

**FACTORS INFLUENCING TEAM COHESION AND SPORTS
PERFORMANCE AMONG UNDER 15 FOOTBALL TEAMS IN
BROOKHOUSE SCHOOL, NAIROBI COUNTY, KENYA**

ROSE MOSE

**A RESEARCH PROJECT REPORT SUBMITTED IN PARTIAL FULFILLMENT OF
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2020

DECLARATION

Declaration by the student

The research Project Report is my original work and has not been presented in any institution of learning.

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DEDICATION

I dedicate this research work to my beloved mother Barongo Mose, my beloved father Charles Mose and my eight siblings.

ACKNOWLEDGEMENT

I would like to take this opportunity to give my great sincere gratitude to all the people who played a major role in assisting me undertake this project. I would also like to express my heartfelt appreciation to the Head of Department of Education for allowing me to undertake this work. I am grateful to my supervisor Anne Asey for her continuous leadership, assistance, and effort throughout the research. My utmost gratitude also goes to my family members and friends for their encouragement and support throughout the study.

God Bless.

ABSTRACT

The study was carried out in Brookhouse School, Runda to investigate the factors influencing team cohesion and sports performance among under 15 football teams in Brookhouse School. In this study descriptive survey research design was used to determine degree of cohesion in the teams. The targeted population was both the female and male football players in Brookhouse School, Runda. A stratified random sampling was used in this study to sample the players where gender was equally represented. A target of 25 players from each team was selected for sampling where simple random sampling was used to get the final sample of 50. Self-administered questionnaire was used to collect data and the data obtained was analyzed using SPSS program. Qualitative data was organized, tabulated and analyzed using simple frequencies and percentages presented in form of frequency and percentage tables and figures. Independent sample t-test and one-way ANOVA tests at 0.05 level of significant were used to investigate the win- loss records. It was discovered that these factors; gender, team preparation, team size, win-loss records and team cohesiveness (social and task) greatly influence the cohesion and performance of the team in one way or another. It is proved that team cohesiveness and sports performance depend on each other for better and good results such that where there is less cohesiveness then the performance is low and vice versa.

Two-levels-up coaching focused on encouraging individuals to have self motivation which in return capitalized on the benefits competition provided, hence, preventing social loafing and improving the players' performance. It was concluded that coaches and players should put in mind factors of cohesion so as to encourage players to be enthusiastic.

More research should be carried out at lower levels of Football competitions such as primary and secondary schools.

LIST OF ABBREVIATIONS AND ACRONYMS

SPSS Statistical Package for Social Science

GEQ Group Environment Questionnaire

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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Sports psychologists desire to work with the teams was to point out information that relates to performance and manipulate the given information to come up with the solution on how to improve team performance. The sports psychologists faced several problems in gathering the information that was used to defend the link between success and team unity. Good amount of social-psychological features were found strongly related to performance. *An example is that a large crowd of cheerleaders contributes positively to the team success* (Carron et al, 1985).

Conversely, the concept of team solidity has interesting social-psychological influences that the study was dealing with. According to coaches and their athletes; team cohesion is team unity, togetherness, oneness and a sense of teamwork. Popularly it's known that team cohesion is a requirement for a team to succeed (Murphy & Tammen, 1998). The feeling of team unity enables teams to win a trophy away from competitors. (May 1984).

According to sports psychologists, cohesion is divided in two: Task cohesion is the level to which teammates put hardwork and in unity to attain the team's goals. Social cohesion is the manner in which teammates cultivate, nurture, and uphold the social relationship amongst each other (Carron et al, 1985). During a sport, the coach and the players must put more emphasis on mission rather than social cohesion; with the reason being driving more of their attention towards the mission so that they can achieve the success. Winning is the major motivator that drive individual athletes to reach for their goals. Achievement is a significant characteristic of the mission where the more a team wins as a group the more they stick in togetherness. (Carron et al, 1982). Success is the accomplishment of the set goals which increases the chances of winning.

Thus, the connection between success and team unity provides a platform for the study and its impact on team success. In this case, team cohesion was the independent variable whereas sports performance acts as dependent variable.

1.2 Statement of the Problem

Researches done assume that some of the factors of cohesion affecting team performance are in terms of task-related characteristics such as traits and individual understanding which assume that the association is strengthened by the social cohesion amongst the team members. The studies done on the factors have both the negative and positive effect on a team's performance where their main areas being lack of enough coaching time and programs (Omino, 1993), poor preparations for the competitions, tactics and technical factors (Simiyu, 2005), financial constraints, lack of skilled players and coaches, negative attitude, bad state of the sports administration (Versi, 1986).

However, less emphasis has been put on the perspective of psychological influences such as personality, stress and cohesion therefore the focus of this study was to inspect the reality that unity among athletes directly impacted on team success where a sample of Brookhouse School football players was used. Factors influencing team cohesion and sports performance are:

- Gender
- Team preparation
- Team size
- Win loss records
- Team cohesiveness (social and task)

1.3 Purpose of the study

To inspect factors influencing team cohesion and sports performance among under 15 football teams in Brookhouse School, Nairobi County, Kenya.

1.4 Objectives of the study

1.4.1 General objectives

To examine causes influencing team cohesion and sports performance among under 15 football teams in Brookhouse School, Nairobi County, Kenya.

1.4.2 Specific Objectives

- i. To identify the extent to which team preparation affect cohesion in football teams in Brookhouse School.
- ii. To determine whether team cohesiveness influences performance in football teams in Brookhouse School.
- iii. To establish whether there are gender differences in cohesion football teams in Brookhouse School.
- iv. To examine whether teams' size affects cohesion in football teams in Brookhouse School.
- v. To identify how win-loss records affect team performance in football teams in Brookhouse School.

