	<i>sig</i>
			0.77	2, 537	0.46
Form 2	3.68	0.74			
Form 3	3. 61	0.80			
Form 4	3.57	0.75			
Total	3.62	0.76			

$N = 542, df = 2, 537, p < 0.05$

Results in Table 4.8 show that the soccer players had mean values above 3.5 across all the class levels. Soccer players in Form Two had the highest mean ($\bar{X}=3.68 \pm 0.74$) followed by those in Form Three ($\bar{X}=3.61 \pm 0.80$) and lastly Form Four ($\bar{X}=3.57 \pm 0.75$). Arising from high mean values of responses of the soccer players irrespective of their class levels, it is noted that they were highly motivated for competitive soccer by the desire for personal fulfillment. One way ANOVA for the responses on the class of players was ($F=0.77, df=2,537, p<0.46,$) indicating no significant difference across the four classes. Therefore, the null hypothesis that there would be no significant difference on motivation for personal fulfillment among competitive soccer players in Secondary schools in Kakamega and Nairobi City Counties based on their class levels was accepted.

Table 4.9 shows details of the findings on means, standard deviation and t test concerning motivation for personal fulfillment among secondary school soccer players based on Counties.

Table 4.9: Mean, Standard Deviation and t-test results on Motivation for Personal Fulfillment among Competitive Soccer Players in Relation to Counties.

County	Mean	Standard Deviation	t	df	sig
Nairobi	3.72	0.71	2.13	536	0.04
Kakamega	3.57	0.79			

$N = 542, df = 536, p < .05$

Results in Table 4.9 shows that soccer players in secondary schools in Nairobi City county had the higher mean ($\bar{X}=3.72 \pm 0.71$) than those from Kakamega County ($\bar{X}=3.57 \pm 0.79$). The t-test results ($t = 2.13, df = 536, p > 0.04$) showed significance differences indicating that soccer players in secondary schools in Nairobi City County were significantly more motivated by the need for personal fulfillment than those in Kakamega County. Therefore, the null hypothesis that there would be no significant difference in motivation for personal fulfillment for competitive soccer players in secondary schools in Kakamega and Nairobi City County was rejected.

4.5 Motivation for Social Interaction in relation to Gender, Class Level and County of Secondary School Soccer Players

The study examined motivation for social interaction under gender, class level and county and results are presented on Tables 4.10, 4.11 and 4.12 respectively. It was hypothesized that there would be no significant difference in motivation for social interaction for competitive soccer among male and female soccer players in the secondary schools in the two counties. A summary of the results is shown in Table 4.10.

Table 4.10: Means, Standard Deviation and t-test results on Motivation for Social Interaction among Soccer Players based on Gender

Gender	Mean	Standard Deviation	<i>t</i>	<i>df</i>	<i>sig</i>
Female	3.76	0.92	-1.00	536	0.15
Male	3.84	0.84			

$N = 536, df = 536, p < .05$

Results in Table 4.10 show that based on the high means for both male (mean = 3.84) and female (mean = 3.76), the soccer players irrespective of their gender were, motivated for competitive soccer by the need for social interaction. However male soccer players ($\bar{X}=3.84 \pm 0.84$) were more motivated than female soccer players ($\bar{X}= 3.76 \pm 0.92$). However, the t-test results ($t = -1.00, df = 536, p < 0.15$) showed no significant difference between male and female players. Hence, the null hypothesis that there would be no

significant difference in social interaction for competitive soccer between male and female players in secondary schools in Kakamega and Nairobi City Counties was accepted.

Another objective on motivation for social interaction hypothesized that there would be no significant difference on motivation for social interaction among soccer players in secondary schools in Kakamega and Nairobi City Counties in relation to class levels. A summary of the means, standard deviation and t-test results are shown in Table 4.11.

Table 4.11: Mean, Standard Deviation and ANOVA results on Motivation for Social Interaction based on Class Levels of Soccer Players

Class level	Mean	Standard Deviation	ANOVA		
			<i>f</i>	<i>df</i>	<i>Sig</i>
			2.32	2, 537	0.10
Form 2	3.89	0.85			
Form 3	3.81	0.85			
Form 4	3.80	0.88			

$N = 542, df = 3, 537, p < .05$

Results in Table 4.11 show that soccer players in Form Two had the highest mean ($\bar{X}=3.89 \pm 0.85$) followed by those in Form Three ($\bar{X}=3.81 \pm 0.85$) and lastly Form Four ($\bar{X}=3.80 \pm 0.88$). However the one way ANOVA results ($F = 2.32, df = 2, 537, p < .10$) showed no significant difference in the responses of the players in relation to their class levels. Since the mean values are tilted closer to maximum mean of 5, the implication is

that the soccer players irrespective of their class levels were significantly motivated for competitive soccer by the need for social interaction. Hence, the hypothesis that there would be no significant difference on motivation for social interaction among soccer players in secondary schools in Kakamega and Nairobi City Counties in relation to their class levels was accepted. The third aspect of motivation for social interaction dealt with county of the players. Table 4.12 presents the means, standard deviations and t-test results on responses of soccer players on extent of motivation for competitive soccer by the need for social interaction based on counties.

