PSYCHO-SOCIAL DETERMINANTS OF FEMALE PARTICIPATION IN SPORTS AMONG TRAINEES IN TEACHER TRAINING COLLEGES IN KENYA

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ABSTRACT

The under-representation of women in sports is a significant issue, with lower levels of participation evident in various studies. Despite this, there is limited research specifically addressing the psycho-social factors influencing female participation in sports among teacher trainees in Kenya. The main objective was to investigate the psycho-social determinants of female participation in sports among trainees in teacher training colleges in Kenya. The specific objectives were to: determine the types of sports participated in, investigate intrinsic factors that motivates female trainees to participate in the various sports, assess the social support available for female trainees to participate in sports, and assess the challenges female trainees face when participating in sports in teacher training colleges in Kenya. The study was based on the Socio-ecological Theory. The study targeted one (1) private and nineteen (19) public Teacher Training Colleges in Kenya. These colleges were organized into regions: the Rift Valley, Nyanza, Coast, Eastern, Western, Central and Nairobi. A cross-sectional survey design was adopted to conduct the research. The study target population was 672 female participants, whereas the sample size was 279, calculated using the sample determination table by Adam (2020). Structured questionnaires were administered to the respondents with the assistance of trained research assistants. In data analysis, SPSS version 25 was used to compute descriptive statistics and multivariate linear regression. Analysis of collected data indicate that respondents engaged in various sports: Volleyball 81(28.0%), Netball 63(21.8%), Handball 43(14.9%), Soccer 40(13.8%), Hockey 32(11.1%) and Goalball 6(2.1%). Respondents completely agreed that they were intrinsically motivated to participate in sport (mean=5.1; standard deviation=1.15). Equally, (49.5%) of the respondents agreed that there was meaningful support from their families and peers (mean=3.9; S.D. =1.22). Key findings reveal that a number (57.8%) of female trainees faced significant challenges with inadequate training facilities, while 50.9% struggled with limited opportunities to compete in tournaments. Additionally, 69.9% encountered financial constraints. The study established that intrinsic motivation (S.D. =1.64) and social support from family and peers (S.D. =1.15) were statistically associated with female participation in sports (P=0.001). Multivariate linear regression revealed that intrinsic motivation was a strong predictor of female participation in sports, explaining 63.9% of the variance ($R^2 = 0.639$, $p < 0.001$). The most influential factors were enjoyment in discovering new strategies and alignment with principles, followed by integration into life and personal development. The study concluded that despite a high level of interest and motivation to participate, structural and systemic barriers impede female trainees' full engagement in sports, such as gender stereotypes and societal attitudes (mean=3.3; S.D. =1.15) on female participation in sports. It is further concluded that strong social support systems, especially from family and peers (56.0%), are essential for sustaining female participation in sports, both recreationally and professionally. It is recommended that colleges should educate trainees on the benefits of diverse sports, including Table Tennis, to broaden their interest. This study recommended that institutions should implement programs that address motivational factors, such as workshops or seminars, which indicate the personal benefits of sports participation.

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ABREVIATION AND ACRONYMS

ANOVA:	Analysis of Variance
CBE:	Competency-Based Education
KTCSA:	Kenya Teachers Colleges Sports Association
MMUST:	Masinde Muliro University of Science and Technology
PE:	Physical Education
SDGs:	Sustainable Development Goals
SPSS:	Statistical Package for the Social Sciences
TTC:	Teacher Training College
UN:	United Nations
WHO:	World Health Organization

OPERATIONALIZATION OF TERMS

Motivational Factors: refers to driving forces that makes female participant to engage in sporting activities.

Intrinsic motivation: The inner drive that moves female trainees to engage in sports.

Participation in Sports: refers to the involvement in sporting activities by female participants.

Psycho-social determinants: refer to both psychological and social determinants of female representation in sports.

Social factors: refers to factors that come from the society the female sports participants come from that affect her participation in sports

Sport: refers to, physical activity and skill done for fun or competition purposes.

Teacher Training Colleges: refers to students admitted in teacher training colleges to be trained to be teachers in Kenya.

Trainees: refers to a person being trained to become a teacher.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In the contemporary society, sport participation is considered one of the pathways through which individuals can prosper in life. In response, most curricula across the world have incorporated sport sessions right from pre-school through to institutions of higher learning (Dass, 2021). Thus, participation in sports is no longer seen as a formality; rather, it is an essential component of personal development, socialization, and career progression (Kariuki, 2019). For this reason, sports should be supported, and one of the most effective ways of doing so is through research to decipher the opportunities and challenges influencing participation. Among these areas of inquiry is the place of psycho-social factors that are thought to determine sports involvement. Women, in particular, face unique barriers such as gender stereotypes, limited resources, societal expectations, and cultural attitudes that are likely to affect the extent and quality of their participation in sports (Patterson & Vannoy, 2023). This study appreciates that there have been efforts by the government to bridge existing sport participation; however, there is little information on the extent to which this has been fruitive.

In the existing literature, there has been a proliferation of studies on female participation in sports. Among others, scholars have examined how psychological and societal factors interact to shape this participation. Notably, the place of peers has been cited by Rintaugu et al. (2023), who argued that peer networks inculcate confidence, provide role models, and create a sense of belonging that sustains participation. Similarly, Otieno et al. (2020) revealed

that family support, such as financial, emotional, and encouragement, is crucial in talent identification and sustained engagement. Without this support, this study portends that many female athletes are likely to disengage due to competing pressures, such as academics or social expectations. Although these psycho-social predictors have been illuminated in literature, the role of intrinsic motivation remains equally significant. As Ouyang et al. (2020) observed, internal drivers such as self-esteem, self-efficacy, and personal satisfaction derived from sport enhance psychological well-being as well as determine the persistence of female athletes in training and competition.

Despite the notable influence of psycho-social factors on female participation in sports, women's involvement continues to face an array of limitations and barriers. These include gender stereotypes and entrenched societal attitudes that portray sport as a male domain (Patterson & Vannoy, 2023), inadequate sports infrastructure and facilities (Onyancha, 2018), and limited institutional investment in inclusive sports curricula (Okoti, Kati, & Mutende, 2022). Financial constraints, family obligations, and underrepresentation in competitive opportunities further exacerbate these challenges (Renfree, 2023). Such impediments mean that, while motivation and social support are necessary conditions for engagement, they are not sufficient on their own to guarantee equitable participation. This rationale informed the current study, which sought to interrogate the psycho-social determinants of female sports participation by focusing on four interrelated variables: types of sports engaged in, intrinsic motivational factors, peer and family social support, and the challenges female trainees face in teacher training colleges in Kenya.

Psycho-social factors refer to the aspects that influence people emotionally and their ability

to relate with others (Saeed et al., 2025). Similarly, Ahmad and Latif (2025) define psycho-social factors as “the inter-relationship of individual psychological characteristics with social influences and the ways in which these may shape or guide behaviors’’. A study by Gavin (2016) on factors influencing sustained participation of Canadian adolescents in sports focused on personal characteristic, environmental factors, and behavioral undertakings. Results showed that female participants require various forms of support to continue participating in sports. Sports participation is the purposeful active involvement in sports related physical activities (Wei et al., 2025). Sports participation improves physical fitness and health of those involved and also, develops and improves their personality by bringing a number of positive changes in their behavioral conduct (Chatterjee et al., 2025). Sports participation is highly dependent on the health and skill-related components of fitness (flexibility, endurance, power, speed, agility, reaction time, balance and body composition) in addition to the athlete’s technique and level of competency in sport-specific motor skills (Bianco, 2024). Regular physical activity has been linked to a variety of psychological benefits, with overwhelming evidence indicating that it lowers the risk of premature mortality and prevents the occurrence of chronic medical conditions (Ainsworth, 2023).

According to research done by Subotnik et al. (2019), underrepresented minorities and low-income students are more vulnerable to psychosocial factors, such as a fixed mindset, stereotypes, a lack of opportunities, and a lack of social support. Sports performance anxiety impacts relationship with sports confidence, friendship quality relates to sports confidence, (Juezan & Osorno, 2022). A study on the correlates of sports confidence among high school athletes, situational favorableness was the weakest source of sports confidence (Andanje et

al., 2020). Psycho-social factors have a profound impact on sports participation, influencing women athlete's cognitive, emotional and social dimensions. Sportswomen with high self-esteem are more likely to set challenging goals, persevere through setbacks, and perform at their best (Mosewich et al., 2014). Sushko and Sobolev (2020) established that late entry by elite women volleyball players into competitive sports partly contributed to poor participation at continental and global competitions.

Psycho-social factors in sports environments have only recently been studied using talent development concepts (Shelley et al., 2025). Family and coach support is cited as an important factor in assisting young athletes in developing competencies that will be required in their trajectories (Lee & Hung, 2024). Research on young golfers, showed that athletes developed their mastery only after having opportunities to fall in love with sports, with coaches and family playing important roles in supporting and stimulating this passion (Hayman et al., 2011). According to Taylor and Collins (2015), the role of family members in providing significant support is critical in the athletes' development.

Sociological studies show that women athletes need the support and encouragement of significant others for their athletic ability to translate into sustained good participation (Santiago, 2023). Athletes may face various emotional challenges, such as performance anxiety, stress, or self-doubt. Positive encouragement and emotional support from significant others can help them navigate these challenges, fostering mental well-being and resilience. Knowing that one is supported and believed in can boost an athlete's motivation and confidence and reinforces social identity belonging. This psychological boost may translate into improved participation as athletes feel more capable and empowered. In team sports, the

support and encouragement of teammates are crucial for building a positive team culture, connection to the athletic community and enhanced commitment to participation. Strong interpersonal relationships contribute to effective communication, cooperation, and overall team cohesion, which can enhance participation (Guillermo-Ramirez, 2023). Athletic pursuits involve physical and mental challenges. Having a support system helps women athletes cope with setbacks, injuries, and the pressures of competition. This support can be instrumental in helping athletes overcome obstacles and persist in their training (Rintaugu, 2009).

Lack of social support, for example, has been identified as a barrier to talented athletes' aspirations in golf (Rosselli& Singer, 2017). He said some coaches who were so disorderly and were not interested about psychosocial competencies only struggled to keep positions as the reason for the program's ineffectiveness to promote athletes' transformation to elevated professional levels while examining a golf development program that wasn't giving out satisfactory results. Mansell (2021) discovered correlations between growth mindset, athletes' openness to psycho-social interventions, and confidence in sport psychology in a study of Canadian hockey players.

According to Wamaitha (2015), under-representation of women in sports is reflected on their low participation in sports. In the late 1800s, the male were the only ones allowed to participate in sports and so females had very few opportunities in sports. The Beijing declaration came about as a platform to removing the barriers that hold women and girls back from participating in sports. The Sustainable Development Goal 5, which is intended to achieve gender equality and empower all women and girls is meant to increase female

participation in sports. Title IX (1972) as a federal act in the USA provided a platform for female athletic improvement since women athletes had less opportunities to participate in sports for years. The Kenya Constitution 2010, Sports Act 2013, and the Kenya Vision 2030 outlines policies and guidelines to achieve gender equality within sports but despite all this being in place, there's still low numbers of female participants in sports. Previous researches on women in sports leadership by Gitonga et al. (2011) did not address the psycho-social determinants of female participation in sports among trainees in teacher training colleges in Kenya.

Physical education is compulsory in schools. This signifies, the focus on Teacher Training Colleges is relevant and so the female teachers who go back to primary schools to teach act as role models to the young girls. Understanding and addressing these psychosocial aspects is likely to support overall growth of sports for women thus encouraging participation. This study investigated the psycho social determinants of female participation in sports among trainees in teacher training colleges in Kenya. The researcher chose Teacher Training Colleges because they are middle level colleges that attract both female and male students. Further the selection of the female gender is because of that they face many gender-related challenges in sports.

1.2 Problem Statement of the Study

The underrepresentation of women in sports remains a global and national concern (Moravecz et al., 2025). Despite the well-documented benefits of sports participation, including improved health, self-esteem, and social inclusion, female students in TTCs in Kenya continue to exhibit low levels of engagement in sports (Koech et al., 2024). While the

general underrepresentation of women in sports has been widely acknowledged, limited research has examined the determinants of female participation, particularly within TTCs where future teachers are prepared to implement physical education.

Previous studies have demonstrated that psycho-social factors such as intrinsic motivation, peer influence, family support, and structural or cultural barriers shape women's sports participation (Naseer et al., 2020; Jular & Kasnakoglu, 2017). These factors are crucial since they influence not only participation but also well-being, persistence, and performance in sports. However, most of these studies have been conducted outside Kenya or in general university settings, with little attention to female teacher trainees who occupy a unique position as future implementers of physical education in schools. This lack of focus creates a contextual and empirical gap in understanding how psycho-social determinants operate within TTCs in Kenya.

This gap is significant given that sports participation aligns with Sustainable Development Goal (SDG) 3 on health and well-being and SDG 5 on gender equality, as well as Kenya's Vision 2030, which emphasizes youth empowerment, gender equality, and sports development (Dass, 2021). Yet, persistent gender stereotypes and cultural expectations continue to discourage female engagement in sports (Patterson & Vannoy, 2023). Recognizing this concern, Rintaugu (2020) specifically recommended further research on the psycho-social determinants of female participation in sports among TTC trainees. Therefore, this study examined the psycho-social determinants of female trainees' participation in sports in Kenyan TTCs, focusing on four dimensions: types of sports engaged in, intrinsic motivation, peer and family support, and challenges faced.

1.3 Objectives of the Study

1.3.1 Broad Objective

The aim of the research was to investigate the psycho-social determinants of female participation in sports among trainees in teacher training colleges in Kenya.

1.3.2 Specific Objectives

i. To determine the types of sports that female trainees participate in the teacher training colleges in Kenya.
ii. To examine intrinsic factors that motivate female trainees to participate in the various sports offered in the teacher training colleges in Kenya.
iii. To assess the peer and family social support available for female trainees to participate in the various sports in the teacher training colleges in Kenya.
iv. To assess the challenges female trainees face in participating in the various sports in the teacher training colleges in Kenya.

1.4 Research Questions of the Study

i. What types of sports do women teacher trainees participate in the teacher training colleges in Kenya?
ii. What are the intrinsic motivations behind women participation in the various sports in the teacher training colleges in Kenya?
iii. What is the peer and family social support available to female trainees to participate in the various sports in the teacher training colleges in Kenya?
iv. What are the challenges female trainees face in participating in the various sports in the teacher training colleges in Kenya?