1.5 Research questions

- i. Does team preparation directly affect the win-loss performance in football teams in Brookhouse School?
- ii. To what degree does team cohesiveness influence performance in football teams in Brookhouse School?
- iii. How do gender differences affect cohesion in football teams in Brookhouse School?
- iv. Does team size affect cohesion in football teams in Brookhouse School?
- v. How do win-loss records affect the sports performance in football teams in Brookhouse School?

1.6 Significance of the study

The researcher hopes that the outcomes of this research will contribute highly to the literature area studied and be helpful to both the managers, coaches and their players to develop team cohesion to improve on their teams' performance. The findings will make coaches and stakeholders realize and understand that team unity greatly contributes to team success.

1.7 Assumptions of the study

- i. Respondents were keen to respond to the questionnaire positively.
- ii. Respondents provided valid and reliable information about their game.
- iii. Respondents were willing to share their motivating issues for their wins.
- iv. The targeted number of respondents filled the questionnaire.

1.8 Limitations of the study

The variables that lead to team success were many of them, hence, even if the researcher was to focus only on those related to cohesion she had no full control of the others.

1.9 Delimitations of the study

This study only focused on the under 15 football teams in Brookhouse School.

1.10 Operational Definition

- **Team cohesion:** This is a type of a dynamic process which is reflected in the affinity for a team to remain unified in the pursuit of its objectives and the main goals.
- **Social cohesion:** This is the degree in which most members of a team relate well and they enjoy being members of the team of a group.
- **Task cohesion:** the extent to which members of a team are dedicated to working together to attain specific and recognizable objectives.

1.11 Theoretical framework

It is well understood that the ability level of challengers can never be equal in a competitive sport. In this kind of situation, the element which formulates substantial distinction in success and defeat is the degree of unity in that particular team (Kaia E.Thiese1994). Earlier studies support the statement that when there is unity in the team the likelihood of success is higher.

Carron et al's model of cohesion, noted down the main and crucial contributing factors which boosted both the social or task cohesion in the figure 1.1 below.

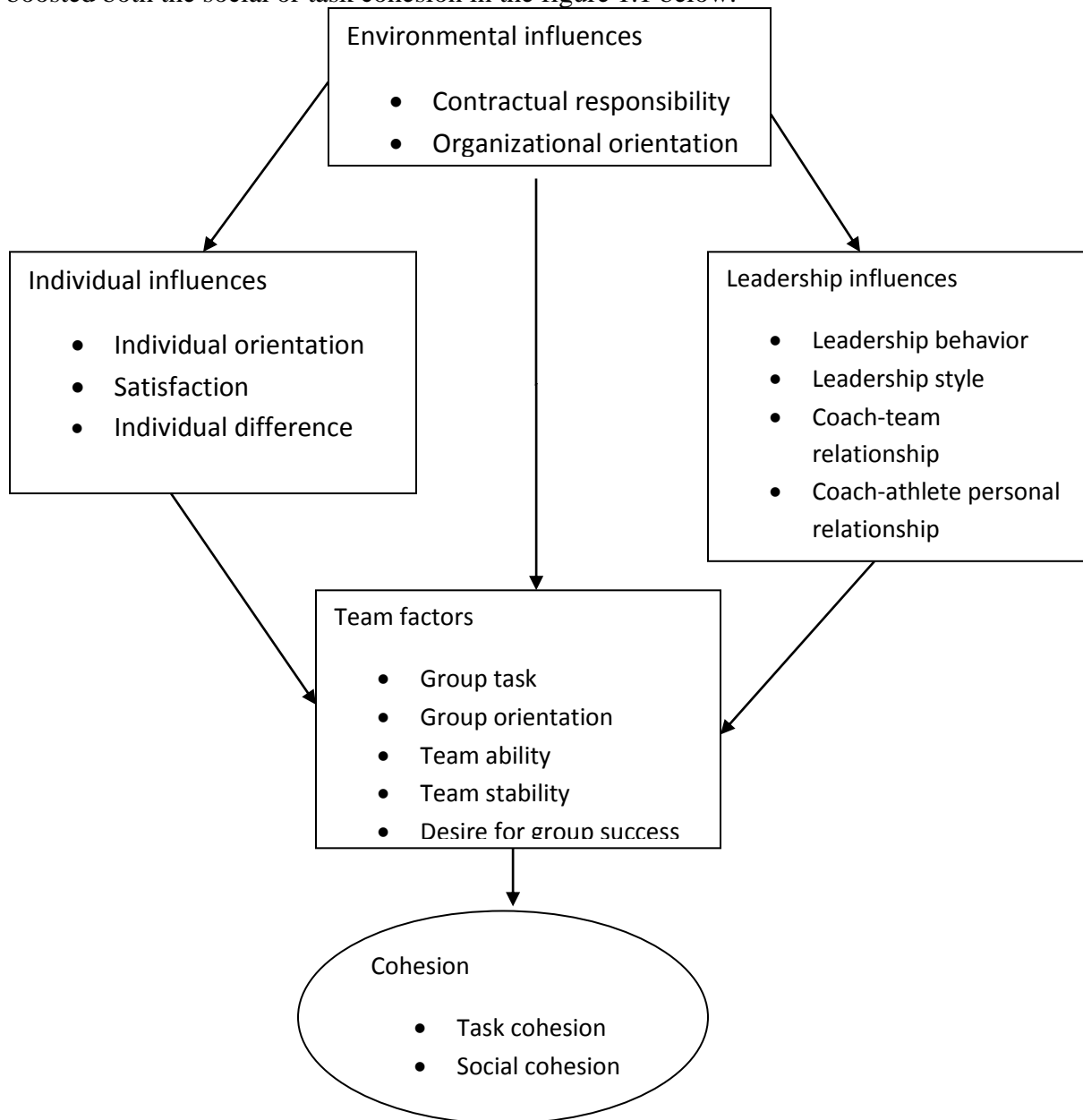


Figure 1.1: A General Conceptual System for Cohesiveness in Sport Teams (adapted from Carron, 1982)

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

On this chapter the literature review will present the concept of cohesion, success, satisfaction and how it's connected to team success.