Table 4.12: Mean, Standard Deviation and t-test results on Motivation for Soccer by the Need for Social Interaction in Relation to the Counties of the Players

County	Mean	Standard Deviation	<i>T</i>	<i>df</i>	<i>Sig</i>
Nairobi	3.87	0.82	1.28	536	0.04
Kakamega	3.76	0.91			

***N* = 542, *df* =536, *p*< .05**

Results in Table 4.12 show that soccer players from Nairobi City County had a higher mean ($\bar{X}=3.87 \pm 0.82$) than those from Kakamega ($\bar{X}=3.76 \pm 0.91$).The *t*-test revealed ($t = 1.28, df = 536, p > .04$) a significant difference between the two counties in favor of those soccer players for secondary schools in Nairobi City County. Hence, the hypothesis that there would be no significant difference on motivation for social interaction for

competitive soccer between soccer players in secondary schools in Kakamega and Nairobi City Counties was rejected.

4.6: Motivation for Personal Image in relation to Gender, Class Level and County of Secondary School Soccer Players.

The fourth hypothesis sought to establish motivation for personal image on gender, class level and counties of the players. Results on these are presented on gender, class and counties in Tables 4.13, 4.14 and 4.15 respectively.. The results on personal image in relation to gender are shown on Table 4.13.

Table 4.13: Means, Standard Deviation and t-test results on Motivation for Personal Image based on Gender of soccer players

Gender	Mean	Standard Deviation	<i>t</i>	<i>df</i>	<i>Sig</i>
Female	3.33	0.86	-0.98	536	0.21
Male	3.41	0.92			

$n = 542, df = 536, p < .05$

As shown on Table 4.13, there were high mean values which indicated that both male and female players were motivated by the desire for personal image. However, male soccer players recorded a higher mean ($\bar{X}=3.43\pm0.87$) than female soccer players ($\bar{X}=3.31\pm0.90$).The *t*-test results ($t= -1.56, df=546, p < .12$) showed no significant

difference in desire for personal image across gender. Therefore, the hypothesis that there would be no significant difference on motivation for personal image between male and female soccer players in public secondary schools in Kakamega and Nairobi City Counties was accepted. This indicates that regardless of gender, both male and female players had similar motivation for personal image towards playing competitive soccer.

Further analysis was computed on soccer players' motivation for competitive soccer by the drive on motivation for personal image in relation to class level. A summary of the results are presented on Table 4.14.

Table 4.14: Mean, Standard Deviation and ANOVA results on Motivation for Personal Image based on Class Levels of Soccer Players

Class level	Mean	Standard Deviation	ANOVA		
			<i>f</i>	<i>df</i>	<i>Sig</i>
Form 2	3.41	0.87	0.29	2, 538	0.75
Form 3	3.56	0.92			
Form 4	3.34	0.89			
total	3.37	0.89			

$N = 542, df=3, 538, p < .05$

Results in Table 4.14 show that the mean scores and standard deviation for the three classes were $\bar{X}=3.41\pm 0.87$; $\bar{X}=3.56\pm 0.92$ and $\bar{X}=3.34\pm 0.89$ from Form Two ,Three and Four respectively. The ANOVA results ($F=0.29$, $df=2$, 538 , $p < 0.75$), did not return significant differences and therefore, the null hypothesis that there would be no significant difference on motivation for personal image among soccer players in public secondary schools in Kakamega and Nairobi City Counties in relation to their class levels was accepted. This means that regardless of the class level, soccer players showed similar motivation for personal image on competitive play.

Table 4.15 presents means, standard deviation and t-test results on responses of soccer players on the extent of motivation for competitive soccer by the need for motivation on personal image in relation to Counties of the players.

Table 4.15: Mean, Standard Deviation and *t*-test results on Motivation for Competitive Soccer on Personal Image in relation to Counties of the Players

County	Mean	Standard Deviation	<i>t</i>	<i>Df</i>	<i>sig</i>
Nairobi	3.26	0.80	-2.17	537	0.05
Kakamega	3.43	0.93			

N = 542, df =537, p < .05

Results in Table 4.15 shows that there was significant difference in the level of motivation for Personal image for competitive soccer between players of Nairobi City and Kakamega County. The mean values of motivation for personal image indicated that soccer players in secondary schools in Kakamega County were significantly more motivated than players in Nairobi City County by personal image. Kakamega had a higher mean ($\bar{X}=3.43\pm 0.93$) than Nairobi ($\bar{X}=3.26\pm 0.80$). The *t*-test results ($t=-2.17$, $df=542$, $p> .05$) showed significance differences between Kakamega and Nairobi City counties in favor of those soccer players of Kakamega County. Hence, the null hypothesis that there would be no significant difference on motivation for personal image for competitive soccer between soccer players in public secondary schools in Kakamega and Nairobi City Counties was rejected.