1.5 Justification of the Study

This research was legitimate as it aligns with global, national, and educational priorities, addresses critical gaps in female sports participation, and has long-term implications for gender equity, health, and education. The underrepresentation of female trainees in sports is problematic because it undermines their holistic development, limits opportunities for talent identification, and perpetuates gender inequities within both education and society. As future teachers, their limited involvement in sports reduces their capacity to inspire and effectively implement physical education in schools, which in turn restricts the development of positive attitudes toward sports among learners. This not only sustains cultural stereotypes that discourage women from participating in physical activity but also constrains broader national and global efforts to advance gender equality, health, and youth empowerment.

Alignment with Sustainable Development Goals and Kenya Vision 2030, this study directly contributes to SDG 3 by promoting physical activity and mental health among female teacher trainees (Mauerhofer, 2022). It also supports SDG 5 by addressing the gender disparities in sports participation (Ms. Lalita Sharma & Kunal Singh, 2024). Furthermore, Kenya Vision 2030 emphasizes youth empowerment, gender inclusivity, and the promotion of sports and talent development, making this research relevant to national development goals.

Competency-Based education enhancement, the CBE places a strong emphasis on physical education, and talent development (Kubai et al., 2021). Teacher trainees being the ones responsible for implementing the curriculum in schools, their active involvement in sports is essential in giving the learners a positive attitude towards physical activity. If female teacher

trainees do not engage in sports, they may be less likely to effectively promote physical education, undermining CBE's objective of nurturing sports talent in students (Subba, 2021).

Addressing psycho-social barriers to female sports participation, limited research exists on the specific psycho-social determinants such as intrinsic motivation, peer and family support, and challenges faced that affect female participation in sports within TTCs (Javed et al., 2020). Understanding these factors will help design targeted interventions to increase engagement, break cultural stereotypes, and create an enabling environment for female trainees to participate in sports

There may be a positive long-term impact on gender equity and sports, teacher trainees serve as role models and influencers in the education sector (Makoelle, 2025). By encouraging sports participation among female teacher trainees, this study can help break gender biases in sports and inspire future generations of female students to embrace physical activity.

1.6 Significance of the Study

This study is significant because it contributes new knowledge on the psycho-social determinants of female participation in sports within teacher training colleges in Kenya, a context that has not been sufficiently examined in existing literature. By focusing on intrinsic motivation, peer and family support, and the challenges female trainees face, the study enriches scholarly understanding of how psychological and social factors shape women's engagement in sports. It therefore expands the body of knowledge on gender and sports participation while highlighting the unique position of teacher trainees, who are expected to

implement physical education and inspire future generations of learners.

The study also provides insights that are useful for policy, practice, and further research. For policy, the findings offer evidence that can guide the Ministry of Education and the Kenya Teachers Colleges Sports Association in designing gender-sensitive strategies to address barriers such as limited facilities and entrenched stereotypes. For practice, the results inform TTC administrators and educators on how to strengthen support systems and create inclusive programs that encourage female involvement in sports. At the same time, the study serves as a basis for future research by providing baseline data that other scholars can build upon to investigate long-term effects of psycho-social factors or to conduct comparative studies in different contexts. In this way, the study continues to contribute simultaneously to knowledge, policy, and practice while promoting gender equality and increased female participation in sports.

1.7 Delimitation of the Study

The research was carried out in 20 colleges (1 Private, 19 Public) in Kenya. The study focused on gathering information from team managers, coaches, and female trainee participants in teacher training colleges in Kenya. The researcher applied structured questionnaires as research instruments to assess the psycho-social determinants of female trainee sports participation in teacher training colleges in Kenya. The research was delimited to teacher training colleges' 2024 national intercollegiate competition. The study was further delimited to those sporting disciplines that were offered during the 2024 national competition. The following psycho-social variables were studied: Type of sport, intrinsic motivation to participate, peer and family social support available, and challenges that they face in participation of sports.

1.8 Limitation of the Study

This study encountered several limitations that were addressed through careful planning and methodological choices. Data were collected during the 2024 national intercollegiate competition, which restricted the sample to female trainees who qualified for this event. While this narrowed diversity, the effect was mitigated by drawing participants from 20 teacher training colleges spread across different regions of the country, ensuring wider representation. The distribution of institutions also posed a limitation, as the sample included nineteen public TTCs and only one private institution, which constrained the extent to which the findings could be generalized to private colleges. However, the choice of a national competition as the research site allowed the inclusion of both categories of institutions, offering a broader view than would otherwise have been possible.

The timing of the study also presented challenges. Athletes were engaged in training schedules that limited their availability to complete questionnaires. This difficulty was mitigated by involving coaches as research assistants who helped to administer the instruments immediately after training sessions, thereby improving the completeness and reliability of the data collected. In addition, the reliance on a cross-sectional quantitative design limited the ability to capture the lived experiences of female trainees and to explore variations over time. To strengthen validity within this design, robust statistical techniques such as multivariate linear regression were employed, ensuring that the results remained accurate and meaningful. Despite these constraints, the study provides valuable insights into the psycho-social determinants of female sports participation and provides entry points for more research in the future.

1.9 Theoretical Model

This study is grounded in Socio-Ecological Theory by Bronfenbrenner's (1979) as presented in figure 1.1.

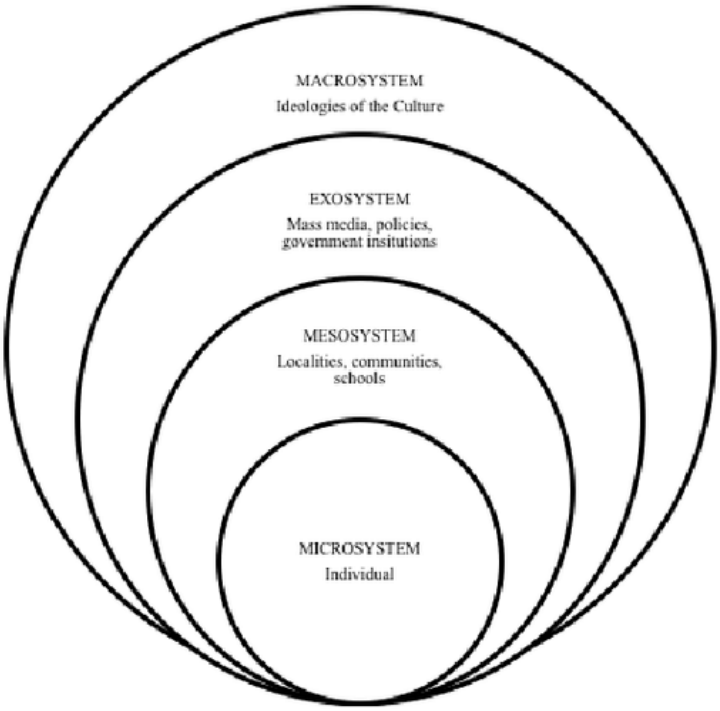

Figure 1.1 Socio-Ecological Model (Bronfenbrenner, 1979)

The socio-ecological theory of sports participation posits that individual behavior is shaped by the interaction of personal, social, institutional, and cultural systems. In this study, the theory provides a lens for understanding how intrinsic motivation, peer and family support, and structural challenges influence female trainees' participation in sports, both individually and collectively. Figure 1.1 illustrates the structure of this theory and how these determinants interrelate across ecological levels.

At the microsystem level, intrinsic motivation (such as enjoyment, personal growth, and skill development) drives direct engagement in sports. This is reinforced or hindered by immediate influences like peer and family support, where encouragement or discouragement shapes confidence and willingness to participate. The mesosystem emphasizes the intersection of family, peers, and college environments; when supportive families and peers interact with college sports programs, female participation is strengthened, whereas conflicting influences discourage involvement.

The exosystem introduces institutional and structural factors, such as adequacy of facilities, funding, and college policies, which indirectly shape participation by either enabling or constraining access. At the macrosystem level, cultural expectations and gender stereotypes exert a powerful influence, often discouraging female engagement by framing sports as male-oriented. Conversely, national policies that promote gender equality act as counterforces, encouraging participation. Over time, the chronosystem highlights the evolving nature of these influences, where female trainees' participation patterns may shift as they gain confidence, experience changes in support, or respond to evolving institutional policies.

Taken together, the socio-ecological framework demonstrates that while each factor—motivation, support, and structural challenges can independently affect female trainees' participation, their interaction across ecological levels produces a compounded effect. This interconnectedness underscores the complexity of underrepresentation and highlights why multi-level interventions are essential to foster inclusive female participation in sports, as represented in Figure 1.1.

1.10 Conceptual Framework

This conceptual framework was constructed from the works of Bronfenbrenner's (1979), social-ecological theory. This study researched the psycho-social determinants of female participation in sports among trainees in teacher training colleges in Kenya. According to Social-ecological theory, at individual level, female students in teacher training colleges in Kenya experience direct interactions with their immediate environment. Psycho-social determinants at this level could be peer and family support. The encouragement or discouragement of sports participation could shape a female student's decision to engage in sports. Cultural norms within the family may affect whether a girl is encouraged to play sports or not. The interconnection linking family and school plays a role in the encouragement of female participation in sports. If a female student is encouraged by family to participate in sports, she's is more likely to be a participant. If peer support at school is strong, will have more females participating in sports. Educational policies and teacher training college regulations regarding gender equality in education and sports can either promote or restrict female participation in physical activities. The availability of resources for female sports teams, competition opportunities, and the presence of female sports role models can significantly impact their participation.

The conceptual framework focused on several key independent variables that influence female participation in sports, which in turn affect the dependent variables. The framework also considered the intervening variables that influenced these dynamics. Sports participation was itemized as dependent variable while the independent variables were; type of sports, which referred to the specific sports activities that female teacher trainees in Kenyan colleges

participated in, intrinsic motivational factors, which referred to the internal reasons or drive that encourages a female trainee to participate in sports, this included the discovering of new performance and involvement in sports as an integral part of life. Peer and family social support available and the challenges faced by female in sport participation. The intervening variables were competition schedules, facilities and coaches, as shown in Figure 1.2

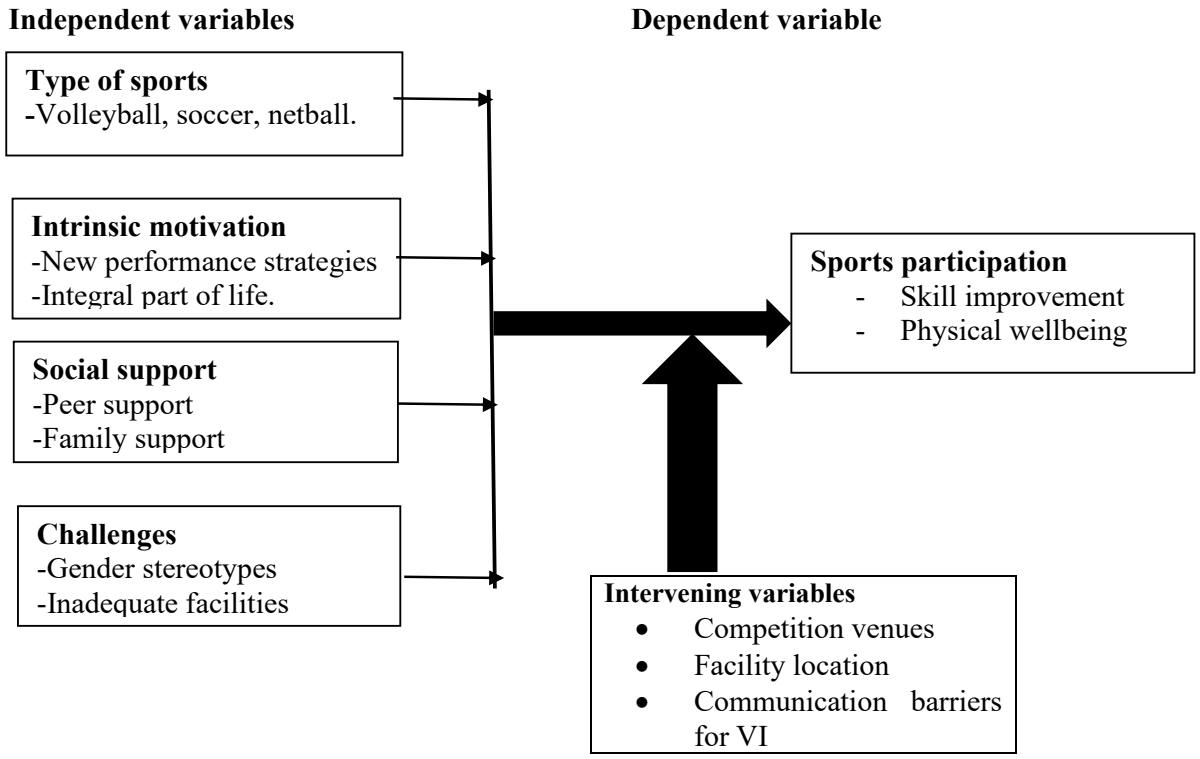

Figure 1.2: Conceptual framework

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presented literature review governing the research objectives and ended by a summary of research synthesis. The section contains the following sub-sections: type sports trainees participate in, motivation factors for sport participation (intrinsic motivation), social support available to female participants and challenges faced by female participants

2.1 Types of Sports Female Trainees Participate in

Wang and Li (2021) used a linear structural model to analyze risk assessment and recognition of sport activities in colleges and universities. The study found that rigorous training in a specific sport throughout colleges has continuously developed. They also found that greatest portion of sportspersons acknowledge that some level of skill or knowledge in sport is necessary to attain a top-tier level elite stage. That a young athlete can be distressed in sports mastery before adolescence attributable to social tension. Linear structural model was used. The study focused on the risk assessment and recognition of sport activities in colleges and universities compared to the current study, which investigated the types of sports that female trainees participate in the teacher training colleges in Kenya which is the literature gap that the investigation filled.

Bichi (2018) applied a descriptive approach to examine the status of sports facilities in Nigerian universities. Results revealed that, similar to other African universities, Nigeria Universities suffer from inadequate sport facilities with most lacking modern amenities except for a select few that have hosted. They found that this insufficiency in sports facilities

has resulted in poor sports participation and performance among African Universities.

Hosea (2022) investigated the factors affecting student participation in university sports in Tanzania, focusing on the Morogoro Region. The study utilized a descriptive study design including both descriptive and numerical procedure. Data was obtained via questionnaires with 176 out of 205 distributed data 85% returned and analyzed. The results indicated a low level of student's participation in sports with 87% of students engaging in sports less than twice per week. Factors influencing participation included academic workloads and schedules, lack of motivation and insufficient financial resource and infrastructure, limited provisions for differently abled students. The study highlighted the necessity of strategies to improve sport participation among university students in Tanzania. Hosea (2022) investigated the factors affecting university sports in Tanzania compared to the current study which elucidated the type of sports that female trainees participate in the teacher training colleges in Kenya which is the literature gap that the investigation filled.