2.1 Team Cohesion

Team cohesion is related to a range of positive and negative consequences (Sheryl & Bruce, 2005). Cohesion refers to the extent in which people of the same group work together in peace, harmony and working towards achieving the common goals. It also brings togetherness, commitment, motivation and encourages individuals to exert hard work and effort to reach the set goals. When members of a team are unified; communication with one another becomes easy compared to less unified teams. There are two types of cohesion: Task cohesion is the extent to which members of a team are dedicated to working together to attain specific and recognizable objectives. Whereas social cohesion is the degree in which most members of a team relate well and they enjoy being members of the team (Carron, Widmeyer & Brawley, 1985).

There exist a number of factors that affect team cohesion both negatively and positively which in turn influences team success. These factors make it either difficult to achieve the set goals or they promote the team to reach success with ease.

2.1.1 Factors affecting team cohesion in most of the sports among all genders and across all age groups.

According to Weinberg and Gould (2008), the next factors could negatively impact team cohesion:

Temperament collision - a number of players have anger issues in a way that they easily get carried away with temper if one of their members is faulty.

Role differences among teammates- some team mates blame others hence they lose the motivation of training as much as they are needed to train as well as makes them be uncomfortable in the team which makes it difficult for the team to achieve its objectives.

Communication collapse - Captains also coaches of the teams should respect and communicate with their team members. Also, they have consistency in their leadership styles where players are urged to respect their leaders.

Struggles for power – some individual athletes have self-centered intentions which pushes them to be selfish in helping the team to achieve its goals rather they choose to take advantage on gaining self success.

Minimal interaction time - this creates less time for the team members to bond and know each other in details.

Disputes of the team objectives- when the coaches and players plan the teams' targets together there is greater probability that they will feel more committed and comfortable.

Sizes of the squad- larger teams have less cohesion; the reason being a larger team is likely to have sub-groups that can bring along hatred among some team members.

Popularity-if a sport is unpopular there will be few people who will want to play and also there will be fewer people to watch or cheer the players, hence, this will lead to low levels of cohesion.

Members' similarity- having team members who share same abilities, social background, attitudes, personality and commitment, then there will be a higher degree of cohesion.

2.1.2 Factors promoting team cohesion in most of the sports among all genders and across all age groups.

Team Building - building mutual goal setting and team spirit is key to having team unity through reducing the differences in the roles played by each member and insisting on achieving set objectives. Carron and Dennis (2001) ruled out that the vital individual aspect for the task and social cohesion was player contentment.

Focus on performance and goals to promote collective efficacy - when players and coaches formulate goals together; there is likelihood that the players will it is more likely for players to build up commitment to achieve the objectives. Team unity directly helps players to understand how to work together collectively.

Democratic leadership style - Coaches should also set challenging tasks to encourage players to work together, hence, prevent the formation of social sub-groups, understand team climate, strengths and weaknesses of each other. Kesthan et al (2010) found out that a relationship between coaches' leadership styles and team cohesion contributed to the success.

Clear communication – clarity of information from the coaches and captains about the set objectives, duties, and individual roles are essential to evade uncertainty.

2.2 Relationship between Success, Satisfaction and Performance

The study suggests that when players are contented with their influence on the team it promotes good team performance. The link that exists between team cohesion and performance is mainly co-relational rather than casual (Sheryl & Bruce, 2005). Cohesion is directly related to the amount of satisfaction that players receive while in the team. Satisfaction is how one feels with the effort they exert in a group (Rintaugu, 2013). When the degree of satisfaction in an individual is high it boosts how a person feels about themselves which in turn makes their participation great as well as the performance gets good. However, if that particular group cannot achieve players satisfaction, it may lead to low cohesion among its members which negatively impacts on the performance.

Teams that work together have more success compared to those that players are less united. Martens and Robinson (1997) carried out a research study on basketball teams and discovered that for teams to reach success they needed to nurture the art of making sure the players were satisfied and comfortable being members of the team. As well having team contentment will lead to good performance and therefore it's vital to promote satisfaction through motivating and appraising the players to boost their confidence and self-esteem. All the factors discussed above in one way or another if well put in place can be helpful to the coaches and captains in a way that when selecting a team these factors should be considered.

Figure 2.1 below explains the connection linking performance to success contentment and how it circulates that each factor depends on the other for success to be reached.

