

PSYCHOLOGICAL SATISFACTION OF MALE KENYA RUGBY UNION-
REGISTERED UNIVERSITY RUGBY PLAYERS WITH TECHNICAL AND
INSTITUTIONAL MANAGERIAL SUPPORT

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DECLARATION

This Thesis is my Original Work and has not been presented for a Degree in this or any other University.

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DEDICATION

To William and Felgona, my late parents; they always believed in giving us the best in life.

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ABBREVIATIONS AND ACRONYMS

| | |
|-------|--|
| ANOVA | Analysis of Variance |
| ANU | Africa Nazarene University |
| ASQ | Athlete Satisfaction Questionnaire |
| DU | Daystar University |
| IPR | Individual Performance and Recognition |
| JKUAT | Jomo Kenyatta University of Agriculture and Technology |
| KRU | Kenya Rugby Union |
| KU | Kenyatta University |
| RC | Role of the Coach |
| SD | Standard Deviation |
| SPSS | Statistical Packages for Social Sciences |
| SU | Strathmore University |
| TS | Team Support |
| TTC | Team Task Contribution |
| UON | University of Nairobi |
| USA | United States of America |
| USIU | United States International University |
| USS | University Sports Services |

ABSTRACT

The purpose of this study was to investigate the psychological satisfaction amongst male rugby teams in Kenyan Universities with regard to Technical and Institutional support. A descriptive survey research design was used in order to establish levels of player satisfaction amongst university rugby teams. A total sample of 91 rugby players drawn from 3 public and 4 private universities registered by the Kenya Rugby Union took part in the study. A modified version of the Athlete Satisfaction Questionnaire (ASQ) developed by Riemer and Chelladurai (2002) was used to collect data on demographics like age, experience and year of study. Data was also collected on player satisfaction variables which included team support, individual performance and recognition, role of the coach, team task contribution and university sports services. The data collected was analyzed using means, percentages, standard deviations, t-tests, and one way ANOVA at 0.05 level of significance. The overall means for player responses ranged between 2.65 and 3.73 for private universities but between 2.68 and 4.01 for public universities on a 5-point Likert scale. Tukey Kramer's post hoc tests were also carried out to determine sources of mean differences. Findings indicated that there were significant differences in 4 factors of Team Task Contribution, 3 factors in Team Support, 4 factors in Individual Performance and Recognition, 1 factor in Role of Coach and 1 factor in University Sports Services. There was a marked dissatisfaction with University Sports Services in general with means less than 2.5 which is the average. Aspects of Team Support like media and medical support also contributed to dissatisfaction. The role played by coaches contributed immensely to player satisfaction with mean of 3.77, well above the average. The findings indicate that universities need to invest more on equipment, facilities, incentives and financial support. This is where satisfaction by rugby players was lowest ranging between 1.74 to 2.9. Universities need to constantly monitor their rugby teams and encourage more team support and University community support. There is need, however, for further research on levels of satisfaction for other sports teams in Kenya and to use large samples in order to check for any mediating variables in player satisfaction. Some of the variables like role of the coach or team support could be investigated deeper to find out how these contribute to player satisfaction on their own.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Rugby as a sport has witnessed tremendous worldwide growth and development. The sport continues to attract much attention both locally and internationally; for instance, Rugby players in Kenya are famous and renown the world-over for their flair, pace and sheer athleticism (Ollows, 2009). Indeed, the Kenya Sevens rugby team is currently ranked number eight (8) amongst the world's best while the 15-a-side team is ranked number 33 out of 94 (Chadwick, Semens, Schwarz & Zhang, 2010).

The introduction of the Safari Sevens tournament in 1996 marked the beginning of a revival in the fortunes of Kenya's rugby. Through the Safari Sevens, Kenya has been exposed to top class rugby teams from across the globe (Ollows, 2009). Additionally, Kenya has made inroads into the world of sevens rugby, and has been invited to several world class tournaments including the Dubai Sevens and the Stellenbosch Sevens (Kamau, 2000). Furthermore, the introduction of the local sevens circuit by the Kenya Rugby Union has served to increase the popularity of the game countrywide and increased player exposure.

Locally, the Kenya Cup is the highest level league in Kenya for senior teams like Harlequins, Mwamba, Mean Machine, Nondies, Strathmore, Nakuru RFC, Kenya

Commercial Bank and Impala. The Eric Shirley Shield league is for teams drawn mainly from the junior and upcoming sides of the Kenya cup teams like Mwamba II, Harlequins II, Impala II and Kenya Commercial bank II. The two top teams from the Eric Shirley league are promoted to the top league at the end of the season and the two lowest teams in the Kenya Cup get relegated to the Eric Shirley. A national cup competition, the Enterprise Cup, has also been played on a knockout basis almost uninterrupted since 1930. In addition, there are a number of other short tournaments like the Easter Shield and Chairman's Cup in which all clubs in Kenya participate (Ollows, 2009). According to Chadwick *et al*, (2010), there are about 60 rugby clubs in Kenya made up of various institutions. Universities and Colleges form a large proportion of these clubs.

According to Sriboon (2001), the overall experiences of sports players in universities in relation to the departments of sports, the personnel, the programmed activities as well as the sports-related support services provided by the universities are important. Such sports experiences include participation in indoor games like Darts, Chess, Scrabble, Karate, Table Tennis and Badminton which are mostly played at recreational level. The outdoor sports include Rugby, Basketball, Netball, Hockey, Handball, Volleyball, Basketball Swimming and Football, among others. For the Universities with well developed facilities, more students are involved in outdoor games either as participants or as spectators, but very few in the indoor games (Munayi, Njororai & Asembo, 1998). On the other side there are the relatively smaller and newer Universities where a majority have no playgrounds and have to hire from other institutions. Such universities that lack playgrounds have been forced to place a lot of emphasis on indoor games for which they

are able to create some space (Munayi *et al*, 1998). Even with all the constraints of playing space, rugby is still a popular sport in the Kenyan universities.

Rugby is a major sport that many Kenyan university students engage in both as players and supporters, many players and followers admire the discipline in the game. According to Ollows (2009), rugby is not only a big show; it is a popular movement of massive proportions. It keeps important social values alive such as team spirit, solidarity, respect and fair play.

Researchers like Gitonga, Njororai and Mwisukha (1998) and Beyer and Hannah, (2000), have expounded on the benefits accruing from students' participation in university sport, including personal fitness, character building, sportsmanship and fair play, improved academic achievement and entertainment. According to healthwellnessdigest.com (2011), playing rugby not only burns the excess calories in the body but is also very useful in strengthening the muscles of the body and increases the stamina of a person. Playing rugby keeps a player physically active, and being an outdoor sport, rejuvenates the players by giving a break to daily routines. However, very minimal information is available concerning the levels of satisfaction of rugby players in Kenyan universities with regard to aspects of technical, administrative and support services.

According to Singh and Surujlal (2006), trends indicate that it is rare for university sportsmen and women to qualify to join national teams for international assignments. Additionally, Munayi *et al* (1998) observed that sports fields in the various universities are hardly used to the maximum by the students due to lack of incentives. Low levels of

player satisfaction are a likely explanation for this poor image (Jones, 2006). According to Surujlal (2006) the performance of university teams and individuals, like others in the competitive world, can be conceptualized in terms of internal and external factors that influence performance outcomes. The internal factors are individual-based and include one's disposition, physical abilities, talents and psychological orientation, while external ones include finances, facilities, equipment, personnel, policy, and structure (Munayi *et al*, 1998).

In order for the university students in Kenya to benefit from participation in rugby, the issue of player satisfaction with technical, administrative and support services is crucial. Player satisfaction has been studied from several research perspectives, predominantly in the US, and to a lesser extent in Canada, Europe, Greece, South Korea and South Africa (Bebetsos & Theodorakis, 2003). The issue of athlete (or player) satisfaction has been studied from several research perspectives such as coach behavior and athlete satisfaction. Other perspectives include medical cover, leadership behavior and role ambiguity as they affect athlete (player) satisfaction (Baker, Yardley & Cote, 2003). The other general variables of investigation in player satisfaction studies include facilities, equipment, financial support, head coach's technical ability, training methods, and leadership (Park, Dischraver & Bestmann, 2000). Variables such as team support, individual performance and personal treatment by the coach, team task contribution and strategy have also previously been identified and used by Singh and Surujlal (2006). In the current study, team support (TS), individual performance and recognition (IPR), team task contribution (TTC), Role of the coach (RC) and university sports services (USS) were evaluated as the variables in determining player satisfaction.

Sullivan and Gee (2007) define athlete satisfaction as a positive affective state that results from a complex evaluation of the structures, processes and outcomes associated with the athletic experience. Athlete satisfaction with a sport is important for several reasons. Sullivan and Gee (2007) observed some of these reasons as including the link between satisfaction and performance, importance of the athlete to athletic programs and the relationship between satisfaction and other constructs like cohesion and leadership. In all these reasons, the assumption is that a satisfied athlete performs better, and is more cohesive in a team, and contributes to more able leadership.

There is scanty information in Kenya's sports management literature regarding student athlete satisfaction with services offered to them. In the past, there has been reliance on theoretical extrapolation from the more general literature on job satisfaction rather than research related to athlete satisfaction in particular (Karneman, Dorsch & Riemer, 2009).

1.2 Statement of the Problem

According to Baker, Yardley and Cote (2003), athletes are prime beneficiaries of athletic programs and are the most important component of every such program. In other words, every sports organization exists primarily for the benefit of athletes. In Kenya's universities, like in several African universities, participation in sports and games exists basically as tools to keep the students busy and away from mischief (Litaba, Njororai & Mwisukha, 2005). Sport is therefore not appropriately recognized. This apparent lack of appropriate recognition in the university structure has led to disorganization and lack of efficiency in the way sports and games departments are run (Munayi *et al*, 1998). Litaba

et al (2005) have additionally decried the minimal participation of students and staff in sports in Kenya's universities and have cited the constraining factors to be limited incentives, funds to run sports and specialized technical personnel. Other constraints include inadequate equipment and facilities, crowded academic timetables, the 'pay-as-you eat' policy and limited recognition by the universities. However, the students' views on the extent of their satisfaction with the services and conditions for sports participation are yet to be determined empirically. Indeed, the concept of athlete (or player) satisfaction in Kenya has received little attention by researchers since this is still a growing area of interest. This state of affairs needs to be thoroughly addressed. This study was therefore concerned with determining the extent of rugby players' satisfaction in Kenyan universities specifically with regard to team support, performance and recognition, role of the coaches, team task contribution and sports services offered by the universities.

1.3 Purpose of the Study

The purpose of this study was to assess the extent of satisfaction among university rugby players with regard to team support, individual performance and recognition, role of the coach, team task contribution and the sports managerial services rendered by Kenya's universities.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i. To determine the extent of satisfaction amongst Kenya's rugby players with regard to the following:

- a. team support
 - b. individual performance and recognition
 - c. role of the coach
 - d. team task contribution and
 - e. Sports services amongst Kenyan universities.
- ii. To determine if there were any significant differences in university rugby players' extent of satisfaction across the universities with the various sub factors of constructs of player satisfaction.
- iii. To determine if there are any significant differences in the total levels of satisfaction between rugby players in private and public universities in Kenya

1.5 Research Question

The following research question was a guide to objective number one:

“What is the extent of Kenya’s male rugby player satisfaction with regards to team support, individual performance and recognition, role of the coach, team task contribution and university sports services?”

1.6 Hypotheses

The following null hypotheses guided the study for objective one and two:

H₀₁ -There would be no significant differences in Kenya universities' rugby players' extent of satisfaction with regard to sub factors of the following constructs of player satisfaction:

- a. team support
- b. individual performance and recognition
- c. role of the coach
- d. team task contribution
- e. university sports managerial services

H₀₂ -There would be no significant differences in extent of satisfaction of rugby players in Kenya's public and private universities with regard to the following factors of player satisfaction:

- a. team support
- b. individual performance and recognition
- c. role of the coach
- d. team task contribution
- e. university sports managerial services

1.7 Significance of the Study Findings

These study findings may help senior university administrators, university sports administrators, coaches, trainers, university rugby players and many rugby clubs to understand player responses and attitudes in order to better understand player satisfaction. Administrators may improve resource allocations and team recognition, coaches and trainers may revise their coaching and training strategies and players may identify their areas of weaknesses in playing, motivation and teamwork. Scholars researching in the area of sport psychology may also experience broadened and enriched literature on player satisfaction in general and rugby in particular which in turn would be useful for player motivation and performance. The outcomes of the study can be generalized to other sports disciplines and be used for comparative and motivational purposes.

1.8 Limitations of the Study

Although only 7 universities were sampled, the researcher did not have control over the time taken by rugby team members in the universities to give their responses. Efforts were therefore made to intensify follow-ups on respondents to secure their responses in time. Another limitation is that only seven universities were used in the study to represent all the 26 universities which existed in Kenya at that time, most of who were not registered with KRU. Additionally, generalizations from the research findings can only be made on the 7 universities that were studied and not all the other rugby playing universities in Kenya who were not registered with KRU at the time of the study.

1.9 Delimitations of the Study

The study was delimited to the following:

- i. University rugby teams that were officially registered with the KRU in 2009/10 and participated in Kenya Rugby Union (KRU) tournaments and leagues.
- ii. Only male rugby players in the Kenyan universities
- iv. Use of a modified form of the Athlete Satisfaction Questionnaire (ASQ) manual by Riemer and Chelladurai (2001). It is the most commonly used instrument in athlete satisfaction research but some sub-scales were adjusted to suit the Kenyan situation
- v. The study variables were limited to only 5 factors namely team support, individual performance and recognition, role of the coach, team task contribution and sports managerial services in the universities,

1.10 Assumptions of the Study

The following assumptions were made in carrying out the study:

- i. That the respondents would be honest and independent in responding to the items in the questionnaire.
- ii. That the responses based on the Athlete satisfaction questionnaire (ASQ) would be the players' actual level of satisfaction
- iii. That a relationship exists between university technical and institutional support and player psychological satisfaction.

1.11 Conceptual Framework

This study was based on the concept of athlete satisfaction as espoused by Sullivan and Gee (2007). The two scholars define athlete satisfaction as the positive affective state that arises when an athlete evaluates the structures, processes, and outcomes that are related to the athletic experience. According to Riemer and Chelladurai (2001), Athlete satisfaction measures contentment by athletes with various sports-related issues like coach ability, administration, strategies, incentives, teammates and even leadership. In this study, satisfaction is attributed to five variables, which are believed to influence player satisfaction. The five variables include team support, team task contribution, role of the coach, individual performance and recognition and university sports services rendered. These relationships are illustrated in figure 1 where the five main variables are further broken down to show the sub constructs for each one of them. For team support, the sub constructs are shown as media support, teammate support, university community support, fan support and medical support. For individual performance and recognition, the sub constructs include individual abilities, individual recognition, personal improvement, and university recognition and teammate performance. For role of the coach, the sub constructs include choice of players, coach commitment, coach game plan motivation of players and ability to impart knowledge. Within the context of team task contribution, the sub constructs include team commitment, fair play, overall performance, discipline and teamwork. Finally for university sports services, the sub constructs include adequacy of equipment and facilities, budget allocation, team exposure, administrators' commitment and incentives to motivate the players. The relationships as shown in Fig.1 are such that the five independent variables (factors) contribute to the dependent variable (athlete

satisfaction) which affects rugby players' levels of satisfaction, each of the five factors act independent of the other four in affecting player satisfaction.