Kariuki (2019) investigated the involvement of women in coaching individual and team sports in Nairobi County, Kenya. The results were that less female in Nairobi County engaged in individual and team sport than men coaches, gender disparities affected women's involvement particularly in individual and team sports coaching, which if resolved can ease the situation. The research recommended depth exploration that would find out the number of female sportspersons to transit to coaching as opposed to men; and to address the lack of awareness of initiatives that are in place to boost their engagement in sports coaching. In contrast, the current study determined the types of sports that female trainees participate in the teacher training colleges in Kenya which is the literature gap that the investigation filled.

Chumba et al. (2019) investigated the reasons behind the under-representation of women in sports within Kenyan Universities. Despite assurance from Kenya sports departments about offering equal opportunities for both genders in sports, there remained a noticeable gap in the participation rates of women. The research sought to explore the determinants that leads to this gender disparity in sports involvement. Employing a descriptive research design, the research was done in all fifty-five universities in Kenya, with a population of ten thousand students engaged in sports activities. The study participants were 300 chosen purposefully from the population. Findings were obtained via questionnaires given to these selected students. Results analysis revealed a significant contrast in the participation levels of males and females across various sports within the university context. Several factors were identified as influential in this regard, including motivational aspects, the staffing conditions within sports departments, as well as the availability and quality of facilities and equipment. Chumba, Munayi, and Nteere (2019) study investigated the reasons behind the under-representation of women in sports within Kenyan Universities compared to the current study, which determined the types of sports that female trainees participate in the teacher training colleges in Kenya which is the literature gap that the investigation filled.

Araka (2022) assessed how sports scholarships affect athlete participation in Kenyan universities. The study employed a descriptive design and focused on university athletes in handball, soccer, basketball, and volleyball teams within the Kenya Universities Sports Association. Sample was collected through purposive sampling comprising 10% of the total population for each sport. Data was primarily collected through questionnaires. The findings identified several key factors influencing athlete participation, including growing of skill,

general body fitness, scholarships, competition opportunities, build friendship, and the management of stress. Findings indicated scholarships were gotten by very few students, most students didn't get scholarship opportunities. Obtaining scholarships was challenging, with only a few athletes managing to secure them. Araka (2022) assessed how sports scholarships affect athlete participation in Kenyan universities compared to the current study, which determined the types of sports that female trainees participate in the teacher training colleges in Kenya which is the literature gap that the investigation found.

Kimayo (2022) investigated women's sports participation in Kenya, focusing on two main aspects: the origins of gender disparities in sports during the pre-colonial and colonial periods, and the changes that reduced these discrepancies in the post-colonial era. The study used oral interviewing, group discussion, record files and secondary sources. The study found that cultural restrictions in various African societies, along with the highly patriarchal colonial policies, significantly hindered female engagement in sports before the colonialism and during colonial times. The study investigated women's sports participation in Kenya compared to the current study that determined the types of sports that female trainees participate in the teacher training colleges in Kenya which is the literature gap that the investigation filled.

2.2 Intrinsic Motivation for Sports Participation

Jakobsen and Evjen (2018) examined the factors that intrinsically motivated Norwegian girls to participate in sports. The study employed a comparative survey design, collecting data through questionnaires to analyze gender differences in intrinsic motivation. Their findings indicated that Norwegian girls were more strongly driven by intrinsic motivation to engage in

sports compared to boys. However, the study relied mainly on descriptive comparisons and did not statistically model the relationship between intrinsic motivation and sports participation. This leaves a methodological gap, which the current study addressed by applying multivariate linear regression to test the strength and significance of psycho-social predictors of female participation in sports within the Kenyan context.

Bener and Loghami (2012) compared sport participation motivation and goal orientation among young athletes. The study employed a comparative cross-sectional survey design, using structured questionnaires to capture athletes' motivational orientations. Findings revealed that individual-sport athletes were more status-driven compared to those in team sports. However, the study was limited to descriptive comparisons without employing inferential modeling to test the predictive power of motivation on actual participation. This methodological gap is addressed in the current study, which applies multivariate linear regression to establish the statistical association between intrinsic motivation and female participation in sports within Kenyan teacher training colleges.

Hosea (2022) investigated factors influencing students' participation in university sports programs in Morogoro Region (Tanzania). The study was guided by self-determination theory by Deci and Ryan (1985 and 2000), which explains how motivation influence individual gaining an interest to participate in a particular activity. Sokoine University of Agriculture-public and Muslim University of Morogoro- private were the research area. Data collection was done through administering questionnaires. Findings were, students engaged less in sports, majority (87%) engaged in sports not very often. Furthermore, students' involvement in sports was impacted by academic workloads and less motivation. To promote

sports involvement, the researcher suggested that students should be motivated. Hosea (2022), conducted among student in Tanzania compared to the current study which examined the effect of motivation on participation of female trainees in the various sports in the teacher training colleges in Kenya filled the research gap identified.

Andanje (2018) conducted a study among schools that participated in the 2015 secondary school games, zonal level in Nairobi and Kakamega Counties. The study attempted to ascertain if soccer players in Nairobi and Kakamega Counties public secondary schools are motivated for competitive soccer. Results indicated that, a huge number of the respondents were male, females having a lesser number. Majority of students were highly motivated in personal self-fulfillment motivation, social connections and self-image. The researcher recommended that, games teachers and coaches in secondary schools in the two counties should develop training curriculum that promote mastery of skills, and make the players feel they are valued. Andaje (2018) study was conducted among soccer players in Kakamega compared to the current study, which examined the effect of motivation on participation of female trainees in the various sports in the teacher training colleges in Kenya to fill the research gap identified.

2.3 Social Support Available for Sports Participation

Coates and Howe (2023) conducted a study on parental experiences of facilitating their child's engagement in competitive disability sport in the UK. The study used a qualitative design, relying on interviews with eleven parents of elite youth para-athletes to explore how parenting shaped sports participation for children with disabilities. Findings highlighted that parents of young athletes with disabilities have often been overlooked in research, yet their

support both fosters social inclusion and presents unique challenges in navigating competitive sport. While valuable, the study was limited methodologically by its small sample size and reliance on qualitative interviews, which restricts generalizability. Empirically, it focused narrowly on disability sport in a Western context, leaving little insight into broader populations such as female athletes in mainstream institutions. The current study used a quantitative regression approach on a larger sample of teacher trainees in Kenya. This provided both statistical evidence of the role of social support and a contextual expansion to female sports participation in sub-Saharan Africa.

Aman (2020) investigated perceptions of women's involvement in sports among 937 randomly selected female PE participants from three Philippine universities, using a descriptive-correlational design and the Perception on Women's Sports Participation Inventory (PWSPI). Findings showed significant correlations between parental support, family income, and perceptions of participation, with paternal education also linked to degree of participation. However, the study was limited to correlational analysis, which did not establish predictive relationships between psycho-social factors and participation. Empirically, it was confined to the Philippine context and university students. The current study addressed these gaps by applying multivariate linear regression to female trainees in Kenyan teacher training colleges, providing statistical evidence on psycho-social determinants of sports participation.

Barchi et al. (2022) examined the contribution of a recreational adult women's soccer league in rural Kenya to development goals such as enhancing social support, building community cohesion, and improving women's emotional health. Using a qualitative design with a final

analysis sample of 201 women, the study found that soccer enhanced social interaction, provided emotional and instrumental support, and improved well-being. While insightful, the study was methodologically limited by its exclusive reliance on qualitative data, which offered depth but not statistical evidence of the strength of these relationships. Empirically, it also focused on adult women in rural recreational leagues, leaving a gap in understanding the psycho-social determinants of sports participation among younger populations in structured educational settings. The current study addressed these gaps by applying quantitative regression analysis to female trainees in Kenyan teacher training colleges, thereby testing the predictive role of motivation and social support on sports participation.

Rintaugu et al. (2023) investigated the psychosocial attributes of Kenyan university athletes using a descriptive survey design and questionnaires. The study found that most athletes came from families of higher socio-economic status, with parents in white-collar jobs who supported physical activity and acted as role models, while teammates and coaches also shaped participation. However, the study's reliance on a descriptive approach limited its ability to test the predictive strength of these psychosocial factors, and its focus on relatively privileged university athletes overlooked other populations. The current study addressed this gap by applying multivariate linear regression to examine the predictive role of social support and other psycho-social determinants of female sports participation in Kenyan teacher training colleges.

Otieno et al. (2020) investigated the influence of parents on talent identification for players in rugby clubs in Kenya. The study was guided by the hypothesis that "there is no significant difference in the mean rugby talent identification index when the parental influence of the

rugby players is classified as high or low". Results showed that parental influence on talent identification in Kenya is not significant despite the majority (53.77%) of the coaches indicating that the socio-economic status and the level of education of the parents had an influence on talent identification. Otieno et al. (2020) study was on parental influence on talent identification compared to the current study, which examined the effect of social support on participation of female trainees in the various sports in the teacher training colleges in Kenya.

2.4 Challenges Female Trainees Face in Sports Participation in Kenya

Wang and Li (2021) examined factors influencing sports participation among college and university students using a linear structural model. Their findings revealed that many students avoided sports due to fear of injury, and they recommended education and awareness on risk-taking for both students and staff to promote participation and well-being. However, the study was methodologically narrow since it relied on a single modeling approach without exploring broader psycho-social determinants, and it was contextually situated among British active students. On the other hand, the current employed multivariate linear regression to investigate the psycho-social challenges influencing female trainees' participation in sports within Kenyan teacher training colleges.

Sabbiti (2020) investigated the obstacles encountered by migrant women participating in sports in Finland using a qualitative research design with semi-structured interviews. The study identified three categories of challenges: structural (e.g., inadequate transport, limited finances, difficulty accessing resources), socio-structural (e.g., cultural pressures and social expectations), and personal (e.g., family obligations, language barriers, lack of experience,

and limited awareness of opportunities). While rich in depth, the study was methodologically limited by its exclusive reliance on qualitative interviews, which restricted generalizability. Empirically, it was situated in a European migrant context, leaving unexplored how such challenges manifest among female trainees in African teacher training colleges. The current study applied linear regression analysis to assess the predictive influence of psycho-social factors on female participation in sports in Kenya.

Mohammed et al. (2021) investigated the challenges hindering female students' involvement in sports at Zamse Senior High/Technical School in Ghana. The study adopted a descriptive survey design with 200 randomly selected students, and data were analyzed using descriptive statistics. Findings revealed limited awareness of the benefits of sports and challenges such as negative teacher attitudes, large class sizes, inadequate facilities, and restrictive sociocultural norms. The methodological gap was the exclusive reliance on descriptive statistics, which limited the ability to test causal or predictive relationships.

Adom-Aboagye and Burnett (2023) examined women's under-representation in sports leadership roles in South Africa from an African feminist perspective. The study found that patriarchal beliefs and masculine framing of leadership hindered women's advancement, with men often serving as gatekeepers. While conceptually rich, the study lacked empirical rigor, as no systematic methodology was employed to statistically assess the magnitude of barriers, leaving a methodological gap for more structured, data-driven investigations.

Tusiime and Mse (2022) assessed obstacles to women's participation in sports during the FEAUS Women Games in Uganda. A cross-sectional survey design was applied, combining

quantitative and qualitative approaches, with a sample of 95 respondents. Data were collected using self-administered questionnaires and interviews. Findings highlighted barriers such as marginalization, injuries, financial constraints, sexual harassment, and menstrual issues, while strategies proposed included female coaches, family support, incentives, and policy reforms. The methodological gap was the limited sample size and context-specific setting, which reduced generalizability.

Wangari et al. (2017) examined challenges faced by female football players in Gatundu North and Thika West using a descriptive survey design. Data collection employed focus group discussions, interviews, and questionnaires, producing largely qualitative insights presented in tabular form. Findings highlighted obstacles such as inadequate facilities and structural limitations. A methodological gap arose from the predominance of qualitative data, which lacked inferential analysis to statistically validate the findings.

Kariuki (2019) investigated women's engagement in coaching individual and team sports in Nairobi City County. Guided by Social Dominance Theory, the study used a descriptive survey design with stratified random sampling of 164 male and female coaches. Findings identified barriers such as lack of career pathways, limited administrative support, gender stereotypes, and financial constraints. While robust in design, the methodological gap lay in the descriptive focus, which did not statistically model the predictors of women's coaching involvement.

Onyancha (2018) explored hurdles in implementing physical education (PE) in Kenyan public primary schools, guided by Gross's curriculum implementation theory. A descriptive

survey design was employed with 249 teacher questionnaires (89.6% response rate) and PE observations across six zones. Findings showed challenges such as lack of PE kits, menstruation-related reluctance, and poor field conditions. Methodologically, the study relied heavily on descriptive analysis, which limited deeper examination of how specific factors predicted PE participation.

Wanyonyi et al. (2021) investigated challenges and opportunities in sustainable sports tourism events in an urban host city. The study used a cross-sectional research design with 404 respondents, applying questionnaires and interviews. Data were analyzed using descriptive, thematic, and inferential statistics. Findings showed challenges like poor planning and policy gaps but also highlighted opportunities such as promoting domestic tourism. The methodological gap was that while inferential statistics were used, the study's focus on event-hosting cities limited the transferability of findings to broader sports participation contexts.

2.5 summary of literature review

Table 2.1: Research Gaps

Author / Year of the study	Focus of the study	Methodology used by the Study	Research findings	Research gaps	Focus of my study
Hejin Wang and Zihao Li (2020)	Risk recognition and identification of sports activities in colleges and universities	Linear structural model	Intense training in specialized sports among colleges has improved, expertise in sport is required to achieve elite stage. A young athlete can suffer in sport specialization before adolescence	Use of quasi-experimental design so as to achieve randomized approach.	Use of multivariate Linear regression model
Kariuki (2019)	Involvement of women in coaching individual and team sports in Nairobi County, Kenya	Use of desk reviews	Sports improves coaches and those being coached.	Systematic review of literature lacks sufficient methodological rigour.	The current study applied primary data and used to test association so as to achieve empirical results.
Rintaungu et. al(2020)	The relationship between participation motives and connection to soccer of male university players	Descriptive statics of percentages and means.	Most soccer players were connected to soccer through attraction, identity affirmation and centrality.	The study targeted participation motives in soccer	The current study targets specifically the intrinsic motivation determinants.
Mohamed et al. (2021)	Challenges hindering female student' involvement in sport. Focusing on Zamse senior high/ Technical school in Ghana	Descriptive survey approach	Limited awareness regarding the benefits of sports for their health and overall well-being. Negative attitudes from physical education instructors	The study focused on high school	The current study focused on the challenges faced by female trainee in teacher training colleges.
Coates and Howe (2023)	Parental experiences of facilitating their child's engagement in competitive disability sport	Reflexive thematic analysis	The role of parenting in mainstreaming sporting events is well developed but little attention has been focused upon parents of young athletes with disability	The study only focused on parental support for competitive disability sport. Normal sports were not covered	The current focused on both family and peer support in sports both normal games and disability sports (goalball) among trainees in teacher training colleges in Kenya
Rintaungu et al. (2023)	Psycho-social attributes of Kenyan University Athletes	Descriptive statistics	Student athletes came from higher social-economic status. Parents transmit attitude about physical activity by paying activity fees, are role models and provide physical and emotional support.	None of the study has focused on motive, parental support yet psycho-social factors remain unsearched.	The current focused on the psycho- social determinants of female participation in sports in teacher training colleges in Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter encompassed various aspects, including the study area, study design, study population, inclusion and exclusion criteria, study variables, sampling design, sampling strategy, sample size determination, data and information collection, data collection procedures, data collection instruments, reliability and validity of data collection instruments, data analysis, and logistical and ethical considerations.