CHAPTER FIVE: DISCUSSION OF FINDINGS

5.1 Demographic Characteristics of the Respondents

This study targeted a total of 1001 first team soccer players' secondary schools in Nairobi City and Kakamega Counties. Out of these, 542 (54%) were randomly sampled as respondents; with those from secondary schools in Nairobi City County being 195 (36.0%) and those secondary schools in Kakamega County were 347 (64.0%). It is evident that more respondents were selected from Kakamega as the County has more secondary schools than Nairobi City County. In addition to location (Kakamega or Nairobi City County), the other demographic characters of the respondents included their gender (male and female) and class (Form two to four). In terms of gender, Kakamega County had more girls, 198 (64.3%) than Nairobi City County which had 110 (35.7%) which is attributable to the higher number of girl secondary schools in Kakamega County than Nairobi City county. It is also possible that more girls in Kakamega take part in soccer than those in Nairobi City county secondary schools girls thus they may take prefer in other sports which are more available due to urbanization. On the other hand, there were fewer Form One soccer players probably in comparison to the other classes probably because of being new in the school; they could not be selected in the first team since they had not trained for a long time. The study sought to determine the motivation for competitive soccer among soccer players in secondary schools in the two Counties. This is because institutions of learning have structured sports programmes that are intended to expose learners to sports activities of their choices. Learning institutions provide enabling environment for learners to identify sports that interest them and in

which they can develop their talents. It is in this light that several studies on motivation for sports have focused on students in schools, colleges and universities.

For instance, Kondric, Sindik, Furjan-Mandic and Schiefler (2013) focused on motives for participation in sports among University students. A study by Rintaugu and Nteere (2011) was on motivation orientation in sports among college athletes, Rintaugu and Ngetich (2012) on motivation for sports among University students, while a study by Bulinda (2002) focused on motivation for sports among pupils in primary schools.

Gender was another key demographic variable of the soccer players in secondary schools in Kakamega and Nairobi Counties and motivation for competitive sport. Similar studies have also compared motivation for sports across gender of participation. For example Gill, et al., (1996) and Rintaugu and Ngetich (2012) who studied gender-based differences in motivation for sports among participants in the United States of America and Kenya respectively. Weiss and Petlickoff (2017) and Matsumoto and Takenaka (2004) also noted that participation motives in sport cut across all participants irrespective of gender.

Another demographic characteristic that is key in studies on motivation in sports is age of the participants. Since most of the youth in secondary schools are almost in the same age bracket, ranging from 14 to 18 years of age, this study differentiated them on the basis of class levels (Form Two to Four). This is because it has been noted that the reasons for participation in sport may vary in relation to age (Beaudoin, 2006). Researchers such as Steward and Meyers (2004), Beaudoin (2006), Martinez-Lagunas, Niessen and Hartmann

(2014) and Gould, Feiltz and Weiss (2015) carried out studies on motivation for sports in relation to age of the participants.

5.2 Motivational Factors among Secondary School Soccer Players

The present study discussed motivational factors under four broad objectives namely personal self-achievement, personal self-fulfillment, social interaction and personal image. These are analyzed against gender, class level and county of the respondents.

5.3. Motivation for Personal Self Achievement among Secondary School Soccer Players

The study examined personal self-achievement as one of the motivational factors towards participating in soccer among male and female secondary school students in Nairobi City and Kakamega counties. Evidence in personal achievement motivation revealed that in counties and gender, there was no significant difference thus the null hypothesis was accepted. This can be attributed to the view that being youth whose age difference was minimal their desire and ambition to excel in their undertakings did not differ to a large extent. It was only on class level where there was a significant difference rejecting the null hypothesis. Motivation for personal self-achievement comprised seven descriptive elements namely: improve or master soccer skills better at soccer, win against others, the drive to be physically and emotionally challenged, the urge to face risks associated with the sport, to test one's abilities, push oneself to the edge and to gain a sense of accomplishment. Bandura (1997), Gaston-Gayles (2005), Mouratadis et.al (2008), Murcia et al (2010) and Waldron and Dieser (2010) noted that youth are usually attracted

to sports due to reasons that include fun, enjoyment, improving skills, learning, being with friends, success winning and health. Weiss and Petlickhoff (2017) categorized major motives for participation of sports as competence (to learn and improve skill), affiliation, fitness, material gain and fun. The two studies above support the current study on motivation for the desire to acquire skills where improving skill and competence have been highlighted by the respondents.