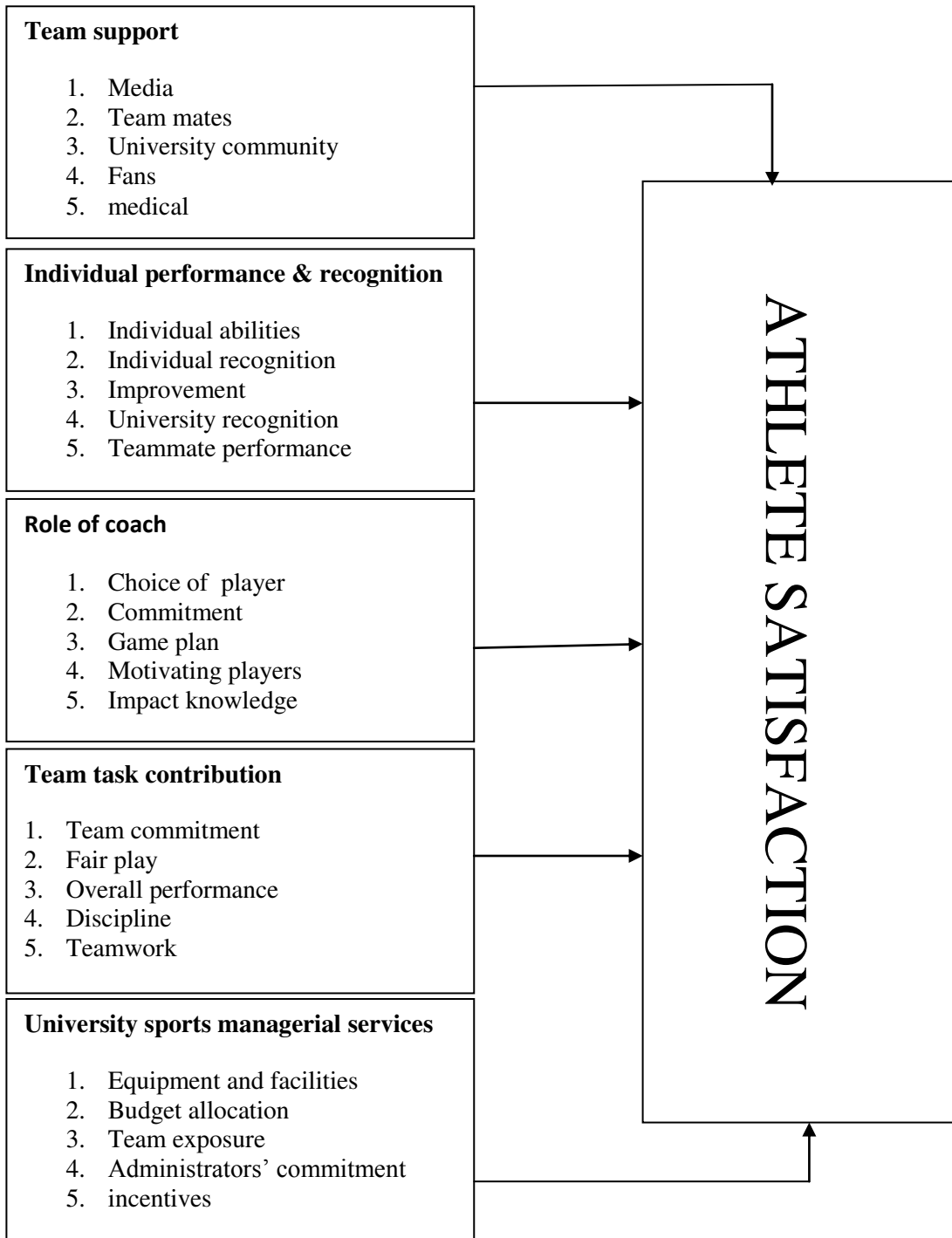


Fig.1: conceptual model for athlete satisfaction

[Source: Riemer and Chelladurai, 2002

1.12 Operational Definition of Terms

Athlete- A sportsman or player who plays rugby in Kenya's universities.

Role of the Coach- Those coaching behaviors that directly affect the individual player and indirectly affect team development. These include the coach's commitment to the team, choice of players, game plan, motivation of the team, ability to impart knowledge appreciation of good team performance and ability to improve players' skills.

Individual Performance and Recognition- The degree to which individual abilities are used, improvement of performance, improvement of individual skills and appreciation by the coach, teammates and the university.

Rugby Team-A group of male university students who play the game of rugby competitively in leagues and other sanctioned KRU activities.

Satisfaction- A state of being fulfilled or a state of gratification attributable to some service or activity. This includes the extent of rugby players being content with such factors as team support, performance and recognition, role of the coach, team task contribution and services rendered by sports departments of the universities.

Support-Those enhancing processes, institutions or organizations which assist or sustain the team such as media, the university community, fans and medical staff.

Team Task Contribution-This refers to how players in a team are committed to the game, exhibit fair play and discipline and achieves overall performance.

Public Universities-Educational institutions of higher learning that train people at degree level in Kenya and funded by the government of Kenya. The Universities are,

University of Nairobi, Kenyatta University, Moi University, Egerton, Masinde Muliro, JKUAT and Maseno.

Private Universities –Educational institutions of higher learning that train people at degree level in Kenya and are entirely funded by student fees without any government funding. These include Strathmore University, Daystar University, United States International University and African Nazarene University among many others.

University Sports Services— The support rendered by the relevant sports departments in Kenya’s universities. They include provision of equipment, facilities, incentives, coaches and the exposure given to the rugby teams including the general role played by University sports administrators.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents literature review on the concept of satisfaction and factors that determine athletes' satisfaction. The specific areas covered include sports and games in Kenyan universities, concept of satisfaction, studies on athlete satisfaction and specific variables affecting satisfaction of rugby players in Kenyan universities and a summary of literature.

2.2 Sports and Games in Kenyan Universities

According to Sriboon (2001), universities are committed to enhancing the physical domain of their students, supporting and meeting their sporting needs. Additionally, Singh and Surujlal (2006), have stated that universities provide various sports services to the university students with a view to achieving harmony between the students' physical, intellectual, social and emotional capacities. Through their participation in sports, students can attain personal development, ethical and responsible behavior and can also develop a sense of leadership and strength of character (Althayneh (2003). By practicing sport and through effective competitions, students can grow, learn, enjoy themselves, and develop their personal, physical and intellectual skills. They can also form new friendships, develop communication skills and improve their lifestyles (Bostjan, 2005).

Each university in Kenya has a Sports and Games Department where they have invested in sports infrastructure in terms of fields and equipment. The departments have many functions and responsibilities such as developing university teams in the various sports disciplines, offering relevant training for the students and university teams, managing and maintaining equipment and facilities in the universities and organizing competitions in various sports disciplines for students and employees in the universities (Munayi, *et al*, 1998). All these functions are mainly funded by the Universities. The sports offered in most of the Kenyan universities include, but are not limited to soccer, rugby, basketball, handball, swimming, board games, racket games, volleyball, table tennis, squash, track and field, tae kwon do, karate, netball and hockey. Most of the universities have arenas and facilities for the sports disciplines although the various universities put emphasis on different sports disciplines (Onywera, Njororai & Mwisukha, 2001).

National sports programmes in public and private universities are coordinated by the Kenya Universities' Sports Association (KUSA). KUSA organizes annual inter-university competitions in the various sports disciplines including rugby. It makes arrangements for the national and international sports tournaments like the East Africa Universities Games (EAUG) and the world university games. In addition, the association works with the government ministry responsible for sports, the National Olympic Committee of Kenya and national sports federations in selecting athletes for the national sports teams.

2.3 Concept of satisfaction

Satisfaction is the act of fulfilling a desire or need or appetite; the contentment one feels (Jones, 2006). Satisfaction can also be understood as the fulfillment or gratification of a desire, need or appetite (Unruh, 1998). In sport science satisfaction is seen as the sense of achievement and the fulfillment of a need. Young (1988) postulated that rugby can render possible the expression of satisfaction of many desires such as the desire for recreation, social contact, aggression, play and self-assuredness. Satisfaction is therefore an ambiguous and abstract concept and the actual manifestation of the state of satisfaction will vary from person to person and product/service to product/service. The state of satisfaction depends on a number of both psychological and physical variables which correlate with satisfaction behaviors (Hodge, Lonsdale and Johann, 2008) Satisfaction is basically a psychological state, hence, care should be taken in the effort of quantitative measurement, although a large quantity of research in this area has recently been developed (Berty, Griffy, Luckey & Wiemers, 2002).

2.4 Studies on Athlete Satisfaction

The area of athlete satisfaction has been studied from several research perspectives and in different locations in United States of America, Canada and Europe. Some of these studies focus on athlete satisfaction with regard to coach behavior, (Amorose & Horn, 2000; Baker, *et al.*, 2003); athletic trainer and medical cover (Unruh, 1998); role of ambiguity, (Eys, Carron & Beauchamp, 2003); holistic university experience (Berty, *et al.*, 2002) and stakeholder satisfaction with selected goal and processes (Trail & Chelladurai, 2000). Western countries like US, Canada and those in Europe have realized the importance of optimal performance in sport and the need for psychological influence

on rugby players. They have realized that satisfied rugby players perform better than those who are not satisfied.

Satisfaction in sport has been studied extensively in combination with several variables on leadership (Chelladurai & Ogassawara., 2003; Coffman, 1999; Riemer & Toon, 2001; Sriboon, 2001). Several other scholars in sport psychology have included athlete satisfaction as an outcome variable in their work. For example, the multidimensional model of leadership (Chelladurai & Ogassawara, 2003) includes satisfaction as an outcome variable along with performance. Athlete satisfaction has further been included in other theoretical frameworks. For instance, Jones (2006) included satisfaction as both an antecedent (that is, personal factor) and outcome (that is, individual outcome) in his model of cohesion. Satisfaction has, on the other hand, been considered a predicted outcome of a coach's efficacy (Singh & Surujlal, 2006). It has also been used as a dependent variable in research on goal orientation and motivational climate and coach-player compatibility (Baker, *et al.*, 2003).

It should be noted that other conceptual constructs, such as commitment, enjoyment and players' evaluative reactions, have been included in various theoretical models in sport psychology. For example, Baker, *et al* (2003), in their model on sport commitment, have included satisfaction as one of the antecedents that may be used in predicting the level of commitment and subsequent dropout. Bostjan (2005) has included sport enjoyment, a construct somewhat akin to and sometimes used interchangeably with satisfaction as an

antecedent of sport commitment. Similarly, players' evaluative reactions in the Mediation Model of Leadership (Karneman, Dorsch & Riemer, 2009) focus on attitudes toward the coach, the teammates, themselves and their playing experience. Most of the items in their scale eliciting these reactions refer to "liking" the stated elements. These constructs (satisfaction, enjoyment, commitment and evaluative reactions) have all been defined as positive affective responses that lead to the conclusion that athlete satisfaction is an outcome variable in its own right (Altahayneh, 2003; Riemer & Chelladurai, 2001)

2.5 Factors Affecting Rugby Players Satisfaction

In order to enhance the athletic experience, it is important to first be aware of those factors that may impact, both positively and negatively, an athlete's perception of his or her experience. Jones (2006) has stated that an athlete's role on a team, the clarity of the role, and the acceptance and satisfaction with the role may all influence both team cohesion and overall athlete satisfaction.

Taxonomy of athlete satisfaction identifies and defines the major characteristics and factors that may influence rugby player satisfaction (Singh & Surujlal, 2006). Such taxonomy serves as a basis for grouping published results in terms of the dimensions of satisfaction studied as a standard against which to judge the comprehensiveness of a given questionnaire. The taxonomy of athlete satisfaction proposed in this review is based on several empirical studies. Dimensions that should be included in the taxonomy are identified from in-depth analysis of the questionnaire items in the Athlete Satisfaction

Questionnaire designed by Singh and Surujlal (2006). The resulting taxonomy includes 5 distinguishable dimensions which constitute the major sources of satisfaction and/or dissatisfaction, namely: Team Support, Individual Performance and Recognition, Role of the Coach, Team Task Contribution and University Services Rendered.

2.5.1. Team Support

Although community members, students, staff and fans are not directly involved in the affairs of a team, they play a significant role in how well the team or athlete performs through their implicit and explicit support for the team (Altahayneh, 2003). This support, in turn, affects the level of satisfaction experienced by the team or athlete. The vital role that fans play in the performance of a rugby team has been demonstrated in the findings of extensive research (Carron *et al*, 2005; Kotzee, 2002). When the performance of a team is good, the team is buoyed by the fans to perform better. This ultimately increases the satisfaction experienced by the athletes both with their own performance as well as with the fans.

It is generally accepted that the mass media have become some of the most powerful institutional forces in society. Although we all use the media in different ways, the media is responsible for directing attention and shaping cultural attitudes and values (Horine & Stotler, 2004). Most aspects of life in contemporary societies have an impact on the media and, reciprocally, are influenced by the media. How the media represent a social group gives important clues to understanding their social status, social values, norms, and

attitudes toward that group. Thus, according to Holstein (2010) and Meir (2009), the dominant electronic and print media narratives about elite male rugby players help to define, normalize, influence and reflect mainstream societal beliefs about them. The media brings the rugby players under public scrutiny, thus exerting pressure on them to succeed. This has an influence on the levels of stress and anxiety experienced by the athletes (Singh & Surujlal, 2006; Young, 2006). Consequently, this affects their performance which determines the level of satisfaction experienced by the athlete.

According to Schaaf (2003), medical support in terms of injury prevention, injury rehabilitation and illness prevention provided by an organization influences the level of satisfaction experienced by the rugby players. Traditionally, the prevention of injuries and illness had been the responsibility of the coach (Unruh, 1998). Today, that responsibility lies with trained medical personnel provided by the universities or contracted by the organization. How competent and professional the medical staffs are perceived to be by the player influences their level of satisfaction.

The support that the organization provides in terms of monetary resources to the athlete is a likely source of the athlete's satisfaction (Gitonga, Njororai & Mwisukha, 2004). The satisfaction that players experience with any form of financial support that they receive is analogous with the satisfaction that employees experience with their pay. If the pay is in accordance to the output and performance of the employees, it is highly likely that the employee will be satisfied. Similarly, rugby players are likely to be satisfied with

monetary rewards that reflect their outputs or performance (Jones, 2006; Schaaf, 2003). Some universities provide scholarships or bursaries, particularly for members of the less-privileged social classes that make attending a university possible (Beyer & Hannah, 2000). Research conducted by Amorose & Horn (2000) indicated that scholarships, in some instances, resulted in increased motivation. It can consequently be concluded that increased motivation leads to better performance resulting in greater satisfaction among university rugby players. On the other hand, scholarships can be perceived as a controlling factor which binds players to the university. It would be prudent to identify factors that may bind players to the respective universities as is the case in the research carried out by Amorose and Horn (2000).