3.1 Study Area

The study was conducted in Kenya Teacher Training Colleges, 2024. The colleges that participated qualified for Kenya Teachers Colleges Sports Association National Competitions. The colleges were drawn from seven regions which include the Rift Valley, Nyanza, Coast, central, Eastern, Western and Nairobi.

3.2 Study Design

The study was conducted using a cross-sectional survey design. The cross-sectional study is an observational study that was embraced to answer questions concerning the current status of the research subjects in the study by looking across the entire number of Public and private Teachers Training Colleges in Kenya. It was quick and captured multiple variables at once.

3.3 Study Population

The study targeted 672 female participants who participated in the Kenya Teachers Colleges sports Association (KTCSA) National competition by 20 (19 public and 1 private) Teacher Training Colleges. Table 3.1 provides a breakdown of the target population.

Table 3.1 Target Population Frame

Region	College	Number
Nyanza	Asumbi	54
	Migori	47
	Total	**101**
Coast	Shanzu	24
	Kwale	32
	Islamic	18
	Total	**74**
Eastern	Egoji	42
	Meru	26
	Kigari	24
	Total	**92**
Rift Valley	Chesta	25
	Kericho	32
	Tambach	44
	Total	**101**
Nairobi	Kitui	22
	Narok	28
	Thogoto	23
	Machakos	28
	Total	**101**
Central	Kagumo	34
	Muranga	38
	Total	**101**
Western	Bondo	30
	Eregi	32
	Kibabii	40
	Total	**102**
Grand Total		**672**

Source: KTCSA Records (2024)

3.3.1 Inclusion criteria

The study entailed Kenya female teacher trainee in colleges who participated in the national competitions. The female participants were to be registered students in the colleges. The study included only those female participants who had been selected to represent their

colleges in team sports of Soccer, Hockey, Handball, basketball. Volleyball, Netball, and Goal Ball.

3.3.2 Exclusion criteria

The study excluded female teacher trainee who did not consent for participation. The ones that were not within age range 17-45 were excluded. Additionally, female participants who did not take part in ball games were excluded. Individuals who played roles, such as first aiders, student leaders, among others, who were not active sport participants representing their colleges were excluded as well. Other sports such as athletics, swimming were excluded for the study targeted only ball games.

3.4 Study variables

3.4.1 Dependent variable

The study independent variable was sport participation of study participants. This is the variable that was observed as a result of changes in the independent variables.

3.4.2 Independent variables

The study independent variables were type of sport, intrinsic motivation to participate, social support and challenges faced by female participants in teachers training colleges in Kenya.

3.5 Sampling Design

The population of the study was first categorized into the regions namely: Nyanza, Western, Central, Eastern, Coast, Nairobi, and Rift Valley. Subsequently, the study adopted stratified random sampling technique to draw proportionate respondents from each stratum by drawing respondents in a random way so that each member of the stratum had an equal chance of

being selected. It must be noted that colleges were represented according to their proportioned in the population.

3.6 Sample Size Determination

The researcher obtained the required sampling size using sample determination table by Adam (2020). This table is based on the adjusted formula n = N /1+Nε 2 proposed by Adam (2020). Where;

n= is the minimum returned sample size

N = the population size

ε = adjust margin of error [ε = (ρe t)]

e = the degree of accuracy expressed as a proportion

ρ= the number of standard deviations that would include all possible and

t= t-value for the selected alpha level of confidence level.

The target population 672 female trainees who participated in the Kenya Teachers Colleges sports Association (KTCSA) National competition, 2024. From the Sample Determination Table, the sample size for the study was 279 (See Appendix VI). The researcher used a simple random sampling technique on the 279 female representatives in Kenya Teacher Colleges Sports Association national competition. The researcher applied simple random technique to select a sample from each college (See Table 3.2). Each member of the population had an equal and independent chance of being chosen in a simple random sample

(Fraenkel & Wallen, 2000). Table 3.2 summarizes the sample frame and size.

Table 3.2: Sample Frame and Size

Region	Population	Sample Size
Nyanza	109	45
Coast	74	31
Eastern	92	38
R Valley	93	39
Nairobi	101	42
Central	101	42
Western	102	42
Total	**672**	**279**

3.7 Data and Information Collection

3.7.1 Procedure data

The data collection process entailed obtaining an introduction letter from the Directorate of Graduate Studies once the proposal was approved. Subsequent to data collection, the researcher was cleared by MMUST ERC and NACOSTI). Subsequently, the researcher administered the questionnaire to participants after obtaining permission from the KTCSA authority. The field questionnaires were collected by the research assistants and researcher and handed over to the researcher for coding and analysis. The questionnaires physically administered to a total of 279 respondents and collected immediately.

3.7.2 Data Collection Instruments

The structured questionnaire was the primary data collection instrument for the study. Questionnaires were appropriate for survey research since they were appropriate to administer and allowed respondents to score on a 5-point, 7-point Likert Scale, which is easy to analyze (Cohen et al., 2007). A structured questionnaire also helped to ensure consistency among respondents (Denscombe, 2007). Some of the respondents in goalball who are visually impaired had difficulty responding to the questionnaire, the researcher interpreted a few questionnaires into brail and used readers to help them fill the questionnaires and also a few questionnaires were interpreted into brail. The female Kenyan Teacher Trainees who compete in National College Sports in Kenya were the unit of observation.

3.7.3 Reliability of the Research Instrument

The internal consistency of the research instruments was tested using Cronbach's alpha coefficients. Pretesting was conducted at Kaimosi TTC, where female participants were the units of observation. The analysis yielded an average Cronbach's alpha value of 0.857, which exceeded the minimum acceptable threshold of 0.7, indicating that the instruments achieved high internal consistency. This finding aligned with the guidance of Kline (1999), who stated that a Cronbach's alpha coefficient between 0.7 and 0.9 is considered appropriate for establishing reliability across different parts of an instrument. Accordingly, the reliability index for the current study met the recommended threshold, confirming that the measures used were statistically reliable.

3.7.4 Validity of the Research Instrument

Researcher applied four types of validity. Internal validity, construct, content validity, and

external validity are all aspects of the validity of statistical conclusions. Statistical conclusion validity refers to inferences about whether it is rational to assume covariation based on the alpha level and variances obtained (Drost, 2011). The researcher used content validity and sought input from Sports Subject experts from Masinde Muliro University of Science and Technology, such as researchers, practitioners, and individuals with expertise in the field being studied, to evaluate the relevance and appropriateness of the items in relation to the content domain. Experts were asked to assess whether the items adequately captured the key aspects of the construct and provided feedback on the clarity and wording of the items. This was done to ensure that the responses to the research instruments were consistent. Feedback from the experts were used to improve the tool.

3.7.5 Quality assurance

The quality of data and information collected in this study was safeguarded through adherence to standardized procedures, close supervision of fieldwork, and systematic checks for completeness and accuracy of questionnaires before analysis. Research assistants were adequately trained to ensure consistency in administration, while ethical principles such as confidentiality and voluntary participation were strictly observed. These measures guaranteed that the data collected were credible, dependable, and suitable for statistical analysis.

3.8 Pilot study

Five research assistants who were coaches of female teams were recruited and trained by the researcher for a period of two days. The research assistants gained insights during the pretesting among 30 female participants at Kaimosi Teacher Training College, which was 10% of the sample population. The pre-test results were not part of the main study as they did

not qualify to represent the college in KTCSA national competitions.

During the pretest, test-retest method was used and results analyzed statistically and Cronbach's alpha to determine the reliability of the test instruments. The coefficients of the Cronbach's alpha were above 0.7, suggesting that the tool has high internal consistency.

3.9 Data Analysis and presentation.

Descriptive analysis such as frequencies, means, median, mode and standard deviation were used to determine the demographic characteristics of the respondents, Objective one, type of sports participated in was analyzed descriptively. Descriptive analysis was also applied on objective two, multivariate linear regression analysis was also used to analyze the intrinsic motivation factors of sports participation by female trainees. Objective three, social support available and objective four, challenges faced by female trainees in teacher training colleges in Kenya were also analyzed descriptively. Table 3.3 summarizes the methods that were applied for each research objective so as to answer research question.

Table 3.3: Data Analysis Summary

Objective	Data Collection Tool	Data Analysis Method	Data Presentation Method
To determine the types of sports that female trainees participate in the teacher training colleges in Kenya.	Questionnaires	Descriptive statistics like Measures of Central Tendencies (SD, Median and Mean).	Tabular methods Graphical, percentages
To examine intrinsic factors that motivate female trainees to participate in the various sports offered in the teacher training colleges in Kenya.	Questionnaires	Descriptive statistics like Measures of Central Tendencies (SD, Median and Mean). Multivariate linear regression model	Graphical, tabular methods, percentages
To assess the peer and family social support available for female trainees to participate in the various sports in the teacher training colleges in Kenya.	Questionnaires	Descriptive statistics like Measures of Central Tendencies (SD, Median and Mean).	Graphical, tabular methods, percentages
To assess the challenges female trainees face in participating in the various sports in the teacher training colleges in Kenya	Questionnaires	Descriptive statistics like Measures of Central Tendencies (SD, Median and Mean).	Graphical, tabular methods, percentages

3.10 Logistical and Ethical Consideration

A study proposal approval letter was sought from Masinde Muliro University of Science and Technology, Institutional Scientific and Ethics review Committee (see, Appendix III and IV respectively). This letter enabled application for license from the National Commission for Science, Technology and Innovation (NACOSTI), license no: NACOSTI/P/24/39006. After the NACOSTI permit was gotten, permission to collect data from colleges was sought from the Kenya Teachers College Sports Association (KTCSA) Authority. This enabled to carry out the study among public and private teacher training colleges in Kenya (see, Appendix V).

The principle of beneficence was adhered to by ensuring that the research aimed to contribute positively to the community. Although the participants did not accrue any direct benefits, the data generated from the study aimed to empower female trainees by developing strategies that promote leadership and role modeling in sports. This potential societal benefit aligns with the ethical obligation to do well through research.

Non-maleficence, or the commitment to do no harm, was strictly observed. The researcher ensured that participants were protected from both physical and psychological harm. The provision of sufficient and clear information about the study's purpose was made to ensure that participants voluntarily decided to participate. Their involvement was entirely at their discretion, minimizing any form of coercion or distress.

Data integrity was preserved throughout the study. Confidentiality was maintained by using coded labels on the files instead of participants' identities. Only the researcher had access to this information, ensuring that participants' personal details remained private. The integrity of the data was protected to uphold the validity and reliability of the research findings.

The principle of social justice was considered by ensuring that the study was designed to benefit a wider community beyond the participants themselves. By generating data that could help develop empowerment strategies for female trainees, the study aimed to promote equitable opportunities in sports for women. This aligns with the broader objective of fostering equality and fairness within the educational and sports sectors. Most goal ball sports participants were visually impaired. To circumvent this, the researcher recruited school mates with no visual problems from same college to help with filling of questionnaires.

CHAPTER FOUR

RESULTS

4.0 Introduction

This chapter presents result on the response rate and demographic attributes of the respondents, followed by the analysis of the study's key objectives. These objectives include determining the types of sports that female trainees participate in, assessing the intrinsic motivational factors, evaluating the family and peer social support available, and identifying the challenges female trainees face in participating in sports. The study used quantitative data. The total number of registered public and private Colleges in Kenya is 34 and 20 respectively but only 19 public and 1private made it to Nationals.

4.1 Response Rate

The target population for the study was 672 respondents, whereas the sample was 279. Data were successfully solicited from 232 respondents, resulting in a response rate of 83.2%. This response rate was deemed sufficient for subsequent data analysis as it aligns with empirical evidence (Baruch & Holtom, 2008) who noted that 75% of data collected is sufficient. Based on these statistical findings, the current study not only met but exceeded the minimum response threshold. Consequently, the results are likely to achieve higher internal validity, enhancing the credibility of subsequent generalizations. Table 4.1 presents analysis of the collected data.

Table 4.1: Response Rate

Response Status	Frequency	Percentage (%)
Response	232	83.2%
Non-Response	47	16.8%
Total	**279**	**100%**

4.1.1 Demographic Attributes of Respondents

Age Distribution of the Respondents

The study sought to elucidate the age of the respondents to understand the demographic distribution within the sample. The results are visualized in Figure 4.1.

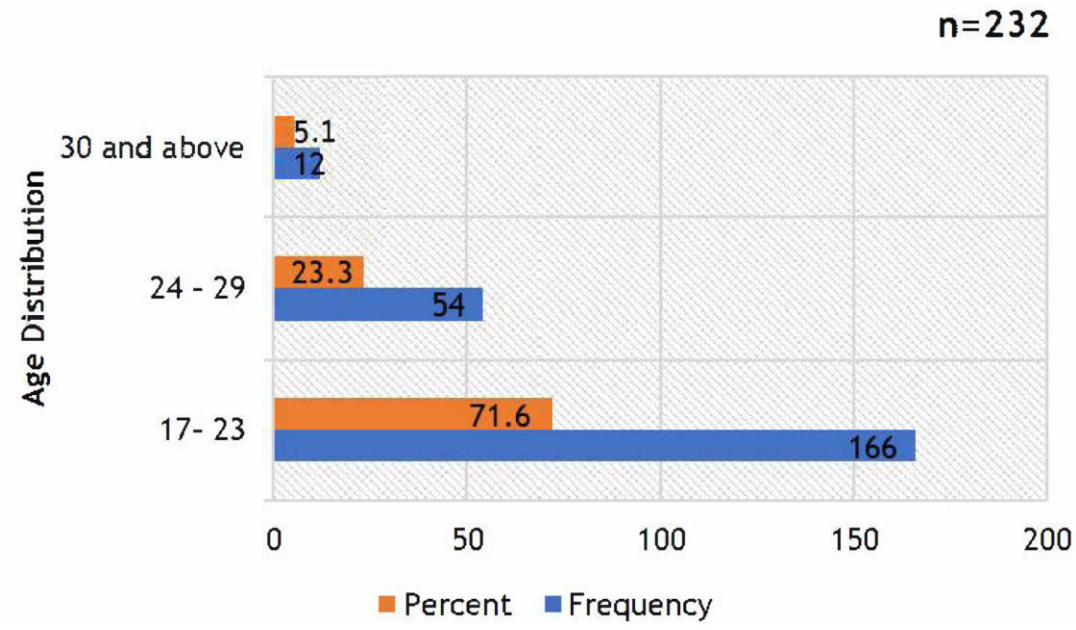

Figure 4.1: Respondents' Age Distribution

As visualized in Figure 4.1, it is evident that the majority (71.6%) of respondents fall within the age range of seventeen to twenty-three (17 to 23) years. This is followed by the age group of 24 to 29 years, which constitutes 23.3% of the respondents.