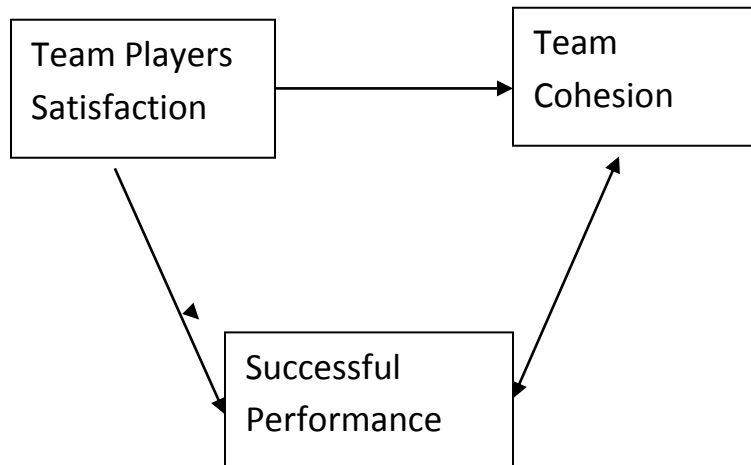


Figure 2.1: Circular Model of the Relationship between Success Satisfaction and Performance. (Martens and Peterson, 1971)

To show a complete circular correlation, it is believed that the resultant cohesion affected team success. Martens and Peterson (1971) quoted that accomplishment (or lack of it) promoted (or inhibited) the development of team cohesion.

2.3 Relationships between Degree of Interaction and Team Cohesion

The way individuals in a team interact and relate with each other plays a major role in ensuring there is cohesion. Cox, (1990), suggested that sports should be classified according to how they attract more audience, that is, into; high interaction; football, rugby and low interaction; shooting, cycling, squash and the way this affects cohesion is shown in figure 2.2 below.

Low interaction

High-team cohesion → less good performance
 Low-team cohesion → good performance

High Interaction

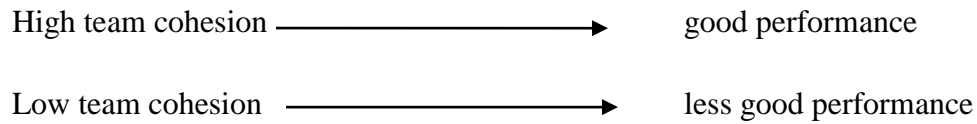


Figure 2.2: The Relationships between Team Interaction and Degree of Cohesion on Team Performance (Cox, 1990)

In figure 2.2 above it explains that high-team cohesion in a low-interaction sport leads to less good performance. Through the observations made coaches and captains are encouraged to examine their teams' cohesion and by using the team-building strategies to develop the 'we' mentality among the players making it easy for them to relate and work in unity. The 'we' mentality can help to boost a teams' performance and reducing pressure in the team. There eight key features of a good team, which are task-oriented. (Sven-Goran Eriksson, 2000). A good team should have:

- i. Good division of roles among all members and equal treatment encouraged.
- ii. Players who are willing to put aside personal interests to work for common goal.
- iii. Players with features that complement each other.
- iv. A common vision.
- v. Great inner discipline (professionalism).
- vi. Clear and definite goals that support their vision.
- vii. Players who take responsibility to benefit the whole team.
- viii. Players who suggest and share their opinion of strategies and tactics

2.4 Review of Related Literature on Cohesion and Performance

Unveiling support from coaches, captains as well as fans positively relates to team-cohesion and the level of successful performance. Earlier studies indicate that sports performance depends highly on team cohesion. Most researches (Cox, 1990; Seppo & Hatfield, 1986, Stogdil, 1987, Bandura, 1997) have revealed that there is more of an outcome of performance when teams collectively put effort and persist through tough situations it helps them to bond more. Sports psychologists have been constantly ruling out that successful performance directly depends on collective efficacy (Carron, 1992; Feltz & Lirgg, 1998; Greenlees et al., 1999; Watson et al., 2001).

Paskevich et al. (1999) investigated the cohesion collective efficacy relationship in university and club volleyball teams. The outcome confirmed that task cohesion and collective efficacy should depend on each other to reach success. The same research was carried out using rugby-union teams and the results suggested that task cohesion and collectively indeed they positively relate (Kozub and McDonnell, (2000).

(Stogdil, 1987) Investigated the chances in which *Ohio State Buckeyes* football team gained yards and linked it to the role that team cohesion played to ensure that the team had a successful performance. Team coordination and cohesion levels were quantified by the high school coaches in order to be able collect sensible findings. Coordination measure of team cohesion appeared to contribute more on performance than cohesion itself that is according to Stogdil study

(Ruder, Gill 1982) showed the impact which team unity had on a single-game result. The research revealed that team cohesion is not a static and steady phenomenon but changes depending with the season. As well as successful teams' had a high rate of togetherness following a match, while the losing teams were less unified. Transitory effect to a game outcome on team cohesion was much pronounced for the intramural teams than intercollegiate teams. The latter evidenced a greater degree of stability for this team attribute. Even though sports psychologists have shown the relationship proceeding from cohesion to performance (e.g. Martens and Peterson) and from performance to cohesion (Martens and Peterson, 1978, Gill, 1977) stated that directional influence seems to proceed to a greater degree from performance to cohesion.

(Widmeyer and Martens, 1978) examined the effect of pre-season cohesiveness upon performance measures in 3-main intramural football teams employing sport cohesiveness questionnaire. In addition to the formation of male and female teams, the authors grouped the teams into three ability levels according to a pre-season standardized football skills test. The researchers were able to examine whether the cohesion/performance relationship differed by ability level or by sex. They realized that the higher ability teams showed stronger team cohesiveness and performance than lesser ability teams: believing that these teams might be more sensitive to social team factor.

From their results (Widmeyer and Martens, 1978) they did not find any significant differences in the cohesion/performance relationship as a function of ability and sex. They did find that the higher the levels of task cohesion did relate to higher levels of performance across all ability levels but the relationship was no difference for the good, average or poor teams. The team-cohesiveness and players' mood have a possibility to impact on team's achievement. Researchers found that individual mood (Terry, Carron, Pink, Hall, 2000) was also related to cohesion and its not only team performance that was affected by it (Bray & Whaley, 2001; Grieve & Whalen, & Meyes, 2000).