Another study was done in relation to gender in which Gill, Dowd, Beaudoin and Martin (1996) which examined the orientation and motives for participation in running exercise, cardiac rehabilitation programs and sports for male and females. The study found that orientation for male participants was inclined to competitiveness and winning than female. The finding of the above study does not agree with the current study where male players were more motivated by personal self-achievement than female. This could be the case because of African cultural practices that tend to give the boy child superior position or status than the girl child. Such practices tend to influence the boy child to be more aggressive than the girl child.

Stewards and Meyers (2004) focused on soccer players' motivation for participation in sport in relation to age. The older players were driven more by fear of failure than the younger players. This finding is contrary to the present study where older players in Form Two, Three and Four were involved more in playing soccer than form one students due to personal self-achievement. This can be explained by the fact that being in a transition stage (from primary to secondary school), form one students may have had inadequate exposure to participate in soccer at competitive level. A study on age among

professional women footballer by Beaudoin (2006) showed that age has no influence on sports orientation with professional female footballers' players being intensely competitively oriented. This study concurred with the current study where form one, two, three and four participated in soccer thus all classes (ages) were represented.

5.4 Motivation for Personal Self Fulfillment among Secondary School Soccer Players

The second motivational factor examined by the current study was personal self-fulfillment. The three demographic factors observed in personal fulfillment were gender, class level and counties. Both gender and Counties showed significant difference of which the null hypothesis was rejected. The male soccer players were significantly motivated for competitive soccer by personal fulfillment than the female soccer players; this can be attributed to the perception that the male soccer players enjoyed the sport more than the girls especially because there is a general view that soccer is more of male sport than female.

In addition the players in secondary schools in Nairobi City county were significantly more motivated by personal fulfillment than those from Kakamega county. It is likely that the players, who reside in Nairobi City county which is an urban set up, are exposed to more free time and media that gives coverage to soccer activities hence, the reason for the current finding in relation to the soccer players in secondary schools in Kakamega county. This implies that irrespective of class, the need to satisfy personal needs, feel good, have fun and express oneself was key.

Responses in relation to class level of the players revealed no significant difference thus accepting the null hypothesis. The description of personal fulfillment motivation was in terms of four driving forces. Out of the four personal fulfillment motivation factors, the one that rated highest was the desire to be physically fit and having fun/enjoyment/excitement ($\bar{X}= 4.16\pm 0.96$). The least motivation factor of personal fulfillment motivation was interest in satisfying personal needs ($\bar{X}=3.03\pm 1.27$).

According to Haverly and Davison (2005) in a study on motivation for personal fulfillment revealed that adolescents were most likely to report personal fulfillment as the strongest motivating factor for physical activity. The results of the present study also concur with those of Ajowi, Rintaugu, Toriola and Nongolo (2017) who focused on sports participation motives of Kenyan female university athletes. Results indicated that women had desire to participate in sports to improve on skills, physical fitness and team spirit. Hence, the study agrees with the current study in supporting physical fitness as a key element in motivation for personal fulfillment.

Another study whose findings concur with those of the current study is that those of Fredrick and Ryan (1993) who studied motivation for sports and exercise among those who participated in fitness activities and those who participated in sports activities. Results revealed that sports activities participants' desired fun and enjoyment while fitness desired good appearance, physical fitness and good health. Personal fulfillment in the current study focused on fitness/ enjoyment/fun/excitement, feeling good about myself, self-expression and satisfaction of personal needs. It is evident that the study of Fredrick and Ryan (1993) explained detailed findings on motivation for personal

fulfillment, being one of the variables that were addressed in this study.

Gill, *et al.*, (1996) focused on orientation and motives of participation in running, exercise, cardiac rehabilitation programs and sports among male and female participants in the United States of America. Results revealed that men desire competitiveness and winning while females wanted fitness, flexibility, social interaction and good body shape. On the contrary, men associated themselves with winning and competitiveness based on personal fulfillment.

Kondric, *et al.*, (2013) examined motives for University sports students in tennis in Slovenia, Croatia and Germany. Findings showed that there was desire to be with friends, popularity, fitness, health relaxation and social status. Fitness which is one of the factors that was examined within personal fulfillment was a dominant factor in the present study.

Motivation for sports across gender of sports science students in Kenya were addressed by Rintaugu and Nge'tich (2012). Most of these students associated themselves in physical activities because they wanted good health. They also desired fun, fitness and to be strong. Studies show that physical fitness and fun are the most prominent motivational factors desired by many persons involved in sports as established by Rintaugu and Ngetich(2012) thus agreeing with the present study.