Institutional Affiliation

The study sought to establish the respondents' institutional affiliation to understand the distribution between Public and Private Teacher Training Colleges. Results are illustrated in Figure 4.2 below. As illustrated in Figure 4.1.2, it is evident that the majority 225 (97.0%) of the respondents were affiliated to public colleges, while a small minority 7 (3.0%) were from private institutions.

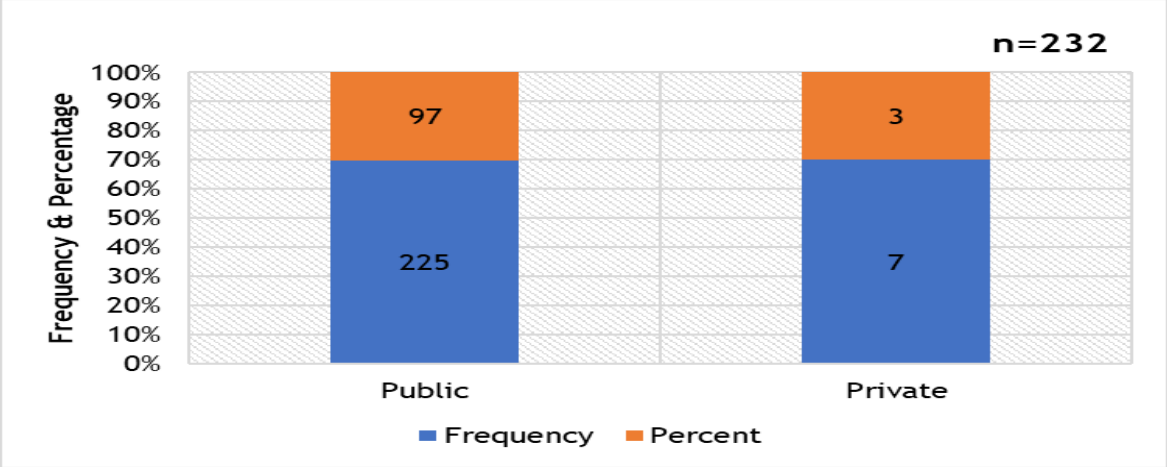

Figure 4.2: Institutional Affiliation

Year of study in college

The study sought to determine how long respondents had been in college to understand the duration of their exposure to the institutional environment and participation in sports. Results are illustrated in Figure 4.3 below. As illustrated in Figure 4.3, it is evident that the most (68.1%) of the respondents were in first year of study, followed by 31.9 % who had been in college for 1-2 years.

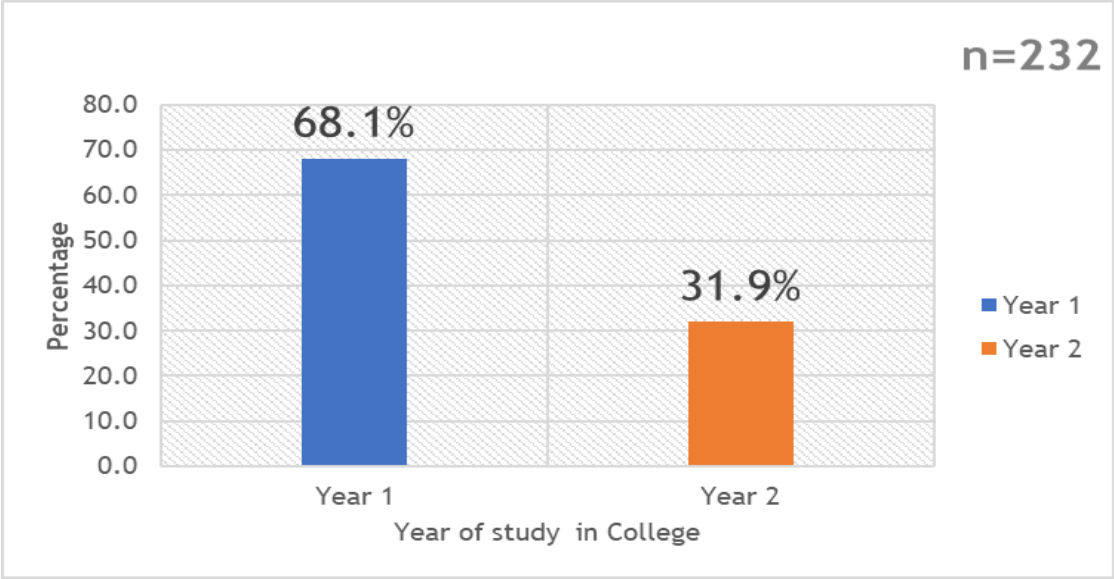

Figure 4.3: Year of study in college

4.2 Types of Sports Female Trainees Participated in Kenya

The study sought to identify the types of sports in which female trainees in teacher training colleges in Kenya participated. As presented in Table 4.2, volleyball emerged as the most participated in sport, with 28.0% of responses, representing 30.3% of the cases. This was followed by netball, which accounted for 21.8% of responses and involved 20.1% of the trainees. Handball was also widely participated in, representing 14.9% of responses and 15.5% of the cases. Soccer (13.8%) and hockey (11.1%) were moderately popular, involving 15.2% and 8.6% of the trainees, respectively. Other sports such as basketball (7.6%), goalball (2.1%), and tennis (0.7%) had lower participation rates, representing smaller percentages of cases.

Table 4.2: Types of Sports Female Trainees Participated in Kenya

Type of sport participated	Responses		Percent of Cases
	N	Percent	
Soccer	40	13.8%	15.2%
Goalball	6	2.1%	1.6%
Volleyball	81	28.0%	30.3%
Basket Ball	22	7.6%	8.1%
Hand Ball	43	14.9%	15.5%
Tennis	2	0.7%	0.6%
Netball	63	21.8%	20.1%
Hockey	32	11.1%	8.6%
Total	**289**	**100.0%**	**100.0%**

4.3 Intrinsic Motivational factors for Sports Participation

The second objective of the study was to determine the intrinsic factors that motivate female trainees to participate in various sports offered in the teacher training colleges in Kenya. The question posed to the respondents was in form of a 7-point Likert scale. Results are presented in Table 4.3. As illustrated in Table 4.3, it is evident that a number (26.3%) of the respondents stated moderately that they used to have good reasons for doing sports, but currently they were asking themselves if they should continue, followed by half (50.0%) % who indicated quite a bit, quite a lot, and completely.

On the other hand, 23.7% % indicated not at all, very little and a little. A mean of 4.6 and standard deviation of 1.47 affirms a moderate response. On the other hand, many (63.9%) indicated quite a bit, quite a lot, and completely that practicing sports reflects the essence of

whom they were, followed by 17.3% who indicated not at all, very little and a little.

Further to the above, a majority (72.9%) indicated quite a bit, quite a lot, and completely with regard to their participation in sports as a good way of developing aspects that they value, followed by 17.7% who stated not at all, very little and a little, whereas 9.5% stated moderate. A mean of 5.5 and standard deviation of 1.61 demonstrates a great extent on how sports enabled respondents to develop areas of their lives that they valued. To quite a bit, quite a lot, and complete extent, most (65.0%) stated that they participated in sports because they found it enjoyable to discover new performance strategies, followed by 21.9% indicated not at all, very little and a little, whereas 12.9% were moderate. A mean of 5.2 makes a strong case that respondents participated in sports with the aim of discovering new performance strategies.

A majority (70.7%) indicated quite a bit, quite a lot, and completely that they participated in sports since it played an integral part of their lives followed by 16.8% who stated not at all, very little and a little, whereas 12.5% stated moderate. Also, (67.2%) of the respondents indicated quite a bit, quite a lot, and completely that they participated in sport as a way of developing themselves, followed by 20.7% who stated not at all, very little and a little, whereas 12.1% stated moderate.

Equally, a majority (60.8%) indicated quite a bit, quite a lot, and completely that participation in sports had enabled them to live in line with their deepest principles, followed by 27.1% who indicated not at all, very little and a little, whereas 12.1% stated moderate. Notably, most (64.7%) of the respondents indicated quite a bit, quite a lot, and completely

that participation in sports gave them the pleasure to learn more about themselves, followed by 12.1% who stated moderate, and 17.3% who stated not at all, very little and a little. On average, a majority (64.5%) of the respondents indicated quite a bit, quite a lot, and completely that they were intrinsically motivated to participate in sport, followed by 20.2% who indicated not at all, very little and a little, whereas 15.3% stated moderate. To further elucidate the intrinsic motivation, Table 4.3 presents a summary of the findings.

Based on the descriptive statistics, the study sought to explore the intrinsic motivational factors influencing female trainees' participation in sports within teacher training colleges in Kenya. Four intrinsic motivation factors were selected because they demonstrated higher variability, as evidenced by their standard deviations, and align theoretically with the concept of intrinsic motivation in sports. These factors include: "I participate in sports because I found it is a good way to develop aspects of myself that I value," "I participate in sports because I find it enjoyable to discover new performance strategies," "Participating in sport is an integral part of my life," and "I participate in sport as a way to develop myself."

Table 4.3: Intrinsic motivational factors for sports participation.

Statement	1	2	3	4	5	6	7	M	SD
I used to have good reasons for doing sports, but now I am asking myself if I should continue	0.9%	5.6%	17.2%	26.3%	23.3%	11.6%	15.1%	4.6	1.47
Because practicing sports reflects the essence of who I am	3.0%	2.2%	12.1%	19.0%	27.2%	22.0%	14.7%	4.9	1.47
I participate in sports because I found it is a good way to develop aspects of myself that I value	0.9%	3.0%	13.8%	9.5%	13.8%	20.7%	38.4%	5.5	1.6 1
I participate in sports because I find it enjoyable to discover new performance strategies	1.7%	7.3%	12.9%	12.9%	11.6%	24.1%	29.3%	5.2	1.73
Participating in sport is an integral part of my life	0.4%	6.9%	9.5%	12.5%	11.2%	34.1%	25.4%	5.3	1.57
I participate in sport as a way to develop myself	0.9%	6.0%	13.8%	12.1%	10.3%	23.3%	33.6%	5.3	1.69
Through sport, I am living in line with my deepest principles	3.4%	12.5%	11.2%	12.1%	5.2%	25.4%	30.2%	5.0	1.93
Sports gives me pleasure to learn more about myself	2.6%	3.9%	10.8%	18.1%	15.1%	23.7%	25.9%	5.1	1.62
Sports is one of the best ways I have chosen to develop other aspects of myself	0.0%	9.9%	9.5%	15.1%	11.6%	28.4%	25.4%	5.2	1.65
Average	**1.5%**	**6.4%**	**12.3%**	**15.3%**	**14.4%**	**23.7%**	**26.4%**	**5.1**	**1.64**

Key: 1-Does not correspond at all; 2-Corresponds very little; 3-Corresponds a little; 4-Corresponds moderately; 5-Corresponds quite a bit; 6-Corresponds quite a lot; 7-Corresponds completely

To establish the association between intrinsic motivation factors and sports participation, multivariate linear regression was applied. Table 4.4 presents multivariate linear regression results. First, the model summary is presented to establish the correlation between predictor variables (Self value development, Enjoyment of strategy, Life integration and Personal growth) and the variation that the 4 predictor variables cause on the dependent variable. As

presented in Table 4.4, it is evident that the model explains a significant portion of the variance in female participation in sports. The R-value of 0.799 indicates a strong positive correlation between the predictors and the dependent variable (sports participation). The R Square value of 0.639 reveals that approximately 63.9% of the variance in female participation in sports is explained by the predictors in the model.

Table 4.4: Multivariate Linear Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.799[a]	.639	.632	.47518

Predictors: (Constant), I participate in sports because I found it is a good way to develop aspects of myself that I value, I participate in sports because I find it enjoyable to discover new performance strategies, participating in sport is an integral part of my life, through sport, I am living in line with my deepest principles.

Table 4.5 presents results on the analysis of variance (ANOVA). Evidently, the results indicate that the regression model is statistically significant. The F-value of 100.3 with 4 and 227 degrees of freedom suggests that the predictors collectively explain a significant amount of variance in female participation in sports. The significance value (Sig.) of .000 indicates that the model is highly significant at 0.001 level, confirming that the relationship between the independent variables and the dependent variable (participation) is not due to random chance.

Table 4.5: Analysis of Variance

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	90.589	4	22.647	100.300	.000[b]
	Residual	51.256	227	.226		
	Total	141.845	231			

a. Dependent Variable: Participation

b. Predictors: (Constant), I participate in sports because I found it is a good way to develop aspects of myself that I value, I participate in sports because I find it enjoyable to discover new performance strategies, participating in sport is an integral part of my life, through sport, I am living in line with my deepest principles.

Table 4.6 presents results on the coefficients of multiple linear regression. The regression equation is populated as follows:

Sports participation = 0.867 + 0.192 (personal development) + 0.220 (enjoyment in discovering new strategies) + 0.179 (integration into life) + 0.219 (alignment with principles).

The constant (B=0.867B) is statistically significant (p=.000), indicating a baseline level of sports participation independent of the selected intrinsic motivation factors. The factor "personal development" (B=0.192, β=0.271, p=.000) significantly predicts sports participation, suggesting that individuals valuing personal growth through sports are more likely to participate. Similarly, "enjoyment in discovering new strategies" (B=0.220, β=0.316, p=.000) emerges as the strongest predictor, explaining 31.6% of the variation in

participation. Integration into life (B=0.179, β=0.279, p=.000) also has a substantial and statistically significant influence, which indicates the importance of sports as a vital aspect of one's daily life. Alignment with principles (B=0.219, β=0.306, p=.000) strongly predicts participation, which affirms the role of values and principles in motivating sports activities. All predictors are statistically significant at p<.001, which indicates the crucial role of intrinsic motivation in sports participation.