Terry et al. (2000) demonstrated that positive mood enhances cohesiveness in the group. Using Group Environment Questionnaire designed by (Carron, Brawley & Widmeyer, 1985) researchers discovered these GEQ measures of cohesion:

- i. Individual attraction to the group as a social unit.
- ii. Individual perception of the group as a social unit.
- iii. Individual perception of the groups' task.
- iv. Individual attraction to the groups' task.

It appeared that team cohesion and performance are associated. However, this established association does not mean that we assume the connection existing with the two given variables. To give a true test of causality, one would have to manipulate team cohesion experimentally and then observe the systematic changes in team success. Experimental manipulation of team

cohesion would imply an actual intervention on the part of investigators to weaken cohesion in some teams and strengthen it in others.

GEQ further explains more about task cohesion and how it is crucial for the success of a team when compared to social cohesion. Additionally, this explains the equivocal results of earlier cohesion studies where teammates like *Holmes and Redgrave* disliked one another but they still won. On the other hand, it's noted that many coaches as well as the athletes, they prefer the teammates to relate well among themselves. However, it appears that when an individual is deeply focused on one common task as well as sharing of same believes and goals, then success will definitely be possible without the social cohesion (Carron et al, 1982).

(Cox, 1990; Martens & Peterson, 1997), accumulated evidence that performance, productivity of the players and quality of the outcome can be reduced with high levels of team cohesion. Sometimes well united teams can be fun to work with but in reality they are less productive (Seppo & Hatfield, 1986). With the evidence provided it clearly indicates that cohesion and successful performance positively depend on each other for a team to reach set goals. Grieve et.al (2000) discovered that when a team's performance is not successful it in return affects how members of the group relate with each other as well as it breaks the trust and bond within its players. According to Fox (1984), there was no significant relationship that existed between cohesion and success; as well the relationship was contradictory.

Carron et al (1982) study offers clear evidence that teams achieve more when task cohesion levels are recognized while in negative relationship, success can be achieved even without social cohesion as long as players act professionally and remain focused to reach for a common goal. In teams where members work in unity and togetherness, the players experience contentment and they make more friends within the team as well they trust each other; in return the players participation improves. In addition, united teams work together to reach their common goals and fulfilling their personal and team objectives. With a united team there is ease at allocating resources with efficient.

In addition cohesion, in the context of groups, is about the unification of individuals to form a unified and cooperative whole. Cohesion as a whole is based on three vital factors: interpersonal attraction, defined as the ability of an individual to evaluate another with positivity; individual dedication, towards the group and its objectives/goals; and feelings of individual contentment and pride, based upon achievements and opportunities resulting from membership. When the three are present in a team, it's considered that the group has unity. Performance can be referred as the measure of efficiency and competence of a particular team in working toward achieving the set goals. For a team to win more matches it's likely to have greater social and task cohesion between and within groups.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research design

A descriptive research design was used as it does not manipulate variables under investigation but focused on establishing status of the situation (Borg & Gall, 1983) and assessed attitudes and opinions about events, individuals or procedures (Gay, 1992). This research design was used to determine current position of team cohesion among Under 15 football teams in Brookhouse School.

3.2 Location of the study

The study was executed in Brookhouse School, Runda Campus which is located off Kiambu road to Paradise Lost Recreational Center.

3.3 Target population

The targeted population of this research consisted of both the girls and boys football teams of Brookhouse School. Each team has a total of 25 players, which implies that the study targeted 50 players.

3.4 Sampling Procedure and Sample Size

Stratified-random sampling was used to ensure that each team provided 25 players who had been in the team for not less than 1 year; gender was equally represented. Simple-random was used to obtain the final sample of 50 players. Descriptive research design allows the proportion of the total population to be used. (Mugenda and Mugenda, 1999).

3.5 Instruments of data collection

A self-administered questionnaire was used to collect data which was appropriate way in a research survey as a large number of people can be managed within less labor, time, and financially (Bless & Achola, 1987). The questions were to help the researcher to get the information from the group targeted. It contained three sections; the demographic, social

interaction and performance sections. Open and close-ended questions were used in the questionnaire to make tabulation and data analysis process easy.

3.6 Pilot study

Validity and reliability assessment were used in this research. Validity was established based on the decision made by a professional (Mugenda and Mugenda, 1999) researcher established face, content and constructs validity by seeking expert judgments from the school.

To establish reliability of items of the questionnaire editing errors and frequencies were fixed to help get better results. Administration of the questionnaire to the main sample determined the amount of time needed through pre-testing, thus, it helped ease the researcher's work by identifying inadequacies, ambiguities, wrong phrasing of the questions and insufficient spaces to unite the resources.

3.7 Data Collection Procedure

To collect the required data an agreement from the coaches, the team captains and consent from the players, the players were given time to fill the questionnaire under the researcher's supervision and guidance were necessary.

3.8 Data Analysis and Presentation

Qualitative data was organized, tabulated and analyzed using percentages which were presented in form percentage tables.

3.9 Ethical Considerations

The researcher followed rules and regulations that the staff and the students developed. The customs and norms of the institution such as gender equity, not favoring any tribe but being neutral to all tribes were put into consideration when carrying out this research study. The researcher followed the required protocol before issuing the questionnaire where she asked permission from the teams' coaches also asked the captains of the teams request for their players' consent.