5.5 Motivation for Social Interaction among Secondary School Soccer Players

Motivation for social interaction constituted three motivational factors that included interest to interact and be with friends (such as fellow players, coaches), to be part of the

soccer team and encouragement by players, coach and friends. The highest motivational factor on motivation for social interaction was interest to interact and be with friends (such as fellow players and coaches). The finding that the desire to be with friends was the key social interaction variable can be attributed to players need to feel appreciated and have a sense of belonging rather than being isolated. This finding concurs with a study by Weiss and Petlickhoff (2017) which categorizes the major motives for participation of sports as competence (to learn and improve skills), affiliation (to make friends and be part of a team), fitness (to be physically active), material gain (allowances), recognition and fun. On the other hand, the lowest rated motivational factor in social interaction motivation was encouragement by other players, coach and friends. This may have been the case because teenagers tend to seek independence from significant others such as parents at this phase of development in their lives hence, making independent decisions on what they like most (Bulinda, 2002).

The third objective of this study was motivation for social interaction among male and female soccer players in Nairobi City and Kakamega counties. The study observed relationship between motivation variables of social interaction and gender, class level and counties. The study found no significant difference across player's gender and class level on social interaction motivation for soccer. However there was significant difference in relation to the counties of the players.

A gender based study by Swanson, Colwell and Zhao (2008) established that male were more motivated than females on desire for escape and that long-term participants were more motivated than novices by social interaction enhancement. Additionally, Amado *et*

al., (2015) had found mean differences by gender where male athletes perceived greater parental pressure than females. The study had suggested that it is necessary to decrease parental pressure towards their children in sport, with the aim of making them more motivated and enjoy, promoting positive consequences. Another study by Gill, Dowd *et al.*, (1996) reported that women were more motivated to participate in running, exercise, cardiac rehabilitation programmes and sports by the desire to socialize than men; this finding is at variance with the one of the current study where difference across gender was found to be insignificant probably due to difference in geographical and cultural settings of the two studies. This is unlike the current study that found no significant difference between male and female students. Socialization brings about socially acceptable behavior; athletes learn their strength and weaknesses which is necessary for team effort. Hostile players are able to channel their aggressiveness in a useful way (Sherill, 1993).

As is the case in the findings of the current study, other researchers have reported similar outcome on social interaction motivation for sport participation. For instance, Gathwe (2007) found the need of “being with friends” as one of the driving factors for secondary school students participation in swimming in Nairobi, Kenya. Similarly, the finding of the study by Kondric, Sindik, Furjan-Mandic and Schiefler (2013) are in agreement with this study on the revelation that students participate in sports due to motivation to make friends. Although the current study found no significant difference in motivation for soccer by the desire for social interaction across the class level of the players, a study by Gould, Feiltz and Weiss (2015) found that younger swimmers were motivated by socialization rewards more than the older ones. This non-concurrence may be due to

involvement of some slight difference variable of class level viz-a-viz actual age categories as is the case in each of the two studies.

5.6 Motivation for Personal Image among Secondary School Soccer Players

The fourth motivational element on participation of secondary school students was personal image. Motivation for personal image comprised of six descriptive factors or elements. These include interest to show others that oneself is the best, to show others that oneself can perform better than others, can work harder than others to show how good oneself is at the sport, to gain recognition and to feel important or enjoy the prestige of being a soccer player. Of the six elements, the one that had the highest mean responses was the need to feel important or enjoy the prestige of being a soccer player ($M = 3.90$, $SD = 1.09$). On the other hand, motivation element that received the lowest mean rating was participation in soccer so as to gain recognition ($M = 3.15$, $SD = 1.24$). The class level and gender results revealed that all soccer players were highly motivated for competitive soccer by the desire for personal image despite a non-significant difference on these two variables.

The results for the counties showed that there was significant difference in the level of motivation for Personal image for competitive soccer between players in Nairobi City and Kakamega Counties secondary schools. The mean values on motivation for personal image indicated that soccer players in secondary schools in Kakamega County were more motivated than players in Nairobi County. The present study obtained significance on location of the respondents, thus Kakamega, a peri urban county and Nairobi, an urban county. This shows that location of the respondents' may determine their perception of

motivation for personal image. This may also be attributed to the past impressive performance in the national soccer championship by schools of Kakamega; the relatively good performance may have given them more courage and a sense of superiority that made them have a feeling that they can work harder and outdo others.

Kondric, et al., (2013) studied the motives for University students involved in Tennis in Slovenia, Croatia and Germany, and it was found the desire for social status (personal image) as one of the motivation for tennis. This study concurs with the current study. Motivation for Personal image is portrayed here in the motives of popularity and social status. Similarly, Weiss and Petlickhoff (2017) analyzed various motives of participation in sports as affiliation (to make friends and be part of a team), fitness (to be physically active), material gain (allowances), recognition, competence (to learn and improve skills) and fun.

This study does not show gender differences despite indicating the prominent factors that are sought by many participants in physical activity. On the contrary, no significant difference were obtained based on gender and class level. This is an indication that regardless of gender and age/ class level, respondents' perception on motivation for personal image is similar. This may lead scholars to studying motivation to conceptualize it as Weiss and Petlichkoff (2017) where varying demographic variables were not separated, but a wholesome finding was obtained.