Table 4.6: Coefficients of Multiple Linear Regression

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.867	.160		5.409	.000
I participate in sports because I found it is a good way to develop aspects of myself that I value	.192	.035	.271	5.523	.000
I participate in sports because I find it enjoyable to discover new performance strategies	.220	.034	.316	6.568	.000
participating in sport is an integral part of my life	.179	.029	.279	6.248	.000
through sport, I am living in line with my deepest principles	.219	.029	.306	7.543	.000

a. Dependent Variable: Sport participation

4.4 Peer and Family Social Support Available for Sports Participation

The third objective of the study was to assess social support available for female trainees to participate in various sports in the Teachers' Training Colleges in Kenya. To establish some of the support available to the female trainees, 5-point Likert statements were posed to the respondents. Table 4.7 probes the extent to which social support was available to female trainees who had participated in the 2024 Teacher Training colleges' competition. Evidently, most (59.9%) of the respondents agreed that they felt encouraged by their families to pursue

sports as a recreational activity or a career, followed 20.3% and 19.8% who indicated a moderate and disagreed respectively. A mean of 3.8 affirms that female trainees were encouraged by their families to take up sport as a recreational activity and/or a future career. Similarly, a majority (65.1%) of the respondents agreed that their families and peers actively participated in or attended their sports events or competitions, followed by 19.4% who agreed moderately and 15.5% who disagreed. A mean of 3.9 supports the idea that female trainees' family and peers is a crucial support system for their participation in sports. More than half (57.7%) of the respondents agreed that the interest in sport from their families and peers was an influential factor for the participation of the female trainees in sport, followed by 29.7% who disagreed whereas 12.5% indicated moderate.

More than half (68.1%) of the respondents agreed that their families and peers' interest in sport led to their involvement in sports, followed by 22.8% who moderately agreed, whereas 9.1% disagreed. A mean of 4.1 strongly demonstrates that interest of the family and/or peers in a crucial enabler and/or predictor of female trainees' participation in sports. Equally, most (83.6%) of the respondents agreed that the expectations and preferences of their families influenced their choice of sport and the level of involvement, followed by 10.3% who agreed moderately, whereas 6.0% disagreed. A mean of 4.2 affirms that choice of type of sport and the associated level of involvement is predicted by the expectations and influence of family. Similarly, (68.1%) of the respondents agreed that values of their families aligned with female trainees' sport aspirations and goals, followed by 17.2% who indicated moderate, while 14.7% disagreed. A mean of 3.9 affirms that the value of families cannot be overemphasized in determining sport goals and aspirations. Computed averages indicate that most (67.1%) of

the respondents agreed that there was meaningful support from their families and peers (mean=3.9).

Table 4.7: Social Support Available for female Sports Participation

Statement	1	2	3	4	5	M	S.D.
I feel encouraged by my family to pursue sports as a recreational activity or a career	4.7%	15.1%	20.3%	19.0%	40.9%	3.8	1.26
My family and peers actively participate in or attend my sports events or competitions	4.3%	11.2%	19.4%	22.0%	43.1%	3.9	1.21
My family play a role in introducing me to sports or a specific sport	0.0%	29.7%	12.5%	28.0%	29.7%	3.6	1.20
My family's and peers' interest in sports influenced my own involvement in sports	1.3%	7.8%	22.8%	12.1%	56.0%	4.1	1.10
My family's expectations or preferences influenced my choice of sports and level of involvement	4.7%	1.3%	10.3%	37.9%	45.7%	4.2	1.00
My family values are highly aligned with my sports goals and aspirations	2.2%	12.5%	17.2%	28.4%	39.7%	3.9	1.12
Average	**2.9%**	**12.9%**	**17.1%**	**24.6%**	**42.5%**	**3.9**	**1.15**

Note: 1-Strongly Disagree; 2-Disagree; 3-Undecided/Moderate; 4-Agree; 5-Strongly Agree

4.5 Challenges Female Trainees Face in Sports Participation in Kenya

The fourth objective of the study was to assess the challenges faced by female trainees. Table 4.8 summarizes results emanating from analyzed data. Table 8 probes various challenges that female trainees face in their endeavor to perfect their skills. Evidently, a majority (57.8%) of the respondents agreed that their colleges were facing serious challenges in terms of training facilities, followed by a quarter (25.0%) who agreed moderately, while 17.3% disagreed. Mean of 3.8 affirms that most of the 20 colleges sampled faced the challenge of poor training facilities. Equally, half (50.9%) of the respondents agreed that they faced the challenge of opportunities to compete in various tournaments, followed by 33.6% who disagreed. Mean of 3.8 affirms that the challenge of getting opportunities to take part in various tournaments was present.

Focusing on gender stereotypes, it was established that a number of respondents (42.7%) agreed that there were stereotypes and societal attitudes towards female in various sports in the sampled colleges, followed by those who disagreed were 31.5%, whereas 25.9% indicated moderate. As it relates to financial challenges, a majority (69.9%) of the respondents agreed that they faced the challenges insufficient finances that could enable them participate in various sports, followed by 18.1% who indicated moderate, while 12.0% disagreed. Mean of 4.0 demonstrates that the challenge of finance was presents and continues to hinder participation of female teacher trainees in sports.

Shifting to coaching and mentorship, a good number (42.3%) of the respondents agreed that there was inadequate coaching or mentorship for female in various sports. However, 39.2% of the respondents refuted this claim by disagreeing. Conversely, (41.8%) of the respondents

disagreed that they faced the challenge of balancing sports with academic or professional commitment, followed by 38.8% who agreed respectively, whereas 17.4% were moderate. In terms of injuries and physical harm emanating from participation in sports by female teacher trainees, (46.5%) agreed, followed by 31.0% who agreed moderately, whereas 22.4% disagreed. Computed mean of 3.4 indicates that most of the female teacher trainees faced various challenges.

Table 4.8: Challenges Female Trainees Face in Sports Participation in Kenya

Statement	1	2	3	4	5	M	S.D.
Our college is facing a serious challenge as far as access to training facilities is concerned	0.9%	16.4%	25.0%	21.6%	36.2%	3.8	1.14
We face serious challenge as far as opportunities for competitions or tournaments is concerned	15.1%	18.5%	15.5%	22.0%	28.9%	3.3	1.44
There is gender stereotypes and societal attitudes towards female in various sports in our college	1.3%	30.2%	25.9%	21.1%	21.6%	3.3	1.15
We face serious challenge as far as sufficient financial support or sponsorship is concerned	0.4%	11.6%	18.1%	30.2%	39.7%	4.0	1.04
There is Inadequate coaching or mentorship for female in various sports	16.4%	22.8%	18.5%	13.4%	28.9%	3.2	1.47
Balancing sports with academic or professional commitment has always remained a serious challenge in our college	2.6%	39.2%	19.4%	18.1%	20.7%	3.2	1.22
Most female participating in various sports fear injury or physical harm	6.9%	15.5%	31.0%	35.3%	11.2%	3.3	1.08
Average	**6.2%**	**22.0%**	**21.9%**	**23.1%**	**26.7%**	**3.4**	**1.22**

Note: 1-Strongly Disagree; 2-Disagree; 3-Undecided/Moderate; 4-Agree; 5-Strongly Agree

Data on the dependent variable (sport participation was sought from the respondents and subsequently analyzed. As illustrated in Table 4.9, it is evident that most (66.8%) of the respondents agreed that they wanted to improve their skills, followed by 17.7% and 15.5% who agreed moderately and disagreed. A mean of 3.8 affirms overall agreement that respondents wanted to improve their skills. More than half (75.0%) of the respondents agreed that they wanted to be with their friends, followed by 13.4% who agreed moderately and 11.7% who disagreed. In terms of winning mentality, a majority (63.3%) of the respondents agreed that they wanted to win, with only 22.0% and 14.7% of them agreeing moderately and disagreeing.

A majority (64.7%) of the respondents agreed that they wanted to get rid of energy in their participation, followed by 23.7% who disagreed, and 11.6% who indicated moderate. More than half (65.1%) of the respondents agreed that they liked to travel, whereas 13.8% were moderate and the same percentage disagreed. In terms of keeping in shape, most (65.9%) agreed that they sought to stay in shape, where this was likewise illuminated by a mean of 3.9. A majority (66.4%) of the respondents agreed that they liked the excitement as result of their participation in sports (mean=3.8). More than half (56.4%) of the respondents agreed that they liked teamwork (mean=3.7). Overall, results affirm that respondents agreed that they participated in sport as measured by various dimensions probed above.

Table 4.9: Sports Participation

Statemet	1	2	3	4	5	M	S.D.
I want to improve my skills	1.7%	13.8%	17.7%	35.3%	31.5%	3.8	1.08
I want to be with my friends	3.9%	7.8%	13.4%	31.5%	43.5%	4.0	1.11
I like to win	1.3%	13.4%	22.0%	22.8%	40.5%	4.1	3.54
I want to get rid of energy	1.3%	22.4%	11.6%	25.0%	39.7%	3.8	1.22
I like to travel	0.0%	13.8%	21.1%	32.8%	32.3%	3.8	1.03
I want to stay in shape	3.4%	10.3%	20.3%	25.4%	40.5%	3.9	1.15
I like the excitement	1.3%	11.2%	21.1%	38.4%	28.0%	3.8	1.01
I like the teamwork	0.0%	19.8%	23.7%	28.0%	28.4%	3.7	1.09
Average	**1.6%**	**14.1%**	**18.9%**	**29.9%**	**35.6%**	**3.9**	**1.40**

Note: 1-Strongly Disagree; 2-Disagree; 3-Undecided/Moderate; 4-Agree; 5-Strongly Agree

CHAPTER FIVE

DISCUSSION

5.0 Introduction

This section entailed the discussion of the results which include: the response rate, demographic characteristics, types of sports participated in, intrinsic motivation for sport participation, social support available, and challenges faced by female participant.

5.1 Response Rate

From the study, data were collected from 232 participants, yielding a response rate of 83.2%. This rate was considered adequate for data analysis, aligning with established standards in research. The response rate surpassed the minimum required threshold, thus demonstrating the study's ability to gather sufficient data. A study by Bilynets et al., (2020) agreed that response rates around 70% or higher are typically viewed as acceptable, this made this study's response rate particularly robust. According to research by Saavedra et al., (2018), response rates above 70% are often deemed acceptable in survey-based studies, particularly in fields, such as sport science and physical education. High response rates are essential since they reduce the likelihood of non-response bias, ensuring that the findings accurately represent the target population.

The response rate in this study not only met but exceeded common thresholds in related studies, which typically range from 60% to 80% (Baruch & Holtom, 2008). A robust response rate enhances the credibility of the study's results, ensuring that the conclusions drawn were reflective of the broader group under investigation. In the context of sport science and physical education, this level of participation enables more reliable inferences

regarding the determinants of sports engagement, as the data collected is more likely to capture a comprehensive range of perspectives (Nulty, 2008). This result also aligned with the meta-analysis on response rates in published research by Wu et al. (2022) who established an average response rate of 44%. Similarly, Lund (2023) found that most studies average a 50% response rate.

5.1.2 Demographic Information

The socio-demographic results indicated that the majority of participants were younger, with 71.6% aged 17 to 23 years, 23.3% aged 24 to 29 years, and only 5.1% aged 30 and above. This trend is consistent with existing literature which emphasizes that younger individuals are more likely to participate in sports due to higher energy levels, developmental needs, enthusiasm and fewer life commitments. Studies by Nteere et al. (2019) echo these findings, where younger students, particularly in higher education, have more flexibility and time to engage in extra-curricular activities, such as sports, music, to mention but a few.

As individuals age, their academic and personal responsibilities increase, resulting in reduced participation in sports. Baxter-Jones and Maffulli (2003) also note that older students face time constraints and shifts in motivation, often prioritizing academics and career over recreational activities. Additionally, Wang and Li (2021) found that institutional factors such as lack of support and inadequate facilities also contribute to lower participation rates, particularly among older students. Therefore, it is crucial for colleges to provide more flexible and inclusive sports programs to encourage participation across all age groups.

The study found that 97% of participants were from public institutions, with only 3% representing private colleges. This dominance by public teacher training institutions could reflect their larger student populations and greater resources for sports engagement, as documented by Siddiky (2020), who argue that public institutions are better equipped to promote extracurricular activities, including sports. Similarly, Pritchard and Wilson (2005) suggest that public schools typically have more diverse sports programs, which could explain the higher female participation rates in these settings.

The data showed that 71.6% of respondents were in year 1, followed by 23.3% for year 2 and 5.1% for year 3. This suggests that newer students are more likely to participate in sports, likely due to the novelty of college life and fewer academic pressures. Previous research, such as findings by Ribeiro et al. (2023), supports this by stating that first-year students often engage more in extracurricular activities, such as sports, before academic workload becomes more demanding in later years, however a study by Stanley (2023) revealed that most continuing students are the majority in sports compared to first years. Thus, this study argued that increased academic workload discourages students to engage in sports as they prioritize academic success contrasted to extra curriculum activities.

5.2 Types of Sports Participated in.

Based on the analysis of data from Chapter 4, it can be deduced that female trainees who participated in the college 2024 National Teacher Training college competitions undertook various sports: Soccer, Goalball, Volleyball, Basketball, Handball, Tennis, Netball, and Hockey. These were the only games offered by the 2024 Teacher Training Colleges national competition. Notably, results indicated that most of the respondents participated in

Volleyball (28.0%), Netball (21.8%), Handball (14.9%) and Soccer (13.8%), and majority of all these sports offered by the 2024 Teacher Training Colleges national competition, are traditional sports that have been played for a long time in colleges. The study's result aligns with previous findings from Smith et al. (2018) which reported that female collegiate athletes participate in a variety of sports, with basketball, soccer, and volleyball being among the most common, furthermore, research by Taily et al. (2023) demonstrated that, female engaged more in team sports. Contrary findings reported by Strand et al., (2022) found that female collegiate athletes don't engage in a variety of extracurricular activities. From the results of the current study, it was established that teachers training colleges represented various regions, Acosta and Carpenter (2014) argued that the number of women teams per school had increased significantly since the enactment of Title IX in 1972, reaching an average of 8.32 teams in 2004. Furthermore, results indicated that respondents were averagely young, with many of them aged 17-23 years (76.1%), (23.9%) were in their first and second years of study. Only 5.1% were in their third year.