CHAPTER FOUR

FINDINGS, PRESENTATION AND INTERPRETATION

4.0 Introduction

The chapter highlights the results and how the researcher presented the entire findings. These findings are based on earlier written specific objectives that were followed by respective research questions.

4.1 Response rate

This was how the players responded to the questionnaire that the researcher distributed to them in the table below. The study wanted to establish the ratio of filled versus unfilled questionnaires to get the rate of response for the study.

Table 4.1: Response Rate Results

Response rate	Frequency	Percentage %
Response	37	74%
No-Response	13	26%
Total targeted	50	100%

Fifty players were targeted by the study; thirty-seven questionnaires were filled accordingly and returned to the researcher and this represented 37(74%) responded and 13(26%) did not respond either they were not in school or they were held up for some reason.

4.2 Gender and Age distribution

Table 4.2: Gender and age distribution of participants (n=37)

	Frequency	Percentage
Gender		
Male	22	59.46
Female	15	40.54
Age (years)		
13-14	24	64.84
14-15	13	35.14
Total	37	100
No.of players in the team		
20- 30	26	70.27
Above 30	11	29.73

Table 4.2 above, showed that the participants had their age range and mean calculated. Most of the players 26 (70.27%) were in teams of 20 to 30 while 11(29.73%) were in teams of above 30.

4.3 Social cohesion

This was how the team members interacted with each other in their teams and this affected performance in one way or another. Table 4.3 below indicates data on the number of friends within the team versus the number of players in the team.

Table 4.3: Number of friends within the team versus the number of players in the team.

No. of friends one has in the team	No. of players in the team		Total
	11-20	Above 30	
5-20	16	1	17
21-35	16	0	16
Above 36	1	1	2
Total	26	2	35

The degree of social cohesion among the players indicated that the larger the team, the lesser the strength of friendship among players which increased with decrease in the number of players per team.

Table 4.4: Summary of t-test on the number of friends versus the number of players.

	GENDER				t-value	P
	MALE		FEMALE			
	Mean	s.t.d	Mean	s.t.d		
No. of friends in the team	23.21	8.09	20.56	14.29	0.63	0.53
No. of players	31.10	7.02	30.33	7.21	0.32	0.75

The table 4.4 above shows the mean and standard deviation of the number of friends and that players in a team in both the male ($m=23.21\pm 8.09$), ($m=31.10\pm 7.02$) and female ($m=20.56\pm 14.29$), ($m=30.33\pm 7.21$) respectively proved that there was no significant difference in social cohesion between male and female under 15 football teams in Brookhouse school this was practically showed whereby the number of friends indicated $p=0.53 > 0.05$ and number of players indicated $p=0.75 > 0.05$ hence the hypothesis was retained.

Besides, the players were asked whether there were any players they disliked in their teams. Results indicated that 4(10.81%) of the members disliked someone in the team while 33(89.19%) showed that they did not dislike anyone in the team. Those who disliked some members gave reasons for their dislike which indicated that those disliked acted less but did too much talking, they were proud of themselves and others indicated that they had personal issues between them leading to the hatred.

Table 4.5: Dislike in the teams

Dislike	Frequency	Percentage
Yes	4	10.81
No	33	89.19

Table 4.6: Popularity of players in the team

	Frequency	Percentage
Popular	18	48.65
Unpopular	19	51.35

The team gave room to develop and mature young talents by giving enough opportunities for players to improve personal performances and skills also the players were asked whether there were popular and unpopular members in their teams where the majority 19(51.35%) confirmed that there were no popular players in the team while 18(48.65%) indicated that there were popular members in their team and this was presented in table 4.4 which indicated that, there was no significant difference in social cohesion in both the female and male teams.

4.4 Team cohesion

The study examines the extent to which team players embraced the results of either a win or a loss.

Table 4.7: Nature of play and whom to blame

	Team	%	Individual	%
Nature of play	36	97.30	1	2.70
Whom to blame	34	91.89	2	5.41
Celebrate	37	100	0	0

Majority of the players affirmed to be playing as a team 36(97.30%) and they blamed the team 34(91.89%) while those playing based on individual talents 1(2.70%) and those who blamed particular players 2(5.41%) this indicated that the team cohesion among the team members was strong.

Table 4.8: Team cohesion (task & social) distribution

	Frequency	Percentage
Happy with the amount of influence they have in the team	26	70.27
Take responsibility for poor performance	31	81.08
United to reach for success	31	83.78
Willing to help a team member in a problem	31	83.78
Communicate during matches	30	81.08
Opportunities to get personal improvements	25	67.57

Majority of the players were satisfied with the amount of control they had 26(70.27%), united to achieve the teams' set goals 31(83.78%), willing to help a team member who had a problem 31(83.78%), assumed responsibility for poor performance 31(81.08%), communicated during a match 30(81.08%) and opportunities to self improvement 25(67.57%). This indicated that there was strong team cohesion among the players which in turn provided good platform for success in their matches. Also it helped to show that there existed good bond and friendship amongst the members of the team.

Also, the activities that the players shared as a team (swimming, team bonding, playing, celebrations and training) helped to bind them together creating a strong cohesion between the team members, thus, their success.

One-way ANOVA was adapted to test whether there was a significant effect of cohesion on team performance.