Media support and medical support are important to athlete satisfaction yet not well developed within the sports fraternity in Kenya. It is important to investigate how rugby players in Kenyan universities perceive team support in these areas. None of the cited studies has mentioned a comparison between student athletes from private universities and those from public universities. This study addressed this issue in terms of comparing satisfaction levels both collectively and individually among Kenya universities rugby players.

2.5.2 Individual Performance and Recognition

Performance is a major outcome in sports (Baker *et al.*, 2003). With regard to this factor, it is evident that athletes are affected by individual performance and recognition.

Bebestos and Theodorakis (2003) have stated that the more practice athletes engaged in per week, the more satisfied they get with their personal performance. According to Singh and Surujlal (2006), athletes are interested in the contribution that they make to a team. Any positive contribution results in raised feelings of satisfaction in the athlete.

Rugby players may set themselves individual performance goals. The extent to which these goals are attained will determine the extent to which they experience satisfaction (Maynard & Howe, 1987). In setting goals for themselves, rugby players may pursue excellence and the closer to excellence that they get, the more positive feelings they have about themselves. With regard to recognition, there are various ways in which rugby players receive recognition. According to Singh and Surujlal (2006), athletes may receive recognition from the coach, team mates, fans, community and media. The recognition may be for successful performance or contribution to the team and can motivate the athlete, leading to increased satisfaction (Maday, 2000). This study investigated the response of athletes regarding goal-setting in training and achieving excellence. Apart from personal performance, it is evident that not many studies have addressed the interest a rugby player has in the performance of teammates, their abilities and their recognition. This study focused on these factors.

2.5.3 Role of the Coach

The most important role of a rugby coach is to help players improve their skills in a wide range of tasks from sequential development and mastery of basic skills, to the more

specialized physical, technical, tactical and psychological preparation. According to Boardley, Kavussanu and Ring (2008), effective coaching behavior varies across specific contexts as the characteristics of athletes and the prescribed situation change. The context of the sport situation and characteristics of the coach and the athletes themselves dictate appropriate leadership behavior. To achieve improvement in athletic performance, it may be necessary for the coach to engage in coaching behaviors to which the athlete is receptive (Ratten, 2009). There is evidence that the coach may influence player satisfaction. For example, research in the academic sector (Amorose & Horn, 2000) indicates that the behaviour of the teacher influences the behaviour and performance of students. Communication from the coach to the athlete will initiate appropriate actions. This, however, requires the athlete not only to receive the information from coach but also to understand and accept it. According to Chelladurai and Ogasawara, (2003), being a successful coach is an enormous challenge. Successful coaching is much more than just winning. Successful coaches help athletes master new skills, enjoy competing with others, and feel good. Successful coaches are not only well-versed in the skills of their sport, they also teach and model the skills needed for successful living in society.

The coach, whose functions are multi-faceted, can be, among other things, viewed as a teacher (Surujlal, 2004). Rugby players interact constantly with the coaches and these interactions are likely to result in numerous outcomes (like winning/losing, improved/diminished performance) which can influence the level of satisfaction experienced by the athlete. Athletes hold the coach accountable for clarifying their role

responsibilities (Eys, Carron, Bray & Beauchamp, 2003). Therefore, it can be concluded that the personal treatment players get from the coach may influence their level of satisfaction. This study specifically addressed the role of coaches in rugby especially in choice of the team members, the game plan, motivation ideas, imparting knowledge and their overall commitment. Most of the cited studies were generalized, mentioning comparisons with other institutions and the qualities of good coaches.

2.5.4 Team Task Contribution

This factor is concerned with those actions by which the team and coach serves as a substitute for leadership of the athlete. The coach, together with the team, sets up goals to be achieved over a season or tournament. These may include scoring targets and number of games won. The attainment of these goals may be a legitimate performance indicator (Park, Dischrive & Bestmann, 2009); therefore it constitutes a facet of athlete satisfaction. Sometimes the goals may not be achieved, but there are improvements in the performance of the team over a season and this may be the source of rugby player satisfaction. There may be an overall growth and development of team members in terms of mastery of skills, tactics and strategies in sport. These contribute to the overall satisfaction of players.

Understanding and acceptance of strategies and tactics, recognition and respect for each other's strengths and contributions toward the team's goals as well as a collective determination to perform to the best of their ability helps develop solidarity within a rugby team (Berty *et al.*, 2002). Discipline has to be observed in speech, in sport and in every kind of relationship. For instance, in rugby games, you have a referee to enforce the rules of the game and every player has to observe the rules strictly. Sometimes while playing, in their enthusiasm, the players fail to observe the rules. The referee, however, sees to it that the rules are enforced and the players have to obey him implicitly. Any player who does not obey will be violating the rules of the game. According to Njororai, (2010), discipline in sport is fundamental to sporting activity. The emphasis should be on encouraging and developing self discipline. In order to develop, a player needs to be able to recognize the need for dedication in any activity in which they hope to succeed and further their ability. Rugby coaches should be aware of this responsibility and set a positive role model through time keeping, preparation, communication, discipline and an environment of respect for all within their sessions (Boardley, *et al* 2008).

There is need to capture the aspect of team discipline especially among university rugby teams since this has been a thorny issue for many teams. The university sport teams in Kenya are known to be rowdy and averse to fair play and this has led to weak overall sports performance (Mwisukha, *et al*, 2003). The same with commitment where many university students in Kenya are increasingly depicting low levels of commitment to many university activities including sports (Mondoh, 2002).

2.5.5 University Sports Services

According to Singh & Surujlal (2006), only a limited number of universities devote resources to sports programs that allow them a reasonable opportunity to win a championship. For this reason, it is important that as administrators, a university sports department should allocate its resources in the most effective manner possible. If resources are not allocated properly and adequately, a certain level of dissatisfaction can manifest itself into short, but frequent inner-squad conversations that student-athletes have about equipment and facilities (Mwisukha & Onywera, 2001).

Sports facilities are an important resource that has a positive impact on the university rugby player experience; facilities influence the reputation of a university (Singh & Surujlal, 2006) and can be a strategic asset to the institution (Njororai, 2010). Physical facilities as relates to player satisfaction are important since facilities do not influence players in isolation; rather, players evaluate multiple targets of quality when they evaluate a service (Nizam, Fauzee, Jamalis, Geok & Din, 2009). Players may experience three interrelated components of service: the inanimate environment, service personnel and a bundle of service benefits (Surujlal, 2004).

Except for the study by Singh and Surujlal (2006) none of the cited studies have investigated satisfaction levels of university rugby players with budgetary allocation,

administrators' commitment, team exposure and the quality and quantity of sports facilities and equipment. However, this study focused on these factors among others.

2.6 Related Empirical Studies on Athlete Satisfaction

Cakioglu (2003) examined the congruence and players' positions of leadership and satisfaction in soccer among several players drawn from varied playing positions. The purpose of the study was to investigate the relationship among preferred and perceived leadership behaviour, their congruence and satisfaction with leadership. The subjects of study were 138 male university soccer players from 7 of 9 universities in Ankara, Turkey. Satisfaction in the study was evaluated using 4 of 15 subscales of the athlete satisfaction questionnaire, supporting the validity of adapting the Athlete Satisfaction Questionnaire (ASQ) to fit into specific areas of study. Results indicated that athlete satisfaction was not dependent on the congruence between preferred and perceived leadership behavior. Additionally, results showed that there were no differences amongst offensive, defensive and midfield players in preferred leadership, perceived leadership and satisfaction with leadership. It was a study focusing on male soccer players from universities and used the ASQ as a research instrument, confirming the widespread application of the ASQ. Data were analyzed using means, frequencies, percentages and standard deviations. For the purpose of analysis, Pearson's correlation was used although this fell short of showing the actual satisfaction levels. The major difference was the multiple variables of leadership which acted as independent variables but the study findings can be applicable in rugby teams.

A study carried out in South Africa by Singh and Surujlal (2006) sought to determine factors that contributed to the satisfaction of 400 university athletes in Gauteng province of South Africa. Singh and Surujlal (2006) used a validated ASQ manual developed by Riemer and Chelladurai (2002). The study identified support, individual performance, and personal treatment by the coach, team task contribution and strategy as important indicators to use in the determination of student athlete satisfaction. Some of the indicators identified by Singh and Surujlal (2006) such as support, individual performance and recognition, team task contribution and the role of coach are included in this particular study. However, the major difference is that for Singh and Surujlal (2006), the responses from an ASQ were subjected to factor analysis so as to come up with a total of the five first order factors mentioned above. The current study did not carry out factor analysis because the main factors were already predetermined as including Team Support, Individual Performance and Recognition, Role of the Coach, Team Task Contribution and University Sports Services.

Evangelos, Nicholas, Theodorakis and Tsiligis (2007) examined handball team players' satisfaction in Greece. They were interested in relationships between role ambiguity and athlete satisfaction among Greek handball team players. The hypotheses were two-fold: first, that role dimensions (subscales) would be relatively related to athlete satisfaction dimensions, and second, that scope of responsibilities would be the most prominent manifestation of role ambiguity related to the dimensions of athlete satisfaction. The

measurement scale of athlete satisfaction previously used by Karneman, *et al* (2009) was used to measure satisfaction in leadership which had 7 items drawn from the main ASQ; this means that the study also used only relevant portions of the ASQ to measure leadership. Role ambiguity was found to have a negative relationship with athlete satisfaction.

Jones (2006) investigated the relationships amongst role ambiguity, role acceptance and role satisfaction and team cohesion and athlete satisfaction among 180 female soccer players divided into 14 teams. Role ambiguity was singled out as a construct that could have an impact on athlete satisfaction. The co-relational results showed that greater ambiguity was associated with lower athletes' satisfaction. It is also worth noting that Jones (2006) used the sub-scales of the ASQ that related to the individual and not to a team. Jones (2006) additionally examined role acceptance and role satisfaction, just the way an athlete may understand his or her role and accept it, but not be satisfied with that role. According to the findings of the study, there is concurrence with other results that there is no total score for the ASQ but that the scores are computed for separate facets or sub-scales of the measure, permitting analysis of selected aspects of athlete satisfaction.

According to another study by Bray, *et al* (2004), although numerous manifestations of affect and strain had been examined, satisfaction has been among the most frequently studied consequence of role ambiguity. Their study investigated the need for role clarity as a potential moderator of the role ambiguity-satisfaction relationship among inter-dependent sport athletes. Athlete satisfaction as a dependent variable was conceptualized

and operationalised along multiple dimensions in the ASQ developed by Riemer and Chelladurai (2002). Like in all other studies, athlete satisfaction was assessed using the ASQ which has been found to be psychometrically sound and useful across a variety of settings and is easy to understand and complete. The subjects were 112 ice hockey players representing 8 teams, who completed 5 subscales of an ASQ. Correlation analysis indicated that greater role ambiguity was associated with lower athlete satisfaction. This is an example of satisfaction used as an outcome variable. The study by Bray, *et al* (2004) used the ASQ, with 112 subjects but with only one dependent variable, role ambiguity. The current study has employed the ASQ but used the descriptive statistics and t-tests to analyze extent of player satisfaction and to compare levels of satisfaction between public and private universities in Kenya.

Unruh, Moorman and Srivatsa (2005) specifically looked at College student athletes and their satisfaction levels with the athletic trainers (coaches). The study was designed to evaluate the satisfaction college students athletes had with their athletic trainers and the services they provided. The researchers specifically looked at differences in satisfaction levels between male and female athletes in high profile sports like basketball, athletics and football who competed at national levels. They also evaluated the role of sex, level of competition and sport profile as predictors of the score on the questionnaire. A total of 325 student athletes agreed to participate in the study and the questionnaire was a variation on an instrument previously developed and used for assessing athletes' perception of care. The results of the study provided athletic trainers with understanding of the satisfaction athletes at the collegiate level had with them and the services they

provided. The results also provided insights into the differences in satisfaction among college athletes at various levels of satisfaction.

A study by Maresh and Peterson (2007) aimed at determining level of athlete satisfaction with quality of care by athletic trainers. High profile athletes reported significantly higher satisfaction than low profile sports athletes. The differences between high profile and low profile sports is that high profile sports are determined by the number of media or fan requests for information that a particular team received throughout the season. The 188 subjects in the study were all from one institution but from different sports disciplines. A Likert-type scale questionnaire was used to assess the level of perceived satisfaction of the athletes' medical care given by staff and students. The athletes responded to questions addressing their degree of comfort regarding six domains: (1)Prevention of athletic injuries, (2)injury assessment, evaluation and recognition,(3)first aid and emergency care, (4) treatment, rehabilitation and reconditioning of athletic injuries, (5)administration and organization and (6)professional development and responsibility. To analyze student-athlete satisfaction in each of the domains of athlete training, the results of each question were combined to create cumulative scores and averages for each of the domains. The average frequency of "strongly disagree" versus "agree" and "strongly agree" responses per question were compared in each domain. Average responses were also compared to determine which domains athletes reported to be most satisfied with. The results showed that high profile athletes reported significantly higher satisfaction in all categories than low profile sports like lacrosse and cross country. There was higher reported satisfaction with certified athletic trainers than with student athletic trainers. In conclusion,

curriculum, personnel and facility changes could assist in the improvement of athlete satisfaction with athletic training services.

Bostjan (2005) investigated the efforts by coaches to promote cohesion and satisfaction among athletes. Participants were 35 male and 35 female college athletes. The main goal of the study was to test for leadership preference among athletes on a college sports team and determine if female athletes were more satisfied with the coach leadership ability. Each team was evaluated to determine if the players were satisfied with their coach and whether it was on individual or group basis. The athletes indicated personal satisfaction with their athletic team and female athletes indicated greater dissatisfaction with their coaches' leadership style than did the male athletes. Using t-test, athletes were found to be satisfied with their teams but not satisfied with coach leadership styles. Coach leadership was the main focus as opposed to the current study whose focus was on 5 main attributes, namely Team Support, Individual Performance and Recognition, Role of the coach, Team task contribution and University Sports services.

Chelladurai and Ogasawara (2003) conducted a study on coaches' satisfaction. The study looked at satisfaction and commitment of American and Japanese college coaches. Unlike many other studies carried out on athlete satisfaction, this particular study was different since it looked at commitment and satisfaction of sports coaches with their jobs. Some of the items adapted to measure satisfaction with respect to coaching were borrowed from the ASQ. The study was concerned with cross-cultural comparison of

American and Japanese coaches in their satisfaction with 11 facets of their jobs and their organizational commitment. A significant contribution of this research was the development of the coach satisfaction questionnaire (CSQ) that measures satisfaction in coaching. Japanese coaches expressed significantly lower satisfaction than American coaches with 7 facets, namely supervision, coaching job, autonomy, team performance, colleagues, athletes' academic performance and job security. American coaches were significantly committed to their occupation than the Japanese coaches who were significantly more committed to their organizations than the American coaches.