CHAPTER SIX: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.0 Introduction

The study specifically addressed the following objectives;

- i. To determine the achievement (success) motivation status of soccer players in secondary schools in Nairobi City and Kakamega Counties.
- ii. To establish the extent to which competitive soccer players in secondary schools in Nairobi City and Kakamega Counties are driven by personal fulfillment motivation.
- iii. To examine the extent to which soccer players in secondary schools in Nairobi City and Kakamega Counties are motivated for competitive soccer by the desire for social interaction.
- iv. To determine the measure to which soccer players in secondary schools in Nairobi City and Kakamega Counties are motivated for competitive soccer by the drive to enhance their personal images.

It was hypothesized as follows:

H₀₁. There would be no significant difference on motivation for personal self-achievement (success) among soccer players in secondary schools in Kakamega and Nairobi City counties in relation to their gender, county and class levels.

H₀₂. There would be no significant difference on motivation for personal fulfillment among soccer players in secondary school in Kakamega and Nairobi Counties based on gender, county and class levels.

H₀₃. There would be no significant difference on motivation for social interaction among soccer players in secondary schools in Kakamega and Nairobi City Counties in relation to their gender, county and class levels.

H₀₄. There would be no significant difference on motivation for personal image motivation among soccer players in public secondary schools in Kakamega and Nairobi City Counties based on demographic characteristics of gender, county and class level.

6.1 Summary of the Findings of the Study

The summary of the present study are presented under five main sections namely, demographic characteristics, personal self-achievement, personal fulfillment, social interaction and personal image.

6.1.1 Demographic Characteristics of the Respondents

- i. A slightly higher proportion of the respondents were males (50.4%) compared to the female (49.6%).
- ii. A higher proportion of the respondents (34.7%) were in Form Three class level followed by those in Form Two and Four who had equal proportion (32.7%).
- iii. The numbers of respondents for Kakamega were 347(64.0%) and 195 (36.0%) for Nairobi City County.

6.1.2 Motivation for Soccer by Personal Self-Achievement (Success)

- i. The t-test results showed no significant difference across the gender of players in terms of the extent to which they were motivated for competitive soccer by

personal self-achievement. This implies that irrespective of their gender, the players highly rated motivation for competitive soccer by the need for personal self-achievement (success).

- ii. The One-Way ANOVA showed significant differences in motivation for competitive soccer by Personal self-achievement motivation among the players across their class levels. The soccer players in Form two class level significantly attributed their involvement in competitive soccer to the need for self-achievement (success) than those in Form Three and Form Four classes.. This implies that soccer players in Form two class were significantly more motivated for soccer by self-achievement motivation than those in form three and four class level.
- iii. The t-test revealed no significant difference in the extent to which the soccer players in secondary schools in Nairobi City County and Kakamega County were motivated for competitive soccer by personal achievement (success) motivation. Based on the mean values of responses of the soccer players of the two counties, they were all highly motivated for competitive soccer by personal self-achievement motivation.

6.1.3 Motivation for Soccer by Personal Fulfillment

- i. The *t*-test results showed no significant difference ($p < .05$) to the extent of personal fulfillment motivation for competitive soccer between male and female soccer players. The male soccer players were significantly more driven by personal fulfillment than the female soccer players.

- ii. One Way ANOVA revealed no significant differences on motivation for personal fulfillment for competitive soccer among players across class levels. However, among all players in different class levels it was evident that they were highly motivated for competitive soccer by the desire for personal fulfillment motivation.
- iii. Soccer players in secondary schools in Nairobi City County were significantly more motivated by the need for personal fulfillment than those in Kakamega County.

6.1.4 Motivation for Soccer by Social Interaction

- i. The t-test results revealed no significant differences in the level of motivation for social interaction across the gender of the players. Based on the high means for both male (mean = 3.84) and female (mean = 3.76), the soccer players were, to a large extent, motivated for competitive soccer by the need for social interaction.
- ii. One-Way ANOVA showed no significant difference to the extent of motivation for social interaction soccer players in relation to class levels. However, the implication is that soccer players irrespective of their class levels were significantly motivated for competitive soccer by the need for social interaction.
- iii. The t-test results revealed that soccer players in secondary schools in Nairobi City County were significantly more motivated by the need for social interaction than those in Kakamega County.

6.1.5 Motivation for Soccer by Personal Image

- i. The t-test results indicated no significant difference in the magnitude of motivation for personal image between male and female soccer players. Players of

both gender were highly motivated for competitive soccer by the desire for personal image.

- ii. One-Way ANOVA showed no significant differences in the level of motivation for personal image for competitive soccer players across their class levels. The soccer players across all their class levels were highly motivated for competitive soccer by the desire for personal image.
- iii. The t-test revealed that soccer players in secondary schools in Kakamega County were significantly more motivated for competitive soccer by the desire to enhance personal image than players in Nairobi City County.