Table 4.9: Summary of One-way ANOVA to test winning and losing

		Sum of squares	Df	Mean square	F
Won	Between groups	410.63	1	410.63	3.31
	Within groups	3475.37	28	124.12	
	Total	3886.00	29		
Lost	Between groups	42.88	1	42.88	22.97
	Within groups	56.00	30	1.87	
	Total	98.88	31		

The ANOVA results showed significant results for won matches ($F_{1, 28} = 3.31, p < 0.08$) and the lost matches ($F_{1, 30} = 22.97, p < 0.00$). Post-hoc analyses found no differences in success indicating that teams with a higher mean (410.63) of cohesion won more frequently than teams which lost (42.88). This implied that winning or losing depended on team cohesiveness.

CHAPTER 5

SUMMARY OF THE FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This section provides a critical evaluation of key findings. These findings are discussed according to the study-specific objectives.

5.1 Summary of the findings and discussion

The following were findings on the factors influencing team cohesion and sports performance in the under 15 football teams in Brookhouse School.

- i) Data was collected from 50 students of both genders in the football teams in Brookhouse School where we had more male respondents, 22 (59.46%), while the female respondents were 15(40.54%) and 13 (26%) did not respond either they were not in school or they were held up for some reason.
- ii) The big number of the players was in between the age of 13-14 years of age which is the age where most of them enjoy, commit and put a lot of effort towards their work.
- iii) Majority of respondents 26 (70.27%) indicated 20-30 as the number of players in their teams, while the remaining 11 (29.73%) indicated above 30 as the number of players in their respective teams. It was discovered that these factors; gender, team preparation, team size, win-loss records and team cohesiveness (social and task) greatly influenced the cohesion and performance of the team in one way or another.
- iv) The degree of social cohesion among the players indicated that the larger the team, the weaker the friendship amongst players which increased with decrease in the size of the team. Findings indicated that with low social cohesion successful performance in a team was at critical point. On the other hand, only 4(10.81%) of the players truthfully accepted that they disliked some members of the team while most 33(89.19%) had no enemies within the team. Those who disliked some members gave reasons for their dislike which

indicated that those disliked acted less but did too much talking, they were proud of themselves and others indicated that they had personal issues between them leading to hatred. The large number of dislikes within teammates negatively impacted on social and task cohesion, which in turn made it difficult for the team to achieve success and the set goals.

- v) The players were to answer whether there were popular and unpopular members in their teams where the majority 19(51.35%) confirmed that there were no popular players in the team while 18(48.65%) indicated that there were popular members in their which indicated that there was no significant difference in social cohesion in both the female and male teams. Players had room to develop and mature young talents by giving enough opportunities for players to improve personal performances and skills.
- vi) Majority of the players affirmed to be playing as a team 36(97.30%), 37(100%) celebrated and 34(91.89%) blamed the team for loses while those playing based on individual talents 1(2.70%) and those who blamed particular players 2(5.41%) this proved that teammates worked together as they celebrated wins or loses as a whole. However, the positive relationship within the team led to good social cohesion which in turn brought successful performance.
- vii) Most of the players were pleased with the amount of control they posed in their teams 26(70.27%), united to achieve the teams' set goals 31(83.78%), willing to help a team member who had a problem 31(83.78%) and assumed responsibility for poor performance 31(81.08%). Also, the team building activities that the players shared as a team (swimming, team bonding, playing, celebrations and training) helped to bind them together creating a strong cohesion between the team members, thus, their success.
- viii) The ANOVA results showed significant results for won matches ($F_{1, 28} = 3.31, p < 0.08$) and the lost matches ($F_{1, 30} = 22.97, p < 0.00$). Post-hoc analyses found no differences in success indicating that teams with a higher mean (410.63) of cohesion won more frequently than teams which lost (42.88). This implied that winning or losing depended on team cohesiveness.
- ix) The results of analysis showed that there was a significance relationship ($p < 0.05$) between team cohesion and team performance Under 15 Brookhouse School Football

Team. This proved that team cohesiveness and sports performance depend on each other for better and good results such that where there is less cohesiveness then the performance is low and vice versa.

- x) The results indicated that there was no significant difference ($p < 0.05$) between the male and female players of the Under 15 Brookhouse School Football Team.

5.2 Conclusion

In retrospect, the result from factors influencing team cohesion and sports performance among under 15 football teams in Brookhouse school are as follows;

- i) Larger teams had a significant relationship on the level of cohesion. Promoting unity and togetherness in teams with less number of members was easy compared to teams with more members. Also, Ruder, M. K. & Gill, D. I. (1982) emphasized on team cohesion for winning. Team size and teams' cohesion indicated that the strength of friendship among players increased with a decrease in the number of players in the team. However, in the present study, it was indicated that dislike among players negatively affected team cohesion and good performance. Teams that shared positive task cohesion celebrated wins and losses of matches in togetherness. Martens, R & Widmeyer, W. N. (1978) suggested that larger teams suffered from less cohesiveness. This made sense in that members found it intimidating to socialize with each other. The degree of cohesion-performance effect was strong in teams with less numbers.
- ii) Good friendships within members of a group bring about unity and unbreakable bond within the teammates, hence, leading to successful performance. On the other hand, some players disliked their fellow players which in turn made the disliked players feel out of place and less satisfied participating in the team affairs. According to the previous researches; (Widmeyer and Martens, 1978, Bray & Whaley, 2001; Grieve & Whalen, & Meyes, 2000 and Terry, Carron, Pink, Hall, 2000) conducted they have identified that personal characteristics consists of both advantages and disadvantages associated with performance. (Bray & Whaley, 2001) suggested that oneness along with good communication played an important role to achieving social cohesion.