In a study carried out by Young-Jun, Dick, Bestmann and Jon (2000) in South Korea, the aim was to examine the level of satisfaction of elite track and field athletes with six factors namely, facilities, equipment, financial support, head coach's technical ability, training methods and leadership. The subjects in the study were both male and female elite track and field athletes. The sample included a total of 210 athletes. The researchers constructed a survey questionnaire instrument for the subjects to indicate their satisfaction levels. Responses to questions were made on a five- point Likert scale and were averaged to yield the overall satisfaction level for each factor. Descriptive statistics, independent t-tests, one-way ANOVA and Post- Hoc tests were used to analyze the data. Results of the study indicated there were statistically significant differences among means of the six factors. The results of the post hoc test indicated financial support was significantly lower than facilities, head coach's technical ability, training methods and leadership. The findings indicated that the majority of the track and field athletes were satisfied with all aspects of their facilities, head coach's technical ability, training

methods and leadership. However, athletes were not satisfied with financial support from their club, company or school. Results of the study indicated that financial support should be improved for track and field athletes in South Korea. In carrying out the analysis, frequency, percentage distribution, the mean and standard deviation were used to analyze subjects' demographic characteristics. One-way ANOVA was conducted to determine if there were statistically significant differences among the means of the athletes' satisfaction.

2.7 Summary of Reviewed Literature

Literature so far reviewed shows that there is a relationship between player satisfaction and team performance. Most of the studies conducted on athlete satisfaction have been in developed countries predominantly in the USA, Canada and Europe (Bebetsos, *et al.*, 2003). This study was conducted in Kenya and is therefore unique as it focused on rugby player satisfaction in the universities. It is also worth noting that most of the cited studies have been on satisfaction in relation to one or two other constructs that include role ambiguity (Bebetsos, *et al.*, 2003), coach behavior (Amorose & Horn, 2000), leadership behaviour (Riemer & Chelladurai, 1995) and athletic trainer and medical cover (Unruh, 1998). The current study was based on a holistic sports experience and assessed satisfaction levels drawn from five key constructs that included team support, individual performance and recognition, role of the coach, team task contribution and sports services rendered by the university. The study by Maresh and Peterson picked a sample of 188 from one institution only while Bostjan (2005) and Young *et al* (2000) had samples of

both men and women and investigated on many sports disciplines at the same time. Singh and Surujlal (2006) used a large sample of 400 to investigate athlete satisfaction across 7 universities. For the current study, apart from investigating levels of individual university rugby players, the universities were also compared as private and public institutions in Kenya.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter describes the research design, target population, sample size and sampling procedures, instrumentation, pilot study, data collection procedures, data analysis and data presentation techniques which were used in this study.

3.2 Research Design

A descriptive survey research design was used in this study. A descriptive survey was found to be relevant in this study since the emphasis of the study was on attitudes and opinions about individuals, procedures, processes and events (Mugenda & Mugenda, 2003). This research design was therefore most appropriate for the study because it was used to establish the current status of athlete satisfaction among rugby players in Kenyan universities. This type of design is ideal for assessing the beliefs and attitudes of a large population (Kothari, 2004; Babbie, 2001), in this case, rugby players in Kenyan universities. According to Riemer and Chelladurai (1995); Sriboon (2001) and Chelladurai and Ogasawara (2003), majority of research conducted on leadership and satisfaction utilizes surveys/questionnaires for collecting data. According to Babbie (2001), a descriptive survey research is probably the best method available to the social scientist interested in collecting original data for describing a population that is too large to observe directly.

3.3 Target Population

The target population for this study comprised of all KRU-registered members of University rugby teams drawn from the public and private universities in Kenya. These universities were made up of 3 public universities and 4 private universities in the 2009/2010 season.

3.4 Sample Size and Sampling Procedure

The sampling was first done on the basis of stratification to ensure that the universities were categorized either as public or private. The Seven universities in the target population which were registered with the Kenya Rugby Union (KRU) as members in the 2009/2010 season were purposively selected for the study. These universities were Kenyatta University (KU), Jomo Kenyatta University of Agriculture and Technology (JKUAT) and University of Nairobi (UON) as public universities and Strathmore University (SU), United States International University (USIU), Daystar University (DU) and African Nazarene University (ANU) as private Universities. The KRU expected each of the university teams to register a maximum of 25 players, making a total of 75 from public universities and 100 from private universities, giving a total of 175 rugby players.

According to Fisher, Laing and Stoeckel (1983), if there is no estimate available of the proportion in the target population assumed to have the characteristics of interest, 50% should be used. Fowler and Floyd (1993) have also suggested at least 50% as a suitable

sample size for a descriptive survey. Therefore, a proportion of 50% (13 players) from each university rugby team was selected using simple random sampling through the drawing of lots, as a representative group. This translated to a total of 91 players from all the seven universities who formed the sample size of the study. Out of these, 39 were from teams belonging to the public universities while 52 were from the private universities.

3.5 Instrumentation

A self-administered questionnaire was the tool for data collection used for the study. According to Mugenda and Mugenda (2003), a questionnaire is designed to collect data from such large, diverse, and widely scattered groups of people. A modified version of the Athlete Satisfaction Questionnaire (ASQ) developed by Riemer and Chelladurai (1998) was administered to the rugby players. The questionnaire (Appendix 3) had 2 parts with 'part A' containing items on demographic data like age, name of university, playing experience and year of study. 'Part B' contained items on the 5 main variables of the study, namely team support, individual performance and recognition, role of the coach, team task contribution and sports services rendered by the universities.

The ASQ is a multidimensional scale developed by Riemer and Chelladurai (1998) to measure athlete satisfaction. Scholars who have previously successfully used the ASQ include Jones (2006), Singh and Surujlal (2006) and Altahayneh, (2006). The ASQ contains 56 items grouped into 15 subscales with respondents using a 7-point Likert-type

scale ranging from 1 (not satisfied at all) to 7 (extremely satisfied). The ASQ includes important components of athlete satisfaction determined through the following subscales: individual performance, team performance, ability utilization, strategy, personal treatment, training and instruction, team/group task contribution, team/group social contribution, team/group ethics, team/group integration, personal dedication, budget, medical personnel, academic support services, and external agents.

The format of this instrument allows researchers to include those dimensions of satisfaction most salient for a particular situation (Rierner & Toon, 2001). For this study, athlete satisfaction was assessed using five (5) attributes: team support satisfaction (5 items), role of the coach satisfaction (5 items), team task contribution satisfaction (5 items), individual performance and recognition satisfaction (5 items) and satisfaction with services rendered by the Universities (5 items), giving a total of 25 questions, with each question scoring on the Likert scale. Rierner and Chelladurai (1998) have reported internal consistency estimates (Cronbach's alpha) ranging from .78 to .95 (mean = .88). The two researchers have also provided initial evidence of construct validity for the ASQ. They used confirmatory factor analyses and the item-to-total correlations to confirm the construct validity of the scale. These findings of internal consistency and construct validity make the ASQ reliable.

The Players were requested to indicate the extent of their satisfaction with each item on a 5-point Likert-type scale ranging from 1(Extremely Dissatisfied), 2(Dissatisfied), 3

(Neutral), 4(Satisfied) to 5 (Extremely Satisfied). Respondents had to show their levels of satisfaction with variables under team support, role of the coach, team task contribution, individual performance and recognition and university sport services.

3.6 Pilot Study

The questionnaire had to be subjected to both validity and reliability assessment. Validity was determined on the basis of judgment made by experts and players in rugby. The university supervisors assessed the questionnaire and provided expert advice after discussions and consultations. Through such comments, relevant adjustments and revisions were made so as to meet content validity and construct validity. Questionnaires are usually subjected to validity test to check whether they measure what they are intended to measure (Assey, 2005).

Twelve rugby players from Moi University were used for the pilot study, for the purpose of pilot testing and validating the instrument. The questionnaire was administered to the players during their normal training in October 2009 at their sports grounds and a repeat of this was done two weeks later during a national tournament. The researcher and two research assistants, who were trained for two days during the pilot study, carried out the administration of the questionnaires.

The test-retest technique was used to determine the reliability index of the questionnaire. The responses received during the first administration were correlated with the responses of the second administration and a reliability index of 0.86 or 86% was found using the spearman's rho. A score above 50% is considered a good score on reliability. In addition, from the re-test responses, the researcher was able to identify some weaknesses in the instrument which were promptly adjusted and/or corrected appropriately.

3.7 Data Collection Procedure

A letter of consent (Appendix 2) was handed over to a coach to be read out to the players so that they would understand the research purpose and expectations. The letter involved seeking permission and consent from the players and the coaches to administer the questionnaire to the teams (Appendix 2). The administration of the questionnaire was done during training at the various university training grounds of the teams between November 2009 and February 2010.

Two research assistants were deployed to administer the questionnaires after explaining the research purpose to the respondents. The two research assistants were retired players from the Universities' rugby teams and were as such able to explain the research purpose and make follow-up in the event that some of the questionnaires were incomplete or wrongly filled. Each university's team responses were kept in separate A4 envelopes.

3.8 Data Analysis and Presentation Techniques

The data obtained were subjected to editing and coding and presented using tables, percentages, means and standard deviations. Statistical analysis was done using Statistical Package of the Social Sciences (SPSS). The hypotheses focusing on comparing satisfaction levels of rugby players in public and private universities were tested using a t-test at 0.05 level of significance. The other hypothesis on rugby players' satisfaction across various satisfaction factors and across the universities was tested using one-way ANOVA at 0.05 level of significance. The ANOVA is appropriate when comparing more than two means as in the case of the first hypothesis, while t-test is appropriate when comparing two means as in the case of the second hypothesis (Babbie, 2001; Kothari, 2004). Tukey HSD post hoc test was used for further tests for ANOVA outputs.

3.9 Ethical Considerations

The researcher assured the respondents of utmost confidentiality, anonymity and privacy. Before administering the questionnaire, the respondents were briefed on the requirements, the procedure for answering the questions. Emphasis was placed on voluntary participation without any coercion and also the options for them not to take part in case they were not comfortable participating in the study. A promise to access the research results after completion of the study was also given to the respondents

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1: Introduction

The focus of this study was to determine the levels of psychological satisfaction of male university rugby players in Kenya with regard to selected technical and institutional managerial variables and to compare such levels among the different rugby teams and among private and public universities. This chapter presents the findings, interpretation and discussion of the results.

4.2: Extent of Player Satisfaction

The first objective of the study was to determine the extent of satisfaction of rugby players with regard to five specific pre-determined factors, namely team support, individual performance and recognition, role of the coach, team task contribution and university sports services. The player satisfaction responses to these factors were on the basis of a Likert scale ranging from 1 (extremely dissatisfied) to 5 (extremely satisfied). The five dimensions of the Likert scale indicated the rugby players' perceived extent of satisfaction.

The findings of this study have important implications for the universities as a whole as they can influence the reputation and image of the institutions, financial and other resources being made available for the institution and the number of talented players that can be attracted to the institution. According to Singh and Surujlal (2006), institutions can use university sport to gain massive competitive advantage.

4.2.1 Extent of Satisfaction with Team support

Table 4.1 shows the mean satisfaction levels for each university with respect to each sub-construct of team support namely, media, teammate, university community, fan and medical support.

Table 4.1 Mean Scores Indicating Extent of Player Satisfaction with Team Support.

| Team Support | Mean scores on a 1-5 scale. (Standard Deviations in brackets) | Sub-factor Means |
|--------------|---|------------------|
|--------------|---|------------------|

| | ANU | DU | SU | USIU | JKUAT | UON | KU | |
|----------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|------|
| Media support | 1.77 (0.73) | 2.77 (0.93) | 3.54 (0.66) | 3.08 (1.35) | 2.62 (0.77) | 2.85 (0.80) | 3.08 (1.5) | 2.82 |
| Teammates support | 2.70 (0.95) | 3.62 (1.04) | 3.77 (0.83) | 4.0 (0.79) | 4.46 (0.66) | 4.08 (0.64) | 4.70 (0.48) | 3.90 |
| University community | 1.85 (0.55) | 3.0 (0.91) | 3.62 (0.65) | 3.15 (0.95) | 2.15 (0.69) | 3.0 (0.91) | 2.46 (1.39) | 2.75 |
| Fan support | 3.38 (1.04) | 2.85 (0.80) | 3.77 (0.73) | 3.38 (0.98) | 3.69 (1.25) | 3.69 (0.75) | 4.08 (0.86) | 3.55 |
| Medical support | 3.38 (0.77) | 3.08 (1.36) | 2.92 (0.95) | 3.69 (1.08) | 3.08 (0.95) | 3.0 (1.08) | 2.69 (1.32) | 3.12 |
| Mean | 2.62 | 3.12 | 3.52 | 3.46 | 3.23 | 3.32 | 3.42 | 3.23 |
| Standard deviation | 1.07 | 1.04 | 0.81 | 1.09 | 1.18 | 0.95 | 1.42 | 1.08 |

Table 4.1 shows the distribution of sub-factors of team support namely, media support, university community support, teammate support, fan support and medical support, with mean and standard deviations. High levels of mean satisfaction with teammate support and fan support were reported as 3.90 and 3.55 respectively. Comparatively smaller mean satisfaction values for university community support (2.75) and media support (2.82) were noted. Support from fellow students in the form of teammates and their fans appeared to be more prominent than support from the media and the university community.

Strathmore University reported a mean score of 3.54 (SD=0.66) for media support response which was the highest while ANU with mean score of 1.77 (SD=0.73) was the lowest comparatively. On teammate support, all the three public universities reported mean scores above 4, that is, JKUAT (4.46; SD=0.66), UON (4.08; SD=0.64) and KU

(4.70; SD=0.48), while USIU which is a private university reported a mean of 4 (SD=0.79). The other universities reported mean scores below 4, while ANU reported a mean of 2.70 (SD=0.95). The reported means for university community support indicated Strathmore with mean score of 3.62 (SD=0.65) being the highest and ANU (1.85; SD=.94) and JKUAT (2.15; SD=0.69) recording comparatively lower mean scores. On fan support, KU reported the highest mean satisfaction of 4.08 (SD=0.46), with Daystar recording the lowest mean satisfaction of 2.85 (SD=0.80); all the other universities reported mean scores between 3.38 and 3.69. Lastly, on medical support, mean scores ranged from 2.69 (SD=1.32) for KU which is the lowest to 3.69 (SD=1.08) for USIU which is the highest. All the other five universities fall within this range

As shown in Table 4.1, Strathmore University recorded the highest mean of 3.52 (SD=0.44), while ANU recorded the lowest mean score of 2.62 (SD=0.42) for team support. This is a reflection of high level of player satisfaction with Team Support in Strathmore University than in all the other universities. USIU, with a mean score of 3.46 (SD=0.61) and KU with a mean score of 3.42 (SD=0.68) respectively for Team Support, could also be considered reasonably high levels of satisfaction with team support.

Overall, the university rugby players are satisfied with team support that they receive especially teammate support, fan support and medical support. However, in two areas, media support and university community support, the player satisfaction is only slightly above average of 2.5.

The support for some of the findings are found in studies by Carron (2005), Horine and Stotler (2004) and Holstein (2010) who are unanimous about the positive contributions by fans and the media in player satisfaction. The same agreements are stated by Singh and Surujlal (2006) who asserts that the media affects performance which ultimately determines level of satisfaction experienced by the athlete.