6.2 Conclusions of the Study

From the findings of the study, the following conclusions are made based on the four motivation factors of personal self-achievement, personal fulfillment, social interaction and personal image.

Personal Self-Achievement

1. Both male and female soccer players were highly motivated for competitive soccer by personal self- achievement motivation.
2. Soccer players in Form two class levels were more motivated for competitive soccer by the need for personal self-achievement than those who were in other classes.
3. Soccer players in both Nairobi City and Kakamega Counties were highly motivated for competitive soccer by the need for personal self-achievement motivation.

Personal Fulfillment

1. The male soccer players were more motivated by the need for personal fulfillment than the female soccer players.
2. Soccer players in all class levels were all equally motivated for competitive soccer by the need for personal fulfillment.
3. Soccer players in Nairobi City County were motivated for competitive soccer by the need for personal fulfillment than those in Kakamega County.

Social Interaction

1. Both the male and female soccer players were significantly motivated for competitive soccer by the need for social interaction.
2. Soccer players at all the class levels were equally motivated for competitive soccer by the need for social interaction.
3. Soccer players in Nairobi City County were more motivated for competitive soccer by the desire for social interaction than those in Kakamega County.

Personal Image

1. Both the male and female soccer players were highly motivated by the need for personal image.
2. Soccer players in all the class levels were equally motivated for competitive soccer by the need for personal image.
3. Soccer players in Kakamega County were more motivated for competitive soccer by the desire for personal image than those in Nairobi County.

6.3 Recommendations

6.3.1 Recommendations for Policy

1. The Ministry of Education, Science and Technology, the Kenya Secondary Schools Sports Association and the Principals of secondary schools of the two counties should develop and create sporting environment that enhance personal self-achievement, social interaction and personal image of soccer players.

6.3.2 Recommendations for Practice

1. Soccer coaches and trainers should use motivation techniques during training and competitions that are geared towards promoting personal self-achievement, personal fulfillment, social interaction and personal image of the soccer players.
2. Soccer players secondary schools require more motivation by their coaches and trainers in the area of self-achievement.
3. Coaches and trainers of the female soccer players should adopt motivation strategies that enhance their personal fulfillment needs.
4. Games teachers and coaches of soccer in secondary schools in Kakamega and Nairobi City Counties should consistently design soccer training programs that promote mastery of skills, physical fitness and interaction and make the players feel important.

5. Soccer players in secondary schools in Nairobi City County need to be motivated more by their coaches in the domain of personal fulfillment and social interaction.
6. Soccer players in secondary schools in Kakamega County require more motivation by their coaches and trainers in the domain of personal image.

6.3.3 Recommendations for Further Research

1. A study involving national league soccer clubs should be done to establish the motivation for competition among the elite soccer players.
2. A study to be carried out in secondary schools in the other counties of Kenya to establish whether there are differences in motivation.
3. A comparative study on motivation for sports should be done in different disciplines and geographical regions which are offered in secondary school sport competitions.
4. A study on motivation of secondary school soccer players using different motivation scales and theories such as self-determination theory developed by Ryan and Deci (2000; 2002) , goal setting theory developed by Locke and Latham (1990; 2006), achievement goal theory developed by Nicholls (1984;1989) and implicit theories of ability developed by Dweck (1999; 2002).
5. Investigation into the influence of coaches, teachers and school environment on motivation of soccer players in secondary schools.

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APPENDIX A: CONSENT FOR PARTICIPATION IN THE STUDY

My name is Nancy Yvonne Andanje. I am a Master's student from Kenyatta University. I am conducting a study on Motivation for Competitive soccer among secondary schools in Nairobi and Kakamega Counties, Kenya. This information will be used by the Principals in secondary schools of the two counties to develop and create sporting environment that enhance personal self-achievement, personal self-fulfillment, social interaction and personal image of male and female soccer players.

Procedures to be followed

You may choose to or not to participate in this study.

You are requested to respond to all questions.

This is not an examination and therefore any response you give will be correct.

Respond to the questionnaire items appropriately by filling in or ticking against a given option.

You are free to ask the researcher for any clarification in case you do not understand a question.

All information will be treated with confidentiality.

Discomforts and Risks.

Some of the questions which you will be asked in the questionnaire are on intimate subject and may be embarrassing or make you feel uncomfortable. If this happens, you may refuse to answer these questions if you so choose.

Benefits

If you participate in this study you will help us learn provide knowledge to teachers and coaches of soccer in secondary schools in Kakamega and Nairobi Counties on how to consistently design soccer training program that promote mastery of skills, physical fitness, interaction and make the players feel important.

Confidentiality

Your name will not be recorded in the questionnaire. The questionnaire will be kept in a locked cabinet for safe keeping at Kenyatta University.