- iii) Players in sports teams needed to have same desire and urge bringing success to their team where unfortunately, some players relaxed and depended on the hard work that other players put into work to declare victory. Cox (1990) reported that interactions hindered social unity; hence, it becomes difficult to achieve goals. More cohesive teams were easily achieved success due to the bond that existed among the members. Ruder, M. K. & Gill, D. I. (1982) examined how the social relations influenced shared beliefs of development. Carron *et al*(2003) on the other hand, suggested that focusing on the common goal is key to getting team accomplishments than social unity thus; it is possible that members of the same dislike each other but are bound to a common task which is getting a successful win.
- iv) Celebrating success and loses as a team clearly showed that there existed positive task cohesion in teams involved. Players in the study celebrated success and embraced loss as a team thus strong bondage in the team following a match. Ruder, M. K. & Gill, D. I. (1982) indicated that teams which were happy together whether they won or lost remained united compared to those that collectively celebrated success only. Indeed, the cohesiveness of the team influenced its outcome and the player's satisfaction.
- v) The male and female players indicated that there was no significant difference between them with regard to team cohesion. Collective efficacy is a mediator when it comes to relating the differences between the team performance outcome and cohesion (Carron, 1992; Feltz & Lirgg, 1998; Watson et al., 2001). Consequently, it can be noted that the unit of a team contributes or plays a major role in greater collective efficacy, which in turn, enhances the great performance of a team. The findings collected indicate a strong relationship between cohesion and the success in natural forming sports. Also, the coaches analyzed the organizations with the aim of manipulating the influences the cooperation as well as the competition had team cohesion. The coaching stuff included the operations of the teams, since team hierarchy was crucial to them, and it helped the team members during their lowest level of command (Greenlees et al., 1999).
- vi) For a team to achieve success they need both social and task cohesion. Positive relationship, Carron et al (1982) study offer clear evidence that teams achieve more from high levels of task cohesion while in negative relationship, success can be achieved even

without social cohesion as long as players act professionally and remain focused to reach for a common goal. Some players disliked others due to acting less, doing too much talking, pride and personal issues that brought about the dislike hence lack of trust among the team members

5.3 Recommendations

According to the conclusions of the research, there is need to conduct more study researches in the following areas:

- i) Coaches and players should put in mind factors of cohesion so as to encourage players to be enthusiastic to ensure that they achieve the common set goals. Also they should think about promoting cohesion in their teams as it is directly connected to win-loss patterns in team sports.
- ii) Team size to be considered in cohesion; large teams are less united hence more chances of losing matches while small teams are more united thus, easy to understand each other's strengths and weaknesses.
- iii) Team squads are encouraged to put in place policies that will help engage players and coaches throughout the sessions together.
- iv) To enhance cohesiveness, coaches need to bring about activities that will bond the teammates to promote social unity as well help the team members to know and understand each other better.
- v) Coaches need to be aware about the social and psychological needs of their team members as well as educate their players why its importance to have unity and togetherness for better results.

5.4 Suggestions for Further Research

- i) More research should be carried out at the lower stages of Football competition such as primary and secondary schools.
- ii) There is need to conduct the study and investigate whether the same level cohesion can be maintained throughout the football season.

- iii) To conduct the research on the international levels of football leagues and investigate its efficiency with the professional footballers.
- iv) There is need to use the same study to conduct research on other types of sports like rugby, basketball, field hockey and netball.

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APPENDIX A
SPORTS AND GAMES DEPARTMENT

DEAR SIR/MADAM,

RE: CONDUCTING RESEARCH IN UNDER 15 FOOTBALL TEAMS IN BROOKHOUSE SCHOOL, RUNDA

I am a teacher at Brookhouse School, Runda doing a research study based on team cohesion in football game using your teams as my target. I hereby kindly request you to allow me to carry my research study in these teams in order to administer my questionnaire to the players.

Attached please find a copy of research schedule and questionnaire to be used.

Looking forward for your assistance.

Thank you in advance.

Yours faithfully,

ROSE MOSE

L40/10891/2018

APPENDIXB
QUESTIONNAIRE

GENERAL INSTRUCTIONS

This is a research study. Through sampling procedures, you happen to be included in this study. You are requested to respond to all questions honestly. Respond to the questionnaire appropriately by filling in and ticking against a given option with sincerity. You free to ask questions for any clarification in cases you do not understand the question. All the information will be treated with confidentiality.

SECTION A

BACKGROUND INFORMATION

1. Type of the game _____
2. No. of players in your team _____
3. No. of times the team has won: _____ Lost: _____ in past two terms.
4. Gender female [] male []
5. Age group (years) 13-14 [] 14-15 []
6. Religious status Christians [] Muslims [] Other (specify) _____
7. How many friends do you have in the team? _____
8. What activities do you share with the members of your team? _____
9. Are there some players that you dislike in your team? _____
Give reasons for your dislike _____
10. Do you play as a team or based on individual talents: Team [] Individual []
11. Are there popular and unpopular players in your team? Yes _____ No _____
No. of popular _____ No. of unpopular _____
12. When you win do you celebrate as a team or you give credit to only talented players:
Team [] Talented players []
13. When you lose do you put your blame on particular players or the team as a whole?

Team []

Particular players []

SECTION B: TICK THE BOX THAT SUITS YOUR VIEWS IN EACH CATEGORY

	Strongly disagree	Disagree	Neutral	Strongly agree	agree
I am not happy with the amount of influence I have on the team					
We all take responsibility for any loss or poor performance					
This team does not give enough opportunities to improve personal performances					
Our team is united to reach for the set goals and successes					
Our team members do not clearly communicate to each other during a competition					
Our team members are always willing to assist a team member who has a problem					

THANK YOU FOR YOUR COOPERATION