4.2.2 Extent of Satisfaction with Individual Performance and Recognition

The means and standard deviations for each of the seven universities were computed for each attribute of Individual Performance and Recognition and then tabulated in Table 4.4

Table 4.2 Mean Values Indicating Extent of Satisfaction with Individual Performance and Recognition

| Individual Performance and Recognition | Mean scores on a 1-5 scale (Standard Deviations in brackets) | Sub-factor means |
|--|--|------------------|
|--|--|------------------|

| | ANU | DU | SU | USIU | JKUAT | UON | KU | |
|---------------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|------|
| Use of individual ability | 2.54 (0.66) | 3.38 (0.96) | 3.77 (0.73) | 3.62 (0.9) | 3.54 (0.87) | 3.38 (0.87) | 3.69 (1.03) | 3.42 |
| Recognition by coach | 2.62 (0.87) | 3.85 (0.69) | 3.77 (0.83) | 3.69 (0.77) | 2.62 (1.05) | 3.69 (0.85) | 3.46 (0.88) | 3.77 |
| Performance improvement | 2.85 (0.80) | 3.92 (0.64) | 4.0 (0.58) | 4.08 (0.58) | 4.08 (1.0) | 3.54 (1.05) | 3.92 (0.95) | 3.77 |
| Recognition by university | 2.38 (0.87) | 2.85 (1.14) | 2.38 (1.2) | 2.92 (1.11) | 2.38 (0.75) | 2.38 (0.77) | 1.77 (1.48) | 2.44 |
| Teammate performance | 2.31 (0.75) | 3.38 (0.65) | 3.38 (1.2) | 3.54 (1.24) | 4.0 (0.90) | 3.38 (0.87) | 3.77 (0.83) | 3.39 |
| Mean | 2.54 | 3.48 | 3.46 | 3.57 | 3.32 | 3.28 | 3.32 | |
| Standard deviation | 0.49 | 0.62 | 0.53 | 0.65 | 0.52 | 0.74 | 0.61 | |

According to Table 4.2, the total level of satisfaction with all Individual Performance and Recognition factors showed that ANU players were the least satisfied (mean=2.54, SD=0.49), while USIU (m=3.57, SD=0.65) recorded comparatively the highest level of satisfaction in total satisfaction. Strathmore University (m=3.46, SD=0.53) and Daystar University (mean=3.48, SD=0.62) also recorded proportionally high levels of satisfaction with individual performance and recognition. The satisfaction levels with sub-constructs of recognition by the coach and performance improvement were proportionately higher compared to the other sub constructs like teammate performance and use of individual ability. Recognition by the university had the lowest comparative mean of 2.44 indicating that rugby players are not adequately recognized by their respective universities for their role as university players. This means that the rugby players are not satisfied by recognition given to them by their respective universities. These findings are in

agreement with those of Singh and Surujlal (2006) who has called for greater involvement of academic institutions in the sport activities that students take part in.

4.2.3 Satisfaction with Role of the Coach

Role of the coach factor is made up of five sub factors namely, choice of players, coach commitment, game plan used by the coach, coach ability to motivate and knowledge impartation by the coach. Table 4.3 shows the mean values depicting extent of players' satisfaction with the role of the coach.

Table 4.3 Mean Scores for Satisfaction with the Role of the coach

| Role of the coach | Mean scores on a 1-5 scale. (Standard Deviations in brackets) | | | | | | | Sub-factor means |
|-------------------------|---|----------------|----------------|----------------|----------------|----------------|----------------|------------------|
| | ANU | DU | SU | USIU | JKUAT | UON | KU | |
| Coach choice of players | 3.08 (0.95) | 3.62 (1.19) | 3.85 (0.69) | 3.54 (1.24) | 3.46 (1.12) | 4.0 (0.71) | 3.38 (1.12) | 3.56 |
| Coach commitment | 3.46 (0.77) | 4.08 (1.26) | 4.0 (1.0) | 3.77 (1.21) | 3.23 (1.01) | 4.31 (0.63) | 3.85 (1.07) | 3.81 |
| Coach game plan | 3.54 (0.66) | 3.77 (1.3) | 4.31 (0.85) | 3.46 (1.17) | 3.31 (1.20) | 4.08 (0.64) | 3.46 (1.13) | 3.70 |
| Coach as motivator | 3.85 (0.69) | 3.77 (1.16) | 3.77 (0.6) | 3.46 (1.24) | 3.69 (0.95) | 4.23 (0.83) | 3.0 (0.82) | 3.68 |
| Coach knowledge | 3.38 (0.77) | 3.70 (1.03) | 4.15 (0.99) | 4.08 (1.13) | 3.46 (1.05) | 4.31 (0.75) | 3.46 (1.05) | 3.79 |
| Mean | 3.46 | 3.78 | 4.02 | 3.65 | 3.43 | 4.09 | 3.43 | 3.71 |
| Standard deviation | 0.5 | 1.14 | 0.6 | 1.1 | 0.96 | 0.56 | 0.84 | 0.81 |

According to table 4.3, the extent of satisfaction with the Role of the Coach, players from University of Nairobi (mean=4.09, SD=0.56) and players from Strathmore University (mean=4.02, SD=0.60) indicated highest total levels of satisfaction. All other teams recorded above average means of over 3.4, indicating that the teams were highly satisfied with the factors relating to the role of the coach (about 70%). As for the sub constructs of the role of coach, the extent of satisfaction with coach knowledge and coach commitment showed relatively higher levels of satisfaction (3.79 and 3.81 respectively). UON players had the highest satisfaction with coach choice of players (mean=4.0; SD=0.71) followed by Strathmore (mean=3.85; SD=0.69) ANU recorded the lowest at mean of 3.08 and SD of 0.95.

University of Nairobi (mean=4.31; SD=0.63) and Daystar (mean=4.08; SD=1.26) were the highest on coach commitment while JKUAT (mean=3.23; SD=1.01) was the lowest. On coach game plan, SU was the highest (mean=4.31; SD=0.85) while JKUAT was lowest (mean=3.31; SD=1.2). A mean of 3.56 for total extent of satisfaction with the coach's choice of players is the lowest compared to the other sub constructs. The role of the coach among university rugby players can therefore be considered quite an important source of satisfaction. Eys *et al* (2003) have asserted that the personal treatment athletes get from the coach may influence their level of satisfaction, hence the role of the coach is to influence athletes in many ways apart from winning games (Ratten, 2009).

4.2.4 Extent of Satisfaction with Team Task Contribution

The means and standard deviations for each of the seven universities were computed for each attribute pertaining to Team Task Contribution. These were tabulated as shown in Table 4.4.

Table 4.4 Mean Scores for Extent of Satisfaction with Team Task Contribution

| Team task contribution | Mean scores on a 1-5 scale. (Standard Deviations in brackets) | | | | | | | Sub-factor means |
|------------------------|--|----------------|----------------|----------------|----------------|----------------|----------------|------------------|
| | ANU | DU | SU | USIU | JKUAT | UON | KU | |
| Team commitment | 1.85 (0.90) | 3.46 (1.05) | 4.23 (0.48) | 3.92 (1.11) | 3.31 (1.24) | 4.08 (0.28) | 4.31 (0.63) | 3.59 |
| Team fair play | 2.38 (0.65) | 3.46 (1.05) | 4.15 (1.07) | 4.15 (1.11) | 3.69 (0.85) | 4.15 (0.69) | 4.38 (0.65) | 3.76 |
| Team performance | 1.77 (0.60) | 2.92 (0.93) | 4.23 (0.83) | 3.85 (1.31) | 3.62 (0.95) | 3.54 (0.97) | 4.08 (0.76) | 3.43 |
| Team discipline | 2.23 (0.83) | 3.62 (0.96) | 4.38 (0.65) | 4.08 (1.13) | 3.85 (1.20) | 3.77 (0.83) | 4.15 (0.55) | 3.73 |
| Playing as a team | 2.31 (0.95) | 3.54 (1.03) | 4.46 (0.97) | 3.85 (1.20) | 4.31 (0.65) | 4.08 (0.76) | 4.46 (0.66) | 3.86 |
| Mean | 2.11 | 3.49 | 4.32 | 3.94 | 3.75 | 3.94 | 4.34 | 3.68 |
| St. deviation | 0.52 | 0.87 | 0.40 | 1.0 | 0.6 | 0.5 | 0.44 | |

According to table 4.4, on Team Task Contribution, all teams recorded mean satisfaction levels above 3.4 except for ANU with mean of 2.11 (SD=0.52). KU recorded the highest mean of 4.34 (SD= 0.44) followed by Strathmore University (m=4.32, SD=0.40). Other universities with high mean levels of satisfaction with team task contribution include USIU (m=3.94, SD=1.0) and UON (m=3.94, SD=0.5). There was relatively higher level

of satisfaction with playing as a team, with mean of 3.86 and team fair play with mean of 3.76. However, team performance was comparatively lowest with mean of 3.43.

On team commitment, the universities with the highest means were KU (mean=4.31; SD=0.63) and Strathmore (mean=4.23; 0.48), while the lowest was ANU (mean=1.85; SD=0.90). On team fair play, KU (mean=4.38; SD=0.63) while 3 universities recorded a mean of 4.15 each although ANU recorded mean of 2.38 and SD of 0.65. Strathmore and KU were the highest on the area of team performance (4.23, SD=0.83 and 4.08, SD=0.76) respectively, with ANU the lowest (1.77; SD=0.60). On team discipline, means are relatively higher in Strathmore (4.38, SD=0.65) and KU (4.15; SD=0.55) but lower in ANU (2.23; SD=0.83) or DU (3.62; SD=0.96). On playing as a team, KU and SU both recorded mean of 4.46 while ANU is the lowest (mean=2.31; SD=0.95).

It was evident that the university rugby teams were committed to the game and were reasonably disciplined with a deep sense of fair play and ability to play as a team. Such organized teams have a bright future if only they could be supported and given adequate incentives so as to motivate them. Provision of partial or full scholarships may be a sure way to motivate the players. According to Njororai (2010), discipline is fundamental to sporting activity, yet not much emphasis is placed on team discipline in these findings, and many universities have a problem dealing with student discipline.

4.2.5 Extent of Satisfaction with University Sports Managerial Services

University sports services factors included adequacy of sports equipment and facilities, budgetary allocation, amount of team exposure, commitment by university sports administrators and incentives provided to motivate the rugby players. The mean values that depict the players' extent of satisfaction with these sub constructs of university sports managerial services are shown in table 4.5

Table 4.5 Mean scores for University Sports Managerial Services

| University sports managerial services | Mean Scores on a 1-5 scale. (Standard Deviations in brackets) | | | | | | | Overall sub-factor Mean |
|---------------------------------------|---|----------------|----------------|----------------|----------------|----------------|----------------|-------------------------|
| | ANU | DU | SU | USIU | JKUAT | UON | KU | |
| Adequacy of facilities and equipment | 1.92 (0.64) | 2.31 (1.03) | 3.38 (0.77) | 3.15 (0.96) | 1.70 (0.63) | 2.77 (0.73) | 1.77 (0.93) | 2.43 |
| Budgetary allocation | 2.31 (0.75) | 2.15 (0.99) | 2.46 (0.78) | 2.85 (1.14) | 1.85 (0.93) | 2.23 (0.44) | 1.54 (0.78) | 2.20 |
| Team exposure | 2.23 (0.83) | 3.38 (1.12) | 3.38 (0.77) | 3.08 (1.08) | 2.77 (1.16) | 3.23 (0.73) | 2.31 (1.18) | 2.91 |
| Administrators' commitment | 2.46 (0.66) | 2.85 (1.28) | 2.62 (0.77) | 2.92 (1.22) | 1.62 (0.65) | 2.38 (0.77) | 1.69 (0.95) | 2.36 |
| Player Incentives | 2.54 (0.78) | 2.0 (1.08) | 2.15 (1.1) | 2.77 (1.56) | 2.23 (1.64) | 2.0 (0.91) | 2.38 (0.97) | 2.18 |
| Mean | 2.29 | 2.57 | 2.80 | 2.94 | 2.03 | 2.52 | 1.74 | 2.41 |
| Standard deviation | 0.33 | 0.94 | 0.54 | 0.98 | 0.63 | 0.31 | 0.72 | 0.64 |

The University Sports Managerial Services all recorded mean satisfaction levels below 3, with the highest level reported from USIU (m=2.94, SD=0.98), Strathmore (m=2.8,

SD=0.54), Daystar (m=2.57, SD=0.94), University of Nairobi (m=2.52,SD=0.31), Africa Nazarene University (m=2.29,SD=0.33), JKUAT (m=2.03,SD=0.63) and Kenyatta University recording the lowest means for levels of satisfaction with university sports services(m=1.74, SD=0.72). The sub-factor with the highest mean under university sports services was team exposure (mean=2.91). Satisfaction with player incentives and budgetary allocation, with means of 2.18 and 2.20 were the lowest comparatively.

For adequacy of equipment and facilities, Strathmore (mean=3.38, SD=0.770 and USIU (mean=3.15, SD=0.96) were the highest while JKUAT (mean=1.70, SD=0.63) and KU (mean=1.77 SD=0.93) were the least. On budgetary allocation, only USIU recorded mean over the 2.5 level, all the other university teams recorded means less than 2.5. For team exposure, Daystar and Strathmore had higher means of 3.38 but KU and ANU recorded means less than the average of 2.5. On the commitment of administrators, all university teams recorded means lower than average of 2.5 except USIU and Daystar with means of 2.92(SD=1.22) and 2.85 (SD=1.28). Lastly, on player incentives, All the university rugby teams were below the average of 2.5 except USIU (mean=2.77 SD=1.56) and ANU (mean=2.54 SD=0.78).

The negative response to University Sports Services could easily drive many players to abandon their teams and join the established clubs while others may opt to stop playing altogether. Research findings by Njororai (2010), Singh and Surujlal (2006) and Mwisukha and Onywera (2001) confirm that physical facilities and other sports resources

contribute to athlete satisfaction. This is an indication that the rugby players are not satisfied with university sports services. It is apparent that players wish to be recognized by the universities and by the administrators. The coaches have a way of interacting with players and recognizing their effort but little such effort is evident from administrators and the institutions in carrying out any meaningful forms of recognition.

4.3: Comparison of Satisfaction amongst University Rugby players

4.3.1. Hypothesis Testing

[$H_{01(a)}$] –There would be no significant difference in the universities' rugby players' extent of satisfaction with team support factors.

According to the hypothesis, $H_{01(a)}$, the satisfaction means for the 7 universities were compared at each Team Support sub factor level. Analysis of variance was carried out to compare the means for all the 7 university teams' satisfaction levels with respect to each of the Team support factors, namely, media, teammate, university community, fans and medical attention support. Table 4.6 is an ANOVA table summarizing the F-ratios and the significance levels for rugby player satisfaction means for each of the 7 universities on Team support factors.