Contact information

If you have any questions you may contact Dr. Elijah Gitonga Rintaungu on 0727649790 or Dr. Mukala Bulinda on 0722677266 or Kenyatta university Ethical Review committee secretariat on chairman.kuerc@ku.ac.ke, secretary.kuerc@ku.ac.ke, ercku2008@gmail.com.

Participant's statement

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

Name of Participant -----

Signature/thumbprint..... Date

Investigators statement

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

Thank you in advance for participating in this study.

Yours faithfully,

Name

Nancy Yvonne Andanje

Signature/Thumprint-----Date-----

REG.NO.H68/27862/2014

DEPARTMENT OF PHYSICAL AND HEALTH EDUCATION.

0715252195

APPENDIX B: THE SOCCER (SPORT) MOTIVATION MEASURE

Numbers 1 to 5 on the scale beside each statement.

Gender

Female Male Class level (Form) _____

County _____

Indicate how much your reason corresponds with each of the statements by ticking

Key: Strongly Disagree=1 Disagree =2 Neutral=3 Agree=4 Strongly Agree=5

	I Participate.....	1.Strongly Disagree	2.Disagree	3.Neutral	4.Agree	5.Strongly Agree.
1.	To show others that I am the best					
2.	To show others that I can perform better than others.					
3.	Because I can work harder than others.					
4.	To show others how good I am at the sport.					
5.	To gain recognition.					
6.	To feel important or					

	enjoy the prestige of being a soccer player					
7.	Because of the urge to face risks associated with the sport					
8.	To test one's abilities.					
9.	Because I want to push myself to the edge.					
10.	To gain a sense of accomplishment.					
11.	To be physically and emotionally challenged.					
12.	To improve/master soccer skills.					
13.	To become better at soccer and win against others.					
14.	Because of interest in satisfying personal					

	needs.					
15.	For self-expression.					
16.	Because I want to feel good about myself for playing well.					
17.	To be physically fit and for fun/enjoyment or excitement.					
18.	Because I have interest to interact and be with friends (such as fellow players, coaches etc.)					
19.	To be part of the soccer team.					
20.	Due to encouragement by other players, coach and friends.					

APPENDIX C: THE HIGH SCHOOL SOCCER CHAMPIONSHIP LIST

The winners of soccer in High Schools over the years in Nairobi and Kakamega Counties for both male and female from 1971 to date.

Kakamega County**Male**

Year	School
1979	Kakamega Boys High School
1980	Kakamega Boys High School
1981	Kakamega Boys High School
1982	Kakamega Boys High School
1983	Kakamega Boys High School
1984	Musingu Boys High School
1986	Kakamega Boys High School
1989	Kakamega Boys High School
1990	Kakamega Boys High School
1995	Kakamega Boys High School
2008	Kakamega Boys High School
2014	Kakamega Boys High School

Female

2007 Archbishop Njenga High School

2011 Archbishop Njenga High School

2014 Butere Girls High School

Nairobi County**Male**

1991 Ofafa Jericho Boys High School

2001 Kamukunji Boys High School

2002 Kamukunji Boys High School

2009 Langata Boys High School

2013 Upper Hill Boys High School

Female

2002 Maina Wanjigi High School

2003 Maina Wanjigi High School

2009 St. Teresa Girls High School

2010 New Jogoo Rd Girls High School

2013 Olympic High School

APPENDIX D: RESEARCH PERMIT

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officer will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



REPUBLIC OF KENYA
 National Commission for Science, Technology and Innovation
 NACOSTI

RESEARCH CLEARANCE PERMIT

Serial No. **A/13853**

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:

MISS. NANCY YVONNE ANDANJE
of KENYATTA UNIVERSITY, 43844-100
NAIROBI, has been permitted to conduct
research in Kakamega County

on the topic: MOTIVATION FOR
COMPETITIVE SOCCER AMONG PLAYERS
IN SECONDARY SCHOOLS IN NAIROBI
AND KAKAMEGA COUNTIES.

for the period ending:
28th April, 2018.

Permit No. : **NACOSTI/P/17/75286/16045**
 Date Of issue : **28th April, 2017**
 Fee Received : **Ksh 1000**



[Signature]
Director General
National Commission for Science, Technology & Innovation

Applicant's Signature

APPENDIX F: LETTER OF RESEACHAUTHORISATION



KENYATTA UNIVERSITY GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: H68/27862/2014

DATE: 4th October, 2016

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

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION FOR NANCY YVONNE ANDANJE – REG. NO. H68/27862/2014

I write to introduce Ms. Nancy Yvonne Andanje who is a Postgraduate Student of this University. She is registered for M.A degree programme in the Department of Physical and Health Education.

Ms. Nancy Yvonne Andanje intends to conduct research for an M.Sc Proposal entitled, "Motivation for Competitive Soccer among Players in Public Secondary Schools in Nairobi and Kakamega Counties, Kenya".

Any assistance given will be highly appreciated.

Yours faithfully,

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