From the results, it is possible to argue that the type of sport appears to be linked with female participation. For instance, team sports such as volleyball, netball, and handball, which dominate the participation rates in this study, are inherently social activities that require collaboration, peer interaction, and mutual support. This elucidation is in tandem with Braunstein-Minkove et al. (2023) who stated that sporting activities inculcate social bonds, group identity, and a sense of belonging, which are powerful psychosocial motivators. Thus, it can be inferred that female trainees participate in sports that are structured around collective effort and social engagement, as these sports provide opportunities for shared

experiences and peer reinforcement. Towards this, the current study makes an argument that the type of sport acts as a psychosocial determinant because it aligns with key motivators, such as social inclusion, support systems, and the desire for positive reinforcement from peers and family. This assertion aligns with Rey and Johnson (2023) findings, who contended that the social nature of team sports lowers barriers to entry, making participation more accessible for those who value social interaction as part of their sports experience. On the other hand, lower participation in individual sports, such as tennis and goalball, suggests that these types of sports require different psycho-social factors, such as high self-motivation, resilience and individual support structures. While the enjoyment of mastering personal performance strategies and the pursuit of self- development are key drivers in these sports, the lack of strong social reinforcement limits their attractiveness to female trainees, particularly those in settings where social connections are crucial (Parker et al., 2023). This indicates that the type of sport is not merely a choice but a psycho-social determinant in itself, influencing who participates and why. Sports that require greater intrinsic motivation and less external support see lower engagement. Therefore, this study recommends further research on determinants of participation by sports type.

5.3 Intrinsic motivational factors for Sports Participation

The findings illustrate an association between motivation and the psycho-social factors that influence female trainees' participation in sports in Kenya. This is consistent with a study presented by Moradi et al. (2020), who applied theoretical framework, that motivation to participate in sports is multi-dimensional and varies between team and individual sports. The study revealed that many respondents questioned whether to continue participating in sports despite previously having strong motivations. A moderate response average of 4.6 and

standard deviation of 1.47 affirm that respondents were reevaluating their sports engagement. These study results align with Eime et al. (2020), who found that women's sports participation fluctuates over time, influenced by life transitions and evolving personal goals. Importantly, as noted in the current study, participation in sports reflects the personal identity of many respondents (mean = 5.5). Ouyang et al.'s (2020) research argued that sports participation was positively correlated with self-image and personal identity development.

Moreover, the current study found that a large portion of respondents view sports as an avenue for personal development (mean = 5.5, standard deviation = 1.61) and this resonates with Moradi et al.'s (2020) assertion that both intrinsic and extrinsic factors contribute to sustained sports participation. Female trainees in Kenya largely indicated that sports participation aids in discovering new performance strategies (mean = 5.2) and integrating their deepest values and principles into their lives (mean = 5.0). Ouyang et al. (2020), showed that sports improve self-esteem by aligning physical activity with personal values. Additionally, the study found that a majority of respondents felt that sports participation was essential for personal growth and self-discovery. Eime et al. (2020) found similar trends in female sports retention, where those who perceive sports as integral to their identity and self-development are more likely to maintain long-term participation. Contrary findings by Mohamed (2020) found that intrinsic motivation did not necessarily influence participation. The study concludes that more intrinsic motivation factors need to be covered to influence participation.

5.4 Social Support Available for Sports Participation

The results reveal an important role of social support in shaping female trainees' participation in sports. A considerable number of respondents agreed that their families

encouraged them to pursue sports either recreationally or as a potential career path. This study finds support from studies by Early & Corcoran (2013) who indicated that family support can be a powerful motivator for individuals to engage in physical activity. Furthermore, research by Zhang et al. (2023) demonstrated that social support from family and peers positively influenced individuals' willingness to participate in physical activities, even across different cultural contexts. The strong affirmation that families and peers actively attend sports events or competitions reinforces the idea that visible social support enhances engagement. The role of peers, alongside family, is critical, as it fosters a sense of belonging and shared commitment, thus encouraging continuous participation in sports.

The results show that the interest, expectations, and values of the family significantly impact female trainees' choices of sports and levels of involvement. Renfree (2023) also underscored the influence of societal and familial expectations on women's sports participation, thus noting that alignment between personal goals and social support systems is likely to upscale retention in sports activities. The study also indicates that family values align closely with trainees' sports goals, with many respondents highlighting how these values shaped their aspirations. The notion of aligning family expectations with sports goals is crucial, especially in environments where traditional gender roles might conflict with sports participation. Hamilton et al. (2021) similarly highlighted that external support systems, including family, play a fundamental role in ensuring the inclusion and sustained participation of women in competitive sports, however, contrary findings by Tidmas et al. (2023), argued that family doesn't play key role in ensuring women participate in sports. Similarly, a study by Rintaungu et al., (2012) found that athletes are influenced by

themselves and coaches. Due to contrary findings, the study findings are inconclusive, there's need for further research to be done on aspects of social support to increase participation.

5.5 Challenges Female Trainees Face in Sports Participation in Kenya

From the findings in Chapter 4, it can be deduced that female trainees face a number of challenges in their pursuit to refine their sports skills. Notably, the inadequacy of training facilities was highlighted as a pressing issue, with most respondents affirming this challenge. This study finding aligns with research by Okoti et al. (2022), which contended that inadequate sports training infrastructure is a common problem within educational institutions in Kenya, however, contrary studies by Makato (2022) argued that sports training infrastructure is not a problem. The lack of well-equipped training facilities stifles not only skill development but also the overall participation of athletes, particularly female trainees, who often face systemic barriers within these environments. Additionally, the limited opportunities to compete in tournaments emerged as a significant concern. Kovac (2023) similarly identified how the focus within sports academies tends to prioritize training over actual competition, thus leaving athletes without sufficient avenues to test and hone their skills in real-world competitive settings.

The study established the existence of gender stereotypes albeit as a moderate barrier. This reveals the persistence of societal attitudes that undermine female participation in sports. This issue is deeply rooted in historical and cultural ideologies, as discussed by Kiragu (2023), who explored how colonial legacies have shaped the gendered perception of sports in Kenya. These stereotypes continue to hinder women from fully engaging in sports, which

limit their opportunities for growth and development. Financial constraints also stood out as a critical challenge, with respondents overwhelmingly agreeing that a lack of financial resources curtailed their ability to participate in various sports. This issue resonates with findings from Okoti et al. (2022), where financial constraints were identified as a key impediment to sports participation in educational settings. Furthermore, the results illustrate moderate challenges in the availability of coaching and mentorship, thus signifying that while some support exists, it remains insufficient for female athletes. The fear of injuries and the difficulty of balancing sports with academic commitments were also moderate concerns, though they were less prominent than other issues such as finances and gender stereotype.

CHAPTER SIX

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This section entails the summary, conclusions and recommendations on the types of sports female trainee engage in, intrinsic motivation factors, the peer and family support they receive, challenges faced in their participation in sports.

6.1 Summary of the findings.

6.1.1 Types of Sports Participated

The first objective of the study was to identify the types of sports in which female trainees in teacher training colleges in Kenya participated. Results indicated that volleyball was the most participated in, accounting for 28.0% of responses, followed by netball (21.8%) and handball (14.9%). Soccer (13.8%) and hockey (11.1%) were moderately participated in, while sports like basketball, goalball, and tennis had lower participation rates. The total percentage of responses (100%) highlighted that many trainees engaged in more than one sport, showcasing their varied sporting interests.

6.1.2 Intrinsic motivational factors for Sports Participation

The second objective of the study was to determine the intrinsic factors that motivate female trainees to participate in various sports offered in teacher training colleges in Kenya. Results revealed that a number of respondents (26.3%) felt moderately that they had good reasons for participating in sports but were questioning their continued involvement. Additionally, 23.3% and 17.2% indicated quite a bit and a little, respectively. Also, (27.2%) felt that sports significantly reflect their identity, and 72.9% viewed sports as an excellent way to develop valued aspects of their lives. Furthermore, 65.0% found discovering new performance

strategies through sports to be a key motivation. A majority (60.8%) also saw sports as a crucial means of personal development and aligning with their principles. Also, 70.7% saw sports played an integral part of their lives. In summary, intrinsic motivations such as self-discovery and personal growth were significant factors in their participation in sports.

6.1.3 Social Support Available for Sports Participation

The third objective of the study was to assess social support available for female trainees to participate in various sports in the Teachers' Training Colleges in Kenya. Results revealed that most respondents (40.9%) felt encouraged by their families to pursue sports, with a mean score of 3.8 indicating moderate support. Additionally, 43.1% strongly agreed that their families and peers actively supported or attended their sports events, supported by a mean of 3.9. A majority (56.0%) agreed that family and peer interest in sports was a key factor in their involvement, with a mean of 4.1. Furthermore, 45.7% agreed that family expectations influenced their choice of sport, as reflected by a mean of 4.2. Finally, 39.7% strongly agreed that family values aligned with their sports goals, with a mean of 3.9. From the results, it can be summarized that social support from families and peers is a crucial factor in female trainees' sports participation.

6.1.4 Challenges Female Trainees Face in Sports Participation in Kenya

The fourth objective of the study was to assess the challenges faced by female trainees in various sports in the Teachers' Training Colleges in Kenya. Results revealed that most respondents (57.8%) identified serious issues with training facilities, supported by a mean score of 3.8. Opportunities to compete in tournaments were also a significant challenge, with 50.9% strongly agreeing and a mean score of 3.8. Gender stereotypes were moderately

present, with 25.9% indicating moderate levels and a mean score of 3.3. Financial constraints were a major obstacle, 69.9% agreeing that insufficient finances hindered participation, reflected in a mean score of 4.0. Inadequate coaching and mentorship were reported by 42.3%, though this was less prominent, with a mean score of 3.2. Balancing sports with academic commitments was not seen as a major challenge by most respondents, with a mean score of 3.2. Concerns about injuries and physical harm were moderate, with 46.5% agreeing and a mean score of 3.3. To sum up, female trainees face several challenges, particularly regarding facilities, financial support, and competitive opportunities.

6.2 Conclusions

6.2.1 Type of sports participated in

This study concluded that volleyball was the most participated in sport among female trainees in teacher training colleges in Kenya, with 28.0% of respondents indicating their participation, Netball 21.8% and handball 14.9% of respondents participating, respectively. Soccer and hockey show moderate popularity, goalball, and tennis are less frequently chosen.

6.2.2 Intrinsic Motivation

The study concluded that intrinsic motivation is a major determinant of sports participation for female trainees in Kenya. A substantial portion of respondents (27.2%) felt that sports significantly reflect their identity, and 72.9% viewed sports as an excellent way to develop valued aspects of their lives. Additionally, 65.0% found discovering new performance strategies through sports to be a key motivation. The study concluded that participation in sports as a good way of developing aspects valued, participation in sports as an integral part of their lives, discovering new performance strategies and alignment with personal principles are significant factors driving female trainees' engagement in sports.

6.2.3 Peer and Family Support available

It is further concluded that strong social support systems are crucial for sustaining female trainees' sports participation. Most respondents (40.9%) felt encouraged by their families to pursue sports, and 56.0% strongly agreed that family and peer interest in sports was a key factor in their involvement. The study also found that 45.7% of respondents agreed that family expectations influenced their choice of sport, thus indicating that encouragement and support from family and peers play a significant role in their sports engagement.

6.2.4 Challenges faced by female trainees in sports participation

The study concludes that female trainees face several challenges despite their interest in sports. Key issues include financial constraints (69.9% strongly agreed), inadequate training facilities (57.8% strongly agreed), and limited opportunities for competition (50.9% strongly agreed). It was concluded that gender stereotypes and inadequate coaching are challenges.

6.3 Recommendations

This section entails recommendations for application of the findings, for action/policy and for further research.

6.3.1 Recommendations for Action

6.3.1.1 Type of sports female trainee participate in Teacher Training Colleges in Kenya.

To encourage a more balanced participation across various sports the study recommended the following; educating trainees on the benefits of diverse sports, including table tennis, to broaden their interests. Organizing inclusive events through hosting competitions and that feature a variety of sports, allowing trainees to explore and develop new skills. Also providing incentives through offering recognition and rewards for achievements in less popular sports to motivate participation and highlight their value. Equally, events should be

scheduled at convenient times and should be inclusive, accommodating trainees with varying levels of ability and develop policies that promote equal opportunities for women in all sports, including table tennis.

6.3.1.2 Intrinsic motivation factors for sports participation.

Understanding that female trainees in Kenyan teacher training colleges are intrinsically motivated to participate in sports for personal growth, self-discovery, development of new performance strategies, and alignment with personal principles, the study recommended, that opportunities should be provided for skill development by offering training sessions that focus on personal skill enhancement and the development of new performance and alignment with personal principles strategies. Aligning sporting activities with personal values through designing sports programs that resonate with the trainees' personal principles and values. When activities are perceived as meaningful and congruent with one's beliefs, it enhances intrinsic motivation and sustained participation.

6.3.1.3 Peer and family social support

Recognizing that peer and family social support significantly influence female trainees' participation in sports within Kenyan teacher training colleges, the study recommended, the strengthening of peer support networks through organizing peer-led workshops, this is by facilitating workshops led by peers to share training techniques, personal experiences, and strategies for balancing academics and sports, thereby building a cohesive sports community.

Engaging families in sports activities through hosting family sports days, this is by organizing events that invite family members to participate in sports activities, promoting understanding and support for trainees' athletic pursuits. Organizing events that involve

family members, showcasing the importance of sports and fostering a supportive network can boost the peer family social bond. Educational sessions for families that educate family members on the benefits of sports participation, addressing potential concerns and encouraging their active support is also important.

6.3.1.4 Challenges faced by female trainees in sports participation.

Female trainees in Kenyan teacher training colleges face several challenges in their participation in sports. The study recommended, the improvement of facilities and resources through ensuring that adequate facilities and equipment are available for all sports, promoting equal opportunities for engagement. Investing in the construction and maintenance of safe, accessible sports facilities within and around college premises. Utilizing existing resources efficiently and encourage community support to minimize costs. Also, collaborating with local sports organizations through partnering with community sports clubs and organizations to provide additional training resources, mentorship opportunities, and platforms for competition. Establishing scholarships or financial support programs to alleviate the economic burden on female trainees and conduction of workshops and seminars to challenge traditional gender roles and promote the benefits of female sports participation.

6.3.2 Recommendations for further research

6.3.4.1 Types of Sports Participated

Further research could explore on strategies to enhance and improve participation in goalball which is a game for the visually impaired individuals. Additionally, studying the availability, quality, and accessibility of facilities for both popular and less popular sports.

6.3.4.2 Intrinsic motivational Factors for Sports Participation

Future research may probe how intrinsic factors, such as self-discovery and personal growth, discovering new performance strategies specifically influence different sports preferences among female trainees. It would also be useful to examine whether certain types of sports better facilitate personal development and identity reflection, and how these intrinsic motivations compare to extrinsic factors such as competition and recognition.