Table 4.6 Summary of One -Way ANOVA on Extent of Satisfaction Levels with Team Support

| Team Support factors | Source of variation | Sum of squares | Df | Mean Square | F | Sig. |
|----------------------------|---------------------|----------------|----|-------------|--------|------|
| Media support for our team | Between Groups | 20.681 | 6 | 3.447 | 3.152* | .008 |
| | Within Groups | 91.846 | 84 | 1.093 | | |
| | Total | 112.53 | 90 | | | |
| Support from team mates | Between Groups | 23.385 | 6 | 3.897 | 6.240* | .000 |

| | | | | | | |
|---------------------------------------|----------------|--------|----|-------|--------------|------|
| University community support | Within Groups | 52.462 | 84 | .625 | | |
| | Total | 75.846 | 90 | | | |
| | Between Groups | 25.758 | 6 | 4.293 | 4.254* | .001 |
| Support from fans | Within Groups | 84.769 | 84 | 1.009 | | |
| | Total | 110.53 | 90 | | | |
| | Between Groups | 8.000 | 6 | 1.333 | 1.462- NS | .201 |
| Promptness of medical attention | Within Groups | 76.615 | 84 | .912 | | |
| | Total | 84.615 | 90 | | | |
| | Between Groups | 9.385 | 6 | 1.564 | 1.452- NS | .205 |
| | Within Groups | 90.462 | 84 | 1.077 | | |
| | Total | 99.846 | 90 | | | |

[*Significant at $p < 0.05$; NS-not significant]

From Table 4.6, it is evident that there were significant mean satisfaction differences among the 7 universities pertaining to media support, teammate support and university community support. Therefore, the null hypothesis is rejected on these factors at 0.05 level of significance. The observation means that there were significant differences between 2 or more pairs of means as pertains to media support, teammate support and university community support. The means were different. The support received by the

teams in these factors of team support varied from one university to the other. However, for medical support and fan support, the null hypothesis was not rejected (we failed to reject) since there were no significant differences amongst the university teams. This implies that the level of satisfaction with medical support and fan support that the university rugby teams received was similar although the levels were comparatively low. For the sub-constructs whose means were significantly different, a post hoc test was carried out

Tukeys' Post-Hoc Test results for Team Support

A Tukey Post Hoc test was carried out to determine the sources of mean differences among the 7 university rugby teams and the results were as shown in Table 4.7 with [0] showing the pairings with significant mean differences among the universities

Table 4.7 Post hoc for Team Support

| | 1-ANU | 2-DU | 3- JKUAT | 4-KU | 5-SU | 6-UON | 7-USIU |
|---|-------|------|-------------|------|------|-------|--------|
| 1 | X | - | - | - | - | - | - |
| 2 | X | X | - | - | - | - | - |
| 3 | O | X | X | - | - | - | - |
| 4 | O | X | X | X | - | - | - |
| 5 | O | X | X | X | X | - | - |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 6 | O | X | X | X | X | X | - |
| 7 | O | X | X | X | X | X | X |

Key: [0] = pairings with significant mean differences among the university teams; [x]-pairings with no significant mean differences among the university teams.

From Table 4.7, it is evident that Africa Nazarene University was the main source of mean satisfaction differences when paired with JKUAT, KU, Strathmore, UON and USIU. This was confirmed by the mean scores of Team Support factors in table 4.1 where ANU reported the least mean for Media Support at 1.77 compared to all other university means which were above 2.6, Teammate Support at 2.7 compared to all other university means which were 3.62 and above. University community Support from ANU was also the lowest at 1.85 compared to 2.5 and above for all other university teams.

All the teams need support from their fans, the university community, medical support, media support and teammate support. Media sub-factor and university community support are the areas players indicated least satisfied with hence the need for universities to partner with the electronic and print media like newspapers to enhance the support. Amorose and Horn (2000) assert that media and medical support are key to athlete satisfaction. The university community including faculty members and administrators could be a large source of support for the rugby teams or any other sport for that matter. They could attend matches or training sessions and simply pep-talk the players. Lack of adequate medical support for the rugby teams mean the risks are high for injury and this may discourage players from this highly contact sport.

4.3.2.: Hypothesis Testing;

$H_{01(b)}$: There would be no significant differences in the universities' rugby players' extent of satisfaction with various sub-factors of Individual Performance and Recognition

According to the hypothesis, $H_{01(b)}$, the satisfaction means for the 7 universities were compared at each of the IPR sub factor level. Analysis of variance was carried out to compare the means for all the 7 university teams' levels of satisfaction with respect to each of the IPR factors, namely individual abilities, individual recognition, university recognition, personal improvement and teammate performance. Table 4.5 is an ANOVA table showing the summary of the F-ratios and the corresponding significance levels for rugby player satisfaction means for each of the 7 universities on individual performance and recognition.

Table 4.8 One-Way ANOVA on Extent of Satisfaction with sub factors of Individual Performance and Recognition (IPR)

| Individual Performance and Recognition | Sources of variation | Sum of Squares | df | Mean Square | F | Sig. |
|--|----------------------|----------------|----|-------------|--------|------|
| Degree to which abilities are used | Between Groups | 20.769 | 6 | 3.462 | 5.400* | .000 |
| | Within Groups | 53.846 | 84 | .641 | | |
| | Total | 74.615 | 90 | | | |
| Recognition by coach | Between Groups | 19.055 | 6 | 3.176 | 3.284* | .006 |
| | Within Groups | 81.231 | 84 | .967 | | |

| | | | | | | |
|--------------------------------------|----------------|---------|----|-------|---------|------|
| Improvement in my performance | Total | 100.286 | 90 | | | |
| | Between Groups | 19.648 | 6 | 3.275 | 3.853* | .002 |
| | Within Groups | 71.385 | 84 | .850 | | |
| Individual recognition by university | Total | 91.033 | 90 | | | |
| | Between Groups | 2.923 | 6 | .487 | .358-NS | .904 |
| | Within Groups | 114.462 | 84 | 1.363 | | |
| Performance of my team mates | Total | 117.385 | 90 | | | |
| | Between Groups | 25.912 | 6 | 4.319 | 4.383* | .001 |
| | Within Groups | 82.769 | 84 | .985 | | |
| | Total | 108.681 | 90 | | | |

[*Significant difference at $p < 0.05$; NS-Not significant]

From Table 4.8, it was evident that there were significant differences on satisfaction with the degree to which abilities of individuals are used, recognition by the coach, individual performance by teammates and improvement of personal performance. Therefore, the null hypothesis was rejected on these sub-constructs of player satisfaction and the inference was that there were significant differences between 2 or more pairs of means as pertains to the four stated sub factors. However, the null hypothesis was not rejected with

regard to individual recognition by the university since there were no significant differences amongst the university teams (Table 4.2). This called for a post hoc test.

Tukeys Post Hoc Test for Individual Performance and Recognition

A Tukey post hoc test was carried out to determine the sources of mean differences among the 7 universities' rugby teams and the results were as shown in Table 4.9 with the pairings depicted as [0] being significant differences

Table 4.9 Post-Hoc Test results

| | 1-ANU | 2-DU | 3- JKUAT | 4-KU | 5-SU | 6-UON | 7-USIU |
|---|-------|------|-------------|------|------|-------|--------|
| 1 | O | | | | | | |
| 2 | O | X | | | | | |
| 3 | O | X | X | | | | |
| 4 | O | X | X | X | | | |
| 5 | O | X | X | X | X | | |
| 6 | O | X | X | X | X | X | |
| 7 | O | X | X | X | X | X | X |

Key: [O] = pairings with significant mean differences among the university teams; [x]-pairings with no significant mean differences among the university teams.

According to Table 4.9 the main cause of significant difference was found to be ANU as depicted by [0]. The table of means, Table 4.2, shows that all the means recorded by ANU pertaining to individual abilities, recognition by coach, performance improvement and teammate performance were proportionally lower than means from the 6 other universities. The universities would score higher than 4 if ANU was to be omitted.

This implies that although the extent of the players' satisfaction with abilities of individuals in the teams, recognition by the coach, individual performance by teammates and improvement of personal performance by players differed across the universities, the extent of satisfaction with the construct of individual recognition by the universities did not differ across the universities. These findings agreed with Singh and Surujlal (2006) that athletes are interested in the contribution that they make to a team and any contribution results in raised feelings of satisfaction in the athlete. Maday (2000) and Singh and Surujlal (2006) concur that athletes need recognition in order to experience higher satisfaction.

4.3.3. Hypothesis Testing;

[$H_{0(c)}$: There would be no significant differences in the universities' rugby players' extent of satisfaction with the Role of the Coach]

According to hypothesis, $H_{0(c)}$, the satisfaction means for each of the 7 universities were

compared on each factor of role of the coach. Analysis of variance was carried out to compare the means for all the 7 university teams' satisfaction levels with respect to each of the factors on role of the coach, namely, coach choice of players, coach commitment, coach game plan, coach as motivator and coach knowledge. Table 4.10 is an ANOVA table showing the summary of F-ratio and the corresponding significance levels for rugby player satisfaction means for each of the 7 universities on Role of the Coach factors.

Table 4.10 Summary of One-Way ANOVA on Satisfaction Levels with the Role of the Coach

| Role of the Coach | Sources of variation | Sum of Squares | Df | Mean Square | F | Sig. |
|---------------------------|----------------------|----------------|----|-------------|----------|------|
| Coach's choice of players | Between Groups | 10.919 | 6 | 1.820 | 1.688-NS | .134 |
| | Within Groups | 89.481 | 83 | 1.078 | | |
| | Total | 100.400 | 89 | | | |
| Coach level of commitment | Between Groups | 7.956 | 6 | 1.326 | 1.195-NS | .317 |
| | Within Groups | 93.231 | 84 | 1.110 | | |
| | Total | 101.187 | 90 | | | |
| Coach game plan | Between Groups | 5.978 | 6 | .996 | .946-NS | .467 |
| | Within Groups | 88.462 | 84 | 1.053 | | |

| | | | | | | |
|--------------------------------------|----------------|--------|----|-------|----------|------|
| Coach Motivation of players | Total | 94.440 | 90 | | | |
| | Between Groups | | | | | |
| | Within Groups | 10.286 | 6 | 1.714 | 1.814-NS | .106 |
| Coach ability to impart knowledge | Total | 79.385 | 84 | .945 | | |
| | Between Groups | | | | | |
| | Within Groups | 89.670 | 90 | | | |
| | Total | 19.055 | 6 | 3.176 | 2.919* | .012 |
| | Within Groups | 91.385 | 84 | 1.088 | | |
| | Total | 110.44 | 90 | | | |

[*Significant differences at $p < 0.05$; NS- No significant differences]

From the one-way ANOVA output on Table 4.10, it is evident that there are no significant differences in satisfaction means across the universities with coach choice of players, level of coach commitment, coach's game plan and coach ability to motivate. These are evident from the F-ratios in the table for the stated sub-factors. Therefore, the null hypothesis is accepted on these attributes. However, there is a significant difference in the extent of players' satisfaction with coach's ability to impart knowledge; hence the hypothesis is only rejected on this particular construct. This called for a post hoc test.

Tukeys' Post Hoc Test for Role of the Coach

Table 4.11 Post-Hoc Test results

| | 1-ANU | 2-DU | 3- JKUAT | 4-KU | 5-SU | 6-UON | 7-USIU |
|---|-------|------|-------------|------|------|-------|--------|
| 1 | X | - | - | - | - | - | - |
| 2 | X | X | - | - | - | - | - |
| 3 | X | X | X | - | - | - | - |
| 4 | X | X | X | X | - | - | - |
| 5 | O | X | O | O | X | - | - |
| 6 | O | X | O | O | X | X | - |
| 7 | X | X | X | X | X | O | X |

Key: [O] = pairings with significant mean differences among the university teams; [x]-pairings with no significant mean differences among the university teams.

The Tukey test was carried out to determine the cause of mean differences in the universities on the sub factor of coach ability to impart knowledge. From the Table 4.3 it was evident that UON and Strathmore had comparatively higher means than all the other universities (4.31; SD=0.75 and 4.15; SD=0.99) as compared to all others at 3.7 and below. Ratten (2009) has researched on this and concluded that communication requires the athlete to not only receive the information, but also to understand and accept it. The implications of the above results are two-fold. Firstly, on average, the rugby team players across the universities were satisfied with the constructs of the role of the coach relating to coach's choice of players, coach's level of commitment, coach's game plan and coach's ability to motivate players as the mean satisfaction across the universities was over 3.0. Secondly there was significant difference in satisfaction levels on the construct

of coach ability to impart knowledge across the universities as UON had a much higher mean (4.31) followed by SU (4.15), whereas ANU had a relatively low mean of 3.38.

Player recognition is seen as an area given less consideration, and this is likely to affect players. Rugby players deserve recognition and without it may lead to fall outs and may compel them to seek alternative avenues for recreation and recognition. According to Baker *et al* (2003), Holstein (2010) and Singh and Surujlal (2006), coaches do encourage recognition of players but administrators and universities rarely make effort to recognize elite performers. With high levels of satisfaction recorded by all players towards role of the coach, chances are high that the current setup of employing administrators may change so that more emphasis is placed on employing experienced coaches since the players have more regard for coaches than administrators. The findings by Chelladurai and Ogassawara (2003) in their study that compared the role of coaches in different geographical set ups agree with the proposal to engage coaches more than administrators.

4.3.4. Hypothesis Testing

[$H_{0(d)}$: There would be no significant differences in the universities' rugby players' extent of satisfaction with team task contribution].

According to the hypothesis, $H_{0(d)}$, the satisfaction means for the seven universities were compared on each sub factors of Team Task Contribution. Analysis of variance was carried out to compare the means for all the 7 university rugby teams' satisfaction levels

with respect to each of the Team Task Contribution factors, namely, team commitment, team fair play, team performance, team discipline and playing as a team. Table 4.12 is an ANOVA table showing the summary of the F-ratios and the corresponding significance levels for satisfaction means for each of the 7 universities on TTC factors.

Table 4.12: Summary of One-Way ANOVA for Satisfaction with Team Task Contribution

| Team Task Contribution | Source of variations | Sum of Squares | Df | Mean Square | F | Sig. |
|--------------------------------------|----------------------|----------------|----|-------------|----------|------|
| Team commitment to the game | Between Groups | 45.385 | 6 | 7.564 | 7.634* | .000 |
| | Within Groups | 83.231 | 84 | .991 | | |
| | Total | 128.615 | 90 | | | |
| Team sense of fair play this season | Between Groups | 40.440 | 6 | 6.740 | 8.889* | .000 |
| | Within Groups | 63.692 | 84 | .758 | | |
| | Total | 104.132 | 90 | | | |
| Team overall performance this season | Between Groups | 248.000 | 6 | 41.333 | 2.173-NS | .054 |
| | Within Groups | 1598.154 | 84 | 19.026 | | |
| | Total | 1846.154 | 90 | | | |
| Extent of team discipline | Between Groups | 28.220 | 6 | 4.703 | 4.920* | .000 |
| | Within Groups | 80.308 | 84 | .956 | | |
| | Total | 108.527 | 90 | | | |

| | | | | | | |
|-----------------------------|----------------|---------|----|-------|--------|------|
| Extent of playing as a team | Between Groups | 48.879 | 6 | 8.147 | 7.049* | .000 |
| | Within Groups | 97.077 | 84 | 1.156 | | |
| | Total | 145.956 | 90 | | | |

[*Significant differences at $p < 0.05$; NS-No significant differences]

From Table 4.12, the ANOVA output indicates that we fail to reject the null hypothesis for team commitment, team sense of fair play, team discipline and extent of playing as a team at 0.05 level of significance, indicating that there were no significant differences in the means of the 4 attributes. The null hypothesis was rejected on team overall performance at 0.05 level of significance, indicating that the means were not the same. Whereas KU players had the highest level of satisfaction (mean=4.34), followed closely by SU (mean=4.32), ANU, on the other hand, had very low satisfaction level (mean=2.11); and this could account for the observed significant differences. Team commitment means among the university rugby teams range from 1.85 up to 4.31, while for team fair play; the range is from 2.38 to 4.38, for team performance from 1.77 to 4.23, for team discipline from 2.23 to 4.38 and for playing as a team means range from 2.31 up to 4.46. These apparent large differences would account for the significant differences in extent of player satisfaction. This called for a post hoc test.

Tukeys Post Hoc Test

A Tukeys test was carried out to determine the sources of mean differences among the 7 universities rugby teams and the results were as shown in Table 4.13 where [0] is an indication of significant differences among the pairings.

Table 4.13 Post-Hoc Test results for Team Task Contribution

| | 1-ANU | 2-DU | 3- JKUAT | 4-KU | 5-SU | 6-UON | 7-USIU |
|---|-------|------|-------------|------|------|-------|--------|
| 1 | O | | | | | | |
| 2 | O | X | | | | | |
| 3 | O | X | X | | | | |
| 4 | O | O | O | X | | | |
| 5 | O | O | O | X | X | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 6 | O | X | X | X | X | X | |
| 7 | O | X | X | X | X | X | X |

**Key: [O] = pairings with significant mean differences among the university teams;
[x]-pairings with no significant mean differences among the university teams.**

From table 4.13, ANU seems to be a major contributor of significant differences in all 7 universities. From the mean score table shown in Table 4.4, all scores from ANU were below 2.38 while the rest of the scores were above 2.9 and averaging 3.8 to 4.0.

Players are likely to interpret the attributes in wide perspectives, what is fair play in Strathmore may not be fair play at JKUAT. Commitment to fairness in teams has been discussed by Berty *et al* (2002) and Park *et al* (2009) as means of enhancing athlete satisfaction although fairness has not been achieved adequately.

4.3.5. Hypothesis Testing:

[**H₀₁**: There would be no significant differences in the universities' rugby players' extent of satisfaction with University Sports Managerial Services]

According to the hypothesis, $H_{01(e)}$, the mean satisfaction for the 7 universities were compared for each of the sub factors of University Sports Managerial Services. Analysis of variance was carried out to compare the means for all the 7 universities'

satisfaction levels with respect to each of the factors of University Sports Managerial Services, namely, equipment and facilities, budgetary allocation, team exposure, administrators' commitment and player incentives. Table 4.14 is a summary of the F-ratios and the levels of significance for the rugby player satisfaction means pertaining to each of the 7 universities on the USMS factors

Table 4.14 Summary of One-Way ANOVA with regard to Extent of Rugby Players'

Satisfaction with Universities Sports Managerial Services

| University Sports managerial Services | Sources of variation | Sum of Squares | Df | Mean Square | F | Sig. |
|--|----------------------------|-------------------|----|----------------|--------|------|
| Adequacy of equipment and facilities | Between Groups | 17.802 | 6 | 2.967 | 3.092* | .009 |
| | Within Groups | 80.615 | 84 | .960 | | |
| | Total | 98.418 | 90 | | | |
| Budgetary | Between Groups | 12.286 | 6 | 2.048 | 2.310* | .041 |

| | | | | | | |
|--------------------------------|----------------|--------|----|-------|----------|------|
| allocation | | | | | | |
| | Within Groups | 74.462 | 84 | .886 | | |
| | Total | 86.747 | 90 | | | |
| Amount of team exposure | Between Groups | 19.143 | 6 | 3.190 | 2.639* | .021 |
| | Within Groups | 101.54 | 84 | 1.209 | | |
| | Total | 120.68 | 90 | | | |
| Commitment of administrators | Between Groups | 25.297 | 6 | 4.216 | 3.456* | .004 |
| | Within Groups | 102.46 | 84 | 1.220 | | |
| | Total | 127.76 | 90 | | | |
| Incentives to motivate players | Between Groups | 9.297 | 6 | 1.549 | 1.148-NS | .342 |
| | Within Groups | 113.39 | 84 | 1.350 | | |
| | Total | 122.68 | 90 | | | |

[*Significant differences at $p < 0.05$; NS- No significant differences]

From Table 4.14, it is evident that there are significant mean differences for adequacy of equipment and facilities, budgetary allocation, team exposure and commitment by the university sports administrators. Therefore, the null hypothesis is rejected for these 4 sub-factors of University sports services at 0.05 level of significance, but the hypothesis is not rejected for one factor, namely, incentives to motivate the players. The differences might

have been caused by the very low mean values recorded on the players' responses. The range between means, namely, adequacy of equipment and facilities (1.70-3.38) budgetary allocation (1.54-2.85), team exposure (2.23-3.38) and commitment of administrators (1.62-2.92) are contributing to differences in means. The range for means in incentives to motivate players is much less, the means are low consistently. This called for a post-hoc test.

Tukeys' Post Hoc Test

A Tukey post hoc test was carried out and the result were as shown in the Table 4.15.

Table 4.15 Post-Hoc Test results on University Sports Managerial Services

| | 1-ANU | 2-DU | 3- JKUAT | 4-KU | 5-SU | 6-UON | 7-USIU |
|---|-------|------|-------------|------|------|-------|--------|
| 1 | X | | | | | | |
| 2 | X | X | | | | | |
| 3 | X | X | X | | | | |
| 4 | O | O | X | X | | | |
| 5 | X | X | O | O | X | | |
| 6 | X | X | X | O | X | X | |
| 7 | O | X | O | O | X | X | X |

Key: [O] = pairings with significant mean differences among the university teams; [x]-pairings with no significant mean differences among the university teams.

According to Table 4.15, the sources of mean differences among the 7 university rugby teams are the wide range of values within each set of means for each sub factor. For adequacy of equipment and facilities the range is from 1.70 to 3.38; for budgetary allocation the range is from 1.54 to 2.85; for team exposure the range is from 2.23 to 3.38 and for administrators' commitment from 1.62 to 2.92.

Except for the study by Singh and Surujlal (2006), none of the cited studies by Njororai (2010) and Mwisukha and Onywera (2011), has investigated in depth the satisfaction levels of university players with budgetary allocation, administrators' commitment, team exposure and sport facilities and equipment.

4.4: Comparison of Rugby Players' Overall Satisfaction between Private and Public Universities

To determine the differences between the means of public and private universities, a tabulation of mean scores was made in Table 4.16. This table shows means and standard deviations of public and private universities on Team Support (TS), Individual Performance and Recognition (IPR), Role of the Coach (RC), Team Task Contribution (RC) and University Sports Managerial Services (USS).

Table 4.16 Means and Standard Deviations for Public and Private Universities.

| | | TS | IPR | RC | TTC | USS |
|---------|---------|------|------|------|------|------|
| PRIVATE | Mean | 3.18 | 3.26 | 3.73 | 3.45 | 2.65 |
| | Std dev | 0.53 | 0.57 | 0.84 | 0.70 | 0.70 |
| PUBLIC | Mean | 3.32 | 3.30 | 3.65 | 4.01 | 2.68 |
| | Std dev | 0.61 | 0.62 | 0.63 | 0.51 | 0.55 |

According to Table 4.16, there are differences between public and private university means. Public universities had higher overall means on levels of satisfaction with team support (mean=3.32, SD=0.61), individual performance and recognition (m=3.30, SD=0.62) team task contribution (m=4.01, SD=0.51) and with university sports services (m=2.68, SD=0.55). The private universities had higher overall mean on extent of satisfaction with the role of the coach only (m=3.73 SD=0.84). The scenario of lower means for private universities is caused by the proportionally lower means recorded by one university, ANU. For public universities, all the mean score ranges are quite low and the scores are close to each other.

4.4.1 Hypothesis Testing

H₀₂.-There would be no significant differences in rugby players' satisfaction between public and private universities relating to the constructs of the following factors of player satisfaction.

1. Team Support
2. Individual Performance and Recognition
3. Role of the Coach
4. Team Task Contribution
5. University Sports Managerial Services

A t-test was carried out to compare means of public and private universities based on each of the five main constructs. The constructs were Team support, Individual performance and recognition, Role of the coach, Team task contribution and University sports managerial services.

In comparing the public and the private universities, hypothesis was tested using the t-test as shown on Table 4.17.

Table 4.17 Means, Standard Deviations and t-test Results

| | | TS | IPR | RC | TTC | USS |
|----------------|---------|------|------|------|------|------|
| PRIVATE | Mean | 3.18 | 3.26 | 3.73 | 3.45 | 2.65 |
| | Std dev | 0.53 | 0.57 | 0.84 | 0.70 | 0.70 |

| | | | | | | |
|-------------------|-----------------|--------------|--------------|--------------|----------------|-------------------|
| PUBLIC | Mean | 3.32 | 3.30 | 3.65 | 4.01 | 2.68 |
| | Std dev | 0.61 | 0.62 | 0.63 | 0.51 | 0.55 |
| HYPOTHESIS | t-values | 1.18 | 0.14 | 0.21 | 2.79 | -3.8 |
| | t-crit. | 1.66 | 1.66 | 1.66 | 1.66 | 1.66 |
| | p values | 0.12* | 0.44* | 0.42* | 0.0032* | 0.000131** |

[No significant difference at $p < 0.05$; * significant difference at $p < 0.05$]**

According to Table 4.17, for Team Support, the t-statistic or t (experimental) is less than the t (critical) and p-value is greater than 0.05. This meant that we failed to reject the hypothesis and stated that there was no significant difference in the rugby players' satisfaction across public and private universities with Team Support. The range here was 0.14.

For IPR, the t-statistic was less than the t-critical and the p-value was greater than 0.05. This meant that we fail to reject the hypothesis and hence deduce that there was no significant difference in satisfaction levels between public and private universities as pertains to Individual Performance and Recognition. The range was 0.04.

For the Role of the Coach, the t-statistic was less than the t-critical and the p-value was greater than 0.05. This means that we failed to reject the hypothesis and therefore deduced that there was no significant difference in overall satisfaction levels between the private and the public universities as pertains to the Role of the Coach. The range was 0.08.

For Team Task Contribution, the t-statistic was greater than the t-critical and the p-value was less than 0.05. This means that the hypothesis was rejected at 0.05 level of significance hence there was a significant difference in the levels of rugby players' satisfaction levels as pertains to the construct of Team Task Contribution. The range was 0.54 and this large difference could be attributable to the proportionally high mean score from the public universities of 4.01 and the comparatively low figure of 3.47 scored by private universities.

For University Sport Managerial Services, the modulus or absolute value of | t-statistic or t (experimental) | is greater than t-critical and the p-value is less than 0.05. This means that we reject the hypothesis and stated that there are no significant differences between the university rugby players' satisfaction levels as pertains to University Sports Managerial Services. The range was 0.49 and can be attributable to the proportionally high mean for USMS for private universities (2.65) and comparatively lower than average for public universities (2.16).

As in the study by Unruh *et al* (2005), the results provided insights into the differences in satisfaction among the university sports teams, emphasizing the type of university as a determinant in differences. According to Njororai (2010), discipline in sport is fundamental to any sporting activity and may be a cause of significant differences in university means. Articulation of discipline varies from one university to another and is based on leadership, culture and responsibility among the students.

These study results seem to contradict earlier findings that the private universities were more satisfied than the public universities as pertains to team support, individual performance and recognition and on university sports services. Generally the private universities also showed much better levels of satisfaction with role of the coach than the public universities. By combining all the private universities to get a composite mean satisfaction, ANU, with very low averages in most sub- constructs has distorted the mean for all private universities.

Other factors likely to contribute to equality in means include the lack of a competitiveness culture, limited high profile competitions, a similar historical background of the universities and a continued emphasis on amateurism in university sports among the universities studied.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter covers the summary, conclusions and recommendations of the study. The purpose of this study was to assess the levels of psychological satisfaction among male Kenya Rugby Union-registered university rugby players with regard to Team Support, Individual Performance and Recognition, Role of Coaches Team Task Contribution and Universities sports managerial support and services.

5.2 Summary of the Findings

5.2.1 Extent of Player Satisfaction with Team Support

Strathmore University (m= 3.52) and USIU (m= 3.46), showed higher levels of mean satisfaction with Team Support compared to all others. ANU (m= 2.62) was the least satisfied with Team Support of all the 7 universities. The other universities were moderately satisfied with Team Support, KU (m= 3.42), UON (m= 3.32), JKUAT (m= 3.23) and DU (m= 3.12).

For all universities' teams, the extent of satisfaction with media support, support by fans and promptness of medical attention was almost the same. The players expressed more than average mean (2.5) on these sub factors. However, there were significant differences

in the levels of satisfaction amongst the players on support from teammates and university community support.

5.2.2 Extent of Players' Satisfaction with Individual Performance and Recognition

Satisfaction with IPR was high in all the teams except ANU which recorded very low means. Recognition by the universities was an area where all the teams were dissatisfied with and is an area all the universities need to address urgently. Recognition by the coach was also an area requiring attention especially in JKUAT and ANU.

There was no significant difference in rugby players' extent of satisfaction with respect to individual recognition by the respective universities with levels of satisfaction around mean of 2.5. There were significant differences in levels of satisfaction among players on use of individual ability, recognition by the coach, performance improvement and teammate performance. Recognition by the coach and improvement of own performance had higher sub-factor means of 3.77.

5.2.3 Extent of Player Satisfaction with Role of the Coach

Both UON and Strathmore University recorded comparatively higher levels of satisfaction with the role of the coach ($m=4.09$ and $m=4.02$ respectively) while JKUAT and KU recorded comparatively lower ($m=3.43$). All universities recorded above average mean of 2.5. Coach knowledge and coach commitment had the highest means here (3.81 and 3.79). The extent of satisfaction was good.

There were no significant differences in satisfaction levels with coaches' choice of players, level of coach commitment, coach game plan and coach ability to motivate. There was however, significant difference in extent of player satisfaction with ability to impart knowledge which is attributable to high means from SU ($m=4.15$, $SD=0.99$) and UON ($m=4.31$, $SD=0.75$)

5.2.4 Extent of Player Satisfaction with the Team Task Contribution (TTC)

The extent of player satisfaction among the universities showed that KU and SU rugby players were most satisfied with Team Task Contribution at $m=4.32$ and $m=4.34$ respectively. ANU rugby players had the lowest levels of satisfaction ($m=2.11$). Extent of satisfaction was high for all universities except ANU who were below average of 2.5 both for total mean and for every sub-factor mean. For individual sub-factors, playing as a team and team fair-play attracted proportionately high levels of satisfaction ($m=3.86$ and $m=3.76$ respectively). While team performance and team commitment were proportionately lower ($m=3.43$ and $m=3.59$ respectively).