6.3.4.3 Social Support Available for Sports Participation

Additional research may investigate the effectiveness of different sources of social support systems in different colleges. In particular, it would be beneficial to assess how different forms of family and peer involvement influence sports participation and identify best practices for improving support networks.

6.3.4.4 Challenges Female Trainees Face in Sports Participation in Kenya

Future research should focus on identifying specific strategies to overcome challenges related to inadequate facilities, financial constraints, and gender stereotypes. This may include evaluating the effectiveness of current interventions and exploring new approaches, such as partnerships with external organizations for funding or resources. Additionally, investigating the impact of anti-stereotype campaigns and improved coaching on female sports participation could provide insights into reducing these barriers.

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APPENDICES

Appendix I: Informed Consent

I am Juliana Andisi, a student at Masinde Muliro University of science and technology, carrying out a study for the conferment of Master's Degree of science in health promotion and sport science on "***the psycho-social determinants of female participation in sports among trainees in teacher training colleges in Kenya***." Therefore, I kindly request you to participate in this study by answering the following questions accurately and the information provided will be treated with utmost confidentiality and it will only be used for academic purposes. Kindly do not indicate your names anywhere in the questionnaire for the purpose of anonymity. The study findings will be available at the end of study and upon request.

Thank you very much for your cooperation

Yours sincerely,

Juliana Andisi

Appendix II: Questionnaire for Teachers

The purpose of this questionnaire is to find information on **"*the psycho-social determinants of female participation in sports among trainees in teacher training colleges in Kenya*".**

Kindly answer all the questions by indicating a tick (√) where appropriate.

SECTION A: DEMOGRAPHIC CHARACTERISTICS

1. a) Kindly indicate your age in years

   17– 23 [ ]24 – 29 [ ] 30 and above [ ]

   b) Marital Status

   Single [ ] Married [ ]

2. Name of institution

   …….

   Public [ ] Private [ ]

3. a) How long have you been in the college?

   Below 1 year [ ] 1-2 [ ] 2-3 [ ] above 3 years [ ]

   b) Kindly indicate year of study.

   1st Year [ ] 2nd Year [ ] 3rd Year [ ]

4. What types of sports do you participate in? (Please list all that apply) Football[ ] Volleyball [ ] Basket Ball [ ] Hand Ball [ ]Tennis [ ] Goal ball [ ]Rugby [ ] Netball [ ]

SECTION B: INTRINSIC MOTIVATIONAL FACTORS FOR PARTICIPATION BY FEMALE TRAINEES.

1. To what extent do you agree with the following statements regarding **motivational factors for participation by female trainees in the various sports in the teacher training colleges in Kenya** Use a scale of 1 to 5 where 5 is to Strongly Agree, 4-Agree, 3-Undecided, 2-Disagree and 1 is to Strongly Disagree

Does not correspond at all 1	Corresponds very little 2	Corresponds a little 3	Corresponds moderately 4	Corresponds quite a bit 5	Corresponds quite a lot 6	Corresponds completely 7

1. I used to have good reasons for doing sports, but now I am asking myself if I should continue	1	2	3	4	5	6	7
2. Because practicing sports reflects the essence of whom I am	1	2	3	4	5	6	7
3. I participate in sports because I found it is a good way to develop aspects of myself that I value	1	2	3	4	5	6	7
4. I participate in sports because I find it enjoyable to discover new performance strategies	1	2	3	4	5	6	7
5. Participating in sport is an integral part of my life	1	2	3	4	5	6	7
6. I participate in sport as a way to develop myself	1	2	3	4	5	6	7
7. Through sport, I am living in line with my deepest principles	1	2	3	4	5	6	7
8. Sports gives me pleasure to learn more about myself	1	2	3	4	5	6	7
9. Sports one of the best ways I have chosen to develop other aspects of myself	1	2	3	4	5	6	7

Any other, please write down

……

……..

SECTION C: THE SOCIAL SUPPORT AVAILABLE FOR FEMALE TRAINEES' PARTICIPATION IN SPORTS.

To what extent do you agree with the following statements regarding **how the social support affect female trainees' participation in the various sports in the teacher training colleges in Kenya**? Use a scale of 1 to 5 where

5 is to strongly agree, 4-agree, 3-undecided, 2-disagree and 1 is to strongly disagree

	Family and Peer Influence	**1**	**2**	**3**	**4**	**5**
1						
2	I feel encouraged by my family to pursue sports as a recreational activity or a career					
3	My family and peers actively participate in or attends my sports events or competitions					
4	My family play a role in introducing you to sports or a specific sport					
5	My family's and peers' interest in sports influenced your own involvement in sports					
6	My family's expectations or preferences influenced your choice of sports and level of involvement					
7	My family values are highly aligned with my sports goals and aspirations					

Any other, please write down

……

……

SECTION D: THE CHALLENGES FEMALE TRAINEES FACE IN PARTICIPATING IN THE VARIOUS SPORTS

To what extent do you agree with the following statements regarding **the challenges female trainees face in participating in the various sports in the teacher training colleges in Kenya**? Use a scale of 1 to 5 where 5 is to strongly agree, 4-agree, 3-undecided, 2-disagree and 1 is to strongly disagree.

	The challenges female trainees face in participating in the various sports	**1**	**2**	**3**	**4**	**5**
1	Our college is facing a serious challenge as far as access to training facilities is concerned					
2	We face serious challenge as far as opportunities for competitions or tournaments is concerned					
3	There is gender stereotypes and societal attitudes towards female in various sports in our college					
4	We face serious challenge as far as sufficient financial support or sponsorship is concerned					
5	There is Inadequate coaching or mentorship for female in various sports					
6	Balancing sports with academic or professional commitment has always remained a serious challenge in our college					
7	Most female participating in various sports fear injury or physical harm					

Any other, please write down

……

……

SECTION E: SPORTS PARTICIPATION Index

5. To what extent do you agree with the following statements regarding **your level of Participation?** Use a scale of 1 to 5 where 5 is to strongly agree, 4-agree, 3-undecided, 2-disagree and 1 is to strongly disagree

	Sports participation	**1**	**2**	**3**	**4**	**5**
1	I want to improve my skills					
2	I want to be with my friends					
3	I like to win					
4	I want to get rid of energy					
5	I like to travel					
6	I want to stay in shape					
7	I like the excitement					
8	I like the teamwork					
9	I like the rewards I get from sports					

Any other, please write down

……

……

……

Appendix III: MMUST Proposal Approval

MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY (MMUST)

Tel: 056-30870
Fax: 056-30153
E-mail: directordps@mmust.ac.ke
Website: www.mmust.ac.ke

P.O Box 190
Kakamega – 50100
Kenya

Directorate of Postgraduate Studies

Ref: MMU/COR: 509099

1st August 2024

Juliana Andisi
HPS/G/14-70056/2021,
P.O. Box 190-50100,
KAKAMEGA.

Dear Ms. Andisi

RE: APPROVAL OF PROPOSAL

I am pleased to inform you that the Directorate of Postgraduate Studies has considered and approved your Masters Proposal entitled: ***"Psycho-Social Determinants of Female Participation in Sports among Trainees in Teacher Training Colleges in Kenya"*** and appointed the following as supervisors:

1. Prof. Peter Bukhala - MMUST
2. Dr. Roselynn Odiango - MMUST

You are required to submit through your supervisor(s) progress reports every three months to the Director Postgraduate Studies. Such reports should be copied to the following: Chairman, School of Public Health, Biomedical Sciences and Technology Graduate Studies Committee and Chairman, Health Promotion and Sport Science Department. Kindly adhere to research ethics consideration in conducting research

It is the policy and regulations of the University that you observe a deadline of three years from the date of registration to complete your Master's thesis. Do not hesitate to consult this office in case of any problem encountered in the course of your work.

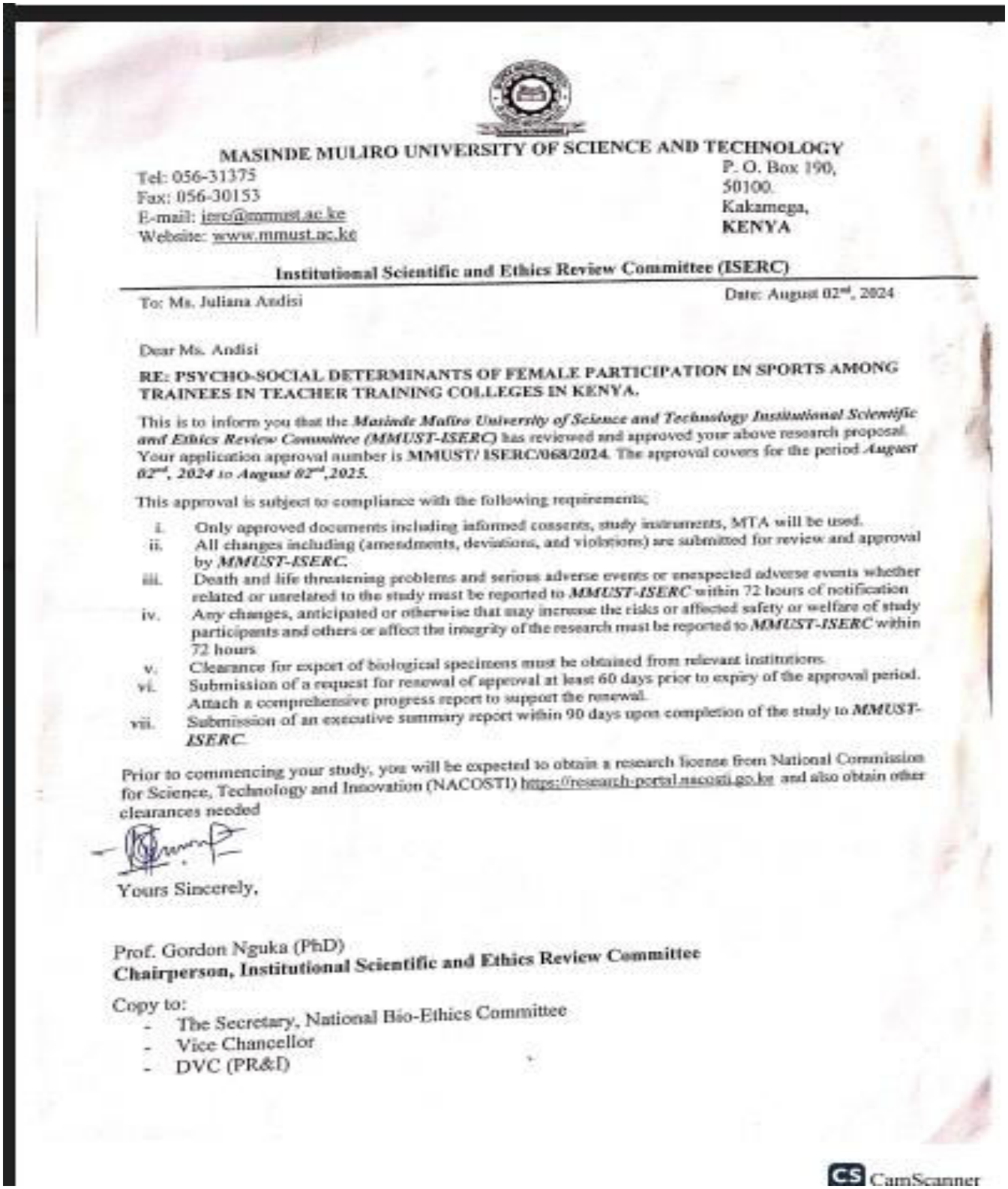
We wish you the best in your research and hope the study will make original contribution to knowledge.

Yours Sincerely,

MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY
DIRECTOR OF POSTGRADUATE STUDIES
P.O. BOX 190 - 50100 KAKAMEGA (K)
Sign:.....

Prof. Stephen O. Odebero, PhD, FIEEP
DIRECTOR, DIRECTORATE OF POSTGRADUATE STUDIES

Appendix IV: ISERC LETTER



MASINDE MULIRO UNIVERSITY OF SCIENCE AND TECHNOLOGY

Tel: 056-31375
Fax: 056-30153
E-mail: iserc@mmust.ac.ke
Website: www.mmust.ac.ke

P. O. Box 190,
50100
Kakamega,
KENYA

Institutional Scientific and Ethics Review Committee (ISERC)

To: Ms. Juliana Andisi

Date: August 02nd, 2024

Dear Ms. Andisi

RE: PSYCHO-SOCIAL DETERMINANTS OF FEMALE PARTICIPATION IN SPORTS AMONG TRAINEES IN TEACHER TRAINING COLLEGES IN KENYA.

This is to inform you that the ***Masinde Muliro University of Science and Technology Institutional Scientific and Ethics Review Committee (MMUST-ISERC)*** has reviewed and approved your above research proposal. Your application approval number is **MMUST/ ISERC/068/2024**. The approval covers for the period ***August 02nd, 2024 to August 02nd,2025.***

This approval is subject to compliance with the following requirements;

i. Only approved documents including informed consents, study instruments, MTA will be used.
ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by ***MMUST-ISERC.***
iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to ***MMUST-ISERC*** within 72 hours of notification
iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to ***MMUST-ISERC*** within 72 hours
v. Clearance for export of biological specimens must be obtained from relevant institutions.
vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
vii. Submission of an executive summary report within 90 days upon completion of the study to ***MMUST-ISERC.***

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) https://research-portal.nacosti.go.ke and also obtain other clearances needed

Yours Sincerely,

Prof. Gordon Nguka (PhD)
Chairperson, Institutional Scientific and Ethics Review Committee

Copy to:
- The Secretary, National Bio-Ethics Committee
- Vice Chancellor
- DVC (PR&I)

CamScanner

Appendix V: NACOSTI PERMIT



REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE,TECHNOLOGY & INNOVATION

Ref No: 470733

Date of Issue: 20/August/2024

RESEARCH LICENSE

This is to Certify that Ms., Juliana Andisi Andisi of Masinde Muliro University of Science and Technology, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Machakos on the topic: Psychosocial Determinants of Female Participation in Sports among Trainees in Teacher Training Colleges in Kenya for the period ending : 20/August/2025.

License No: NACOSTI/P/24/39886

470733

Applicant Identification Number

Director General
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Verification QR Code

NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.

See overleaf for conditions

Appendix VI: Sample Determination Table by Adams (2020)

Population	Sample Size
90	76
100	83
110	89
120	96
130	102
140	108
150	114
160	119
170	125
180	130
190	135
200	140
220	150
250	163
300	182
350	200
400	215
450	229
500	241
600	262
700	279
800	293
900	306