Hypothesis testing indicated that there were significant differences in means for team commitment, team sense of fair play, team overall performance, team discipline and extent of playing as a team. The significant difference in means was caused by ANU whose mean satisfaction was proportionately lower compared to all the other universities, with extent of satisfaction for ANU being $m=2.11$ compared with all the other means being 3.49, 4.32, 3.94, 3.75, 3.94 and 4.34.

5.2.5 Extent of Player Satisfaction with University Sports Managerial Services

All the universities' rugby teams recorded means below 3 on overall satisfaction. However, the top 3 universities on satisfaction with university sports services were the private universities, namely, USIU, Strathmore and Daystar, in that order. The 3 public universities had lower satisfaction levels compared to satisfaction levels of the private universities. Player incentives and budgetary allocation were the areas all the universities' rugby players were most dissatisfied with.

Overall levels of satisfaction with each sub-factor were all below 3. Team exposure attracted slightly higher levels of satisfaction (2.91) compared to all other sub-factors meaning that players' extent of satisfaction with exposure was above the average of 2.5.

There were significant differences in the mean values on adequacy of equipment and facilities, budgetary allocation, team exposure and commitment by the university sports administrators. This may have been caused by the differences in funding by the different universities and budgetary allocations. Some private universities like Strathmore and USIU invest a lot of money on sport while the public universities undergo numerous problems in funding sports programs. There was no significant difference in means for incentives to motivate the players and this was mainly because most university sports players may not appreciate the meager incentives they may get

5.2.6 Extent of Rugby Player Satisfaction between Private and Public Universities

Overall, public universities had higher means depicting satisfaction with team support, individual performance and recognition and team task contribution. The private universities were more satisfied with role of the coach and with University Sports Managerial Services. From the t-test (Table 4.26), the differences in means are not significant except for Team Task Contribution (TTC) and University Sports Managerial Services. The means for extent of satisfaction among the university rugby players were the same for Team Support, Individual Performance and Recognition and Role of the Coach. For TTC and USMS however, there were mean differences that need to be addressed by the respective universities.

5.3.0 Conclusions

This study set out to determine the levels of player satisfaction among rugby players in Kenya's universities and to compare these levels of satisfaction.

Team Support:

Teammate support, fan support and medical support stood out as more favoured by the rugby players. Players however were only marginally satisfied with support from their university community and the media. All university rugby teams had overall means over the 2.5 average although ANU was proportionally lower than all the other universities. On media, Strathmore and KU recorded higher satisfaction while ANU was very low and needs to reexamine this area. On teammate support, JKUAT, KU, UON and USIU had

high satisfaction but ANU still lagged behind. On university community support KU and ANU were below the average of 2.5 while the rest were only marginally satisfied. On fan support, KU was most satisfied but all the others were moderately satisfied. For medical support, all were above the 2.5 average mark but below 3.7. There was significant difference in means for media, teammate and university community support mainly due to the low scores by ANU.

Individual Performance and Recognition:

Extent of satisfaction for all the universities were above the 2.5 average although ANU score was just marginal, all the others were satisfied overall. On use of individual ability, all teams were satisfied except ANU, on recognition by coach, all recorded high satisfaction except ANU and JKUAT. On performance improvement, all the players were reasonably satisfied, while on recognition by university all the teams scored low and a total average below the 2.5 averages and KU recording 1.77. This is an area the universities need to look into. On teammate performance, ANU was the lowest below average but the others were satisfied.

Role of the Coach:

All the teams recorded high satisfaction well above the 2.5 average, UON and Strathmore recorded the highest extent of satisfaction here with KU and JKUAT the lowest at 3.43. On choice of players all teams were satisfied, same as with coach commitment, coach game plan coach as motivator and coach knowledge. However, there were differences in some of the means especially extent of satisfaction with coach ability to impart knowledge.

Team task Contribution:

In this construct, ANU scored well below average in all the sub constructs although the other teams were very highly satisfied. On team commitment, ANU had 1.85 but all the other teams had high extents of satisfaction. On team fair play, ANU was below average and the others were highly satisfied. The same case was for team performance, team discipline and playing as a team. There were significant differences in the means of extent of satisfaction for all the sub constructs which were caused by the extremely low averages by ANU.

University Sports Managerial Services:

In this construct, ANU, JKUAT and KU registered mean satisfaction of below the 2.5 average while all the other universities also registered very low satisfaction. In general the universities' rugby teams were barely satisfied with this construct. USIU and

Strathmore were high on adequacy of equipment while Daystar and Strathmore were high on team exposure.

5.4 Recommendations for Practice, Policy and Further Research

(a) Recommendations for Practice.

These would include the need for universities to spend more financial resources in providing facilities and equipment in order to satisfy the ever-rising numbers of students participating in rugby.

Player recognition is a practice that needs to be encouraged, not only for rugby players in the universities, but by all sports administrators or sports coach as a way of motivating rugby players. As already noted, the rugby players appreciate efforts by their coaches to recognize their efforts; therefore, universities should get into the practice of employing more coaches. This would enhance player satisfaction due to assured recognition by coaches; a practice of universities employing administrators who also double up as accomplished coaches would encourage institutions that train physical education and sport teachers to focus more on practical-oriented sports teachers.

There is need for universities to practice sport commercialization and seeking sponsorships in order to attract commercially viable partnerships for the rugby teams.

This would subsidize the resources provided by the universities to the sports departments for paying part-time coaches, exposure and equipment purchase.

To be able to improve standards and levels of satisfaction, frequent customer satisfaction surveys need to be carried out by the universities to determine the players' status pertaining to motivation and interest. Universities also need to strive to collaborate among themselves and with other organizations to provide managerial and technical synergy to be able to solve problems like limited team exposure, inadequate equipment and facilities and lack of adequate coaching.

Although coaches are usually temporary employees, they were highly regarded by rugby players in the universities. From the findings of this study, coaches are perceived to be more relevant to the team than the administrators. There is need to re-examine and redefine the role of sports administrators Vis-a viz the coaches so that the universities deploy more specialized coaches, at least one for every sport discipline.

(b) Recommendations for Policy

These would include the need for universities to convert the rugby teams into semi-professional outfits able to compete at high levels and with adequate support. This would then require other related policies including a national policy by Ministry of Education or the Ministry of Youth affairs and Sports requiring bona fide students to play for their respective universities and not for clubs. Students should only play for clubs once they are out of school or universities so that the university teams become strong and act as suitable breeding ground for clubs and the national teams. Such a situation would require universities to support teams and allocate more training time and relaxing the academic timetables (Gitonga, *et al*, 2004).

Provision of scholarships to deserving sportsmen is already practiced in some universities in Kenya although it needs to be adopted as a university policy by the ministry of Higher Education for promoting sport and motivating the players. Indeed the proposed Government of Kenya sports policy has stated these proposals. Scholarships may be in the form of part tuition or full tuition fees waivers, financial support plan or academic credits. This idea is overdue and should be adopted by individual universities in Kenya like is the case in the developed world. Other similar forms of incentives by universities would include vouchers and prize money for records broken or commendable efforts.

A government policy that requires educational institutions to have sports facilities before they can be registered should now be followed up by the respective Ministry of Education so as to ensure provision of playgrounds and other sports facilities to be used by students.

The United Nations charter on Physical Education and Sport of 2003 insists that adequate facilities and equipment should be provided to meet needs of all participants in any sport. Many universities and colleges have lately been established within urban areas, some of them in high rise buildings without any established space for sports. It is high time that government policy is acted upon so that such institutions are not registered.

Finally, the KRU should make it compulsory for universities and all rugby clubs to provide medical support in the form of insurance any time students are playing rugby to minimize risks and provide prompt attention to players should the need arise. Insurance policies should be provided by and for all university sports players, particularly rugby. This is in line with International Rugby Board charter of 2008.

(c) Recommendations for Further Research

The researcher made recommendations which may help future research efforts in the area of athlete/player satisfaction of university rugby players.

- There is need to conduct a similar study among all universities in Kenya but include all other major sports like athletics, basketball, hockey, football and volleyball.
- A similar study could be replicated but involve secondary schools, teacher training colleges or senior rugby clubs in Kenya to determine their levels of

psychological satisfaction. This could help in identifying certain underlying issues that may not be known to the sports administrators at KRU.

- Future research could explore in depth one or two specific areas of a women sport instead of male rugby teams,
- Multidimensional interplay of selected factors could be examined by combining some factors from the ASQ. For instance an investigation of TTC and RC could reveal responses that easily influence each other. Satisfaction with the perceived role of the coach in game planning or imparting knowledge is likely to positively or negatively correlate with perceived satisfaction with overall team performance.
- Another research could compare the contribution of the various satisfaction sub-factors instead of comparing satisfaction across universities.

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APPENDIX 1: PERMISSION TO CONDUCT RESEARCH

Dear sir/madam,

RE: CONDUCTING RESEARCH ON PLAYER SATISFACTION AMONG RUGBY PLAYERS

I am a student at Kenyatta University pursuing a Master's degree in exercise and sports science. I am currently preparing to carry out a research based on player/athlete satisfaction in the game of rugby among university students in Kenya.

I hereby request for permission to carry out this study by administering questionnaires to all the Kenyan universities that play rugby competitively.

The researcher hereby gives assurance that all data collected will be treated confidentially and will be used for research purpose only.

Thank you

Yours truly,

OKECH SEBASTIAN ONYANGO

APPENDIX 2 CONSENT LETTER

Dear Rugby player:

My name is Sebastian Okech. I am a graduate student under the direction of Dr. Andanje Mwisukha of the Department of Recreation Management and Exercise Science at Kenyatta University and Dr Elijah Gitonga of Physical education department, University of Nairobi. As part of my Masters studies, I am investigating satisfaction levels of rugby players in selected Kenyan Universities.

If you decide to participate, you will be asked to complete a questionnaire which will take approximately 30 minutes and will be conducted in one session. Full confidentiality is assured and the anonymity of your responses is guaranteed.

The possible benefits are identifying areas that are of concern to rugby players and coaches, gaining insight into factors that have a positive and negative effect on the players' rugby experience, and assisting sport leaders in the planning of avoidance strategies and reducing or eliminating those factors that manifest dissatisfaction in rugby at the university level.

If you have any questions concerning the research study, please call me any time at +254-722-705965, or e-mail me at sookech2003@yahoo.com. Also, you can call Dr. Andanje Mwisukha (+254722936588) or Dr E.Gitonga (+254727649790)

Thank you very much for participating in this study.

Sincerely

S.O.Okech

APPENDIX 3: QUESTIONNAIRE

This questionnaire is concerned with satisfaction of university rugby players. **Your honest and spontaneous response to each and every item is vital to the success of the study. Do not think about any one item for too long.** For the purpose of this study, please recall your experiences during the season just completed, and record your reactions to those experiences.

It is extremely important that you provide a response to every statement.

Part A-DEMOGRAPHIC QUESTIONNAIRE**Please answer the following questions.**

1. Name of University: _____

2. Are you in a Private or Public University? _____

3. Please indicate how long (in years) you have played competitive rugby: _____

4. Please indicate your year of study

 First Second Third Fourth year,

other _____

Part B- SATISFACTION QUESTIONNAIRE

1(Extremely Dissatisfied); 2(Dissatisfied); 3(neutral); 4(Satisfied) 5(Extremely Satisfied)

| A-TEAM SUPPORT | SCALE |
|---|--------------|
| 1. I am satisfied with the media support for our team | 1 2 3 4 5 |
| 2. I am satisfied with the support from teammates | 1 2 3 4 5 |
| 3. I am satisfied with the university community support | 1 2 3 4 5 |
| 4. I am satisfied with the support from our fans. | 1 2 3 4 5 |
| 5. I am satisfied with the promptness of medical attention. | 1 2 3 4 5 |
| B-INDIVIDUAL PERFORMANCE AND RECOGNITION | |
| 6. I am satisfied with how abilities of individuals are used. | 1 2 3 4 5 |
| 7. I am satisfied with the individual recognition by the coach. | 1 2 3 4 5 |
| 8. I am satisfied with the improvement in my performance. | 1 2 3 4 5 |
| 9. I am satisfied with the individual recognition by the university | 1 2 3 4 5 |
| 10. I am satisfied with individual performance of my teammates | 1 2 3 4 5 |
| C- ROLE OF THE COACH | |
| 11. I am satisfied with the coach's choice of players during | 1 2 3 4 5 |

| | | | | | |
|--|---|---|---|---|---|
| competitions. | | | | | |
| 12. I am satisfied with the coach's commitment to the team. | 1 | 2 | 3 | 4 | 5 |
| 13. I am satisfied with the coach's game plan. | 1 | 2 | 3 | 4 | 5 |
| 14. I am satisfied with how the coach motivates players | 1 | 2 | 3 | 4 | 5 |
| 15. I am satisfied with the coach's ability to impart knowledge of the game to us. | 1 | 2 | 3 | 4 | 5 |
| D- TEAM TASK CONTRIBUTION | | | | | |
| 16. I am satisfied with how the team is committed to the game | 1 | 2 | 3 | 4 | 5 |
| 17. I am satisfied with the team's sense of fair play this season. | 1 | 2 | 3 | 4 | 5 |
| 18. I am satisfied with the team's overall performance this season. | 1 | 2 | 3 | 4 | 5 |
| 19. I am satisfied with the extent to which the team is disciplined. | 1 | 2 | 3 | 4 | 5 |
| 20. I am satisfied with the extent to which we play as a team. | 1 | 2 | 3 | 4 | 5 |
| E- SERVICES RENDERED BY THE UNIVERSITY | | | | | |
| 21. I am satisfied with the adequacy of equipment and facilities for rugby. | 1 | 2 | 3 | 4 | 5 |
| 22. I am satisfied with the budgetary allocation for the rugby team | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| 23. I am satisfied with the amount of team exposure through competitions. | 1 | 2 | 3 | 4 | 5 |
| 24. I am satisfied with the commitment of the university sports administrators. | 1 | 2 | 3 | 4 | 5 |
| 25. I am satisfied with the incentives given to motivate players. | 1 | 2 | 3 | 4 | 5 |

APPENDIX 4: BUDGET PROJECTION

| ITEM | APPROX. COST (Kenya shillings) |
|------------------------|---------------------------------------|
| 1. Typing and Printing | 20,000 |
| 2. Pilot study | 4,000 |
| 3. Stationery | 12,000 |
| 4. Research assistants | 20,000 |

| | |
|-----------------------------|--------|
| 5. Travel and accommodation | 30,000 |
| 6. Proposal binding | 4,000 |
| 7. Thesis binding | 7,000 |
| 8. Theses copies | 4,000 |
| 9. Contingencies | 50,000 |

TOTAL **151,000**

APPENDIX 5: WORK PLAN

| | |
|--|--|
| | Work plan for an MSc Thesis:2009-2012 |
|--|--|

| Activity | April- sept.2009 | Nov'09- may '10 | May'10- may '11 | May- august 2011 | Oct 2011 | Dec.2012 |
|---------------------------------|---------------------|--------------------|--------------------|------------------------|----------|----------|
| Proposal writing | | | | | | |
| Proposal presentation | | | | | | |
| Data collection | | | | | | |
| Thesis writing | | | | | | |
| Submission & presentation | | | | | | |
| Graduation | | | | | | |

