

**ANTECEDENTS AND PERFORMANCE OUTCOMES OF EMPOWERING
LEADERSHIP AMONG YOUTH IN SPORTS FOR DEVELOPMENT
ORGANIZATIONS IN KENYA**

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A DISSERTATION SUBMITTED TO THE GRADUATE SCHOOL IN THE PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF
DOCTOR OF PHILOSOPHY IN ORGANIZATIONAL LEADERSHIP AND
DEVELOPMENT

PAN AFRICA CHRISTIAN UNIVERSITY

JUNE 2023

Declaration

I, the undersigned, declare that this dissertation is my original work and has not been presented to any other university or college for academic credits.

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We confirm that the work presented in this dissertation has been carried out by the candidate under our supervision as the appointed university supervisor.

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Dedication

This work is dedicated to my wife Mercy and children Gracie and Ahadi for their patience and understanding during the period of my studies. At the same time, I dedicate this dissertation to my mother for her commitment to my studies in the early years of my life.

You all are my inspiration!

Acknowledgement

First, I appreciate and thank God the Almighty for the ability and strength to pursue my Ph.D. dream. My heartfelt appreciation to my supervisors, Dr. Scott Bellows and Dr. Truphena Oduol, for their mentorship, guidance, direction, positive criticism, and patience throughout this dissertation process.

My gratitude goes to the faculty at Pan Africa Christian University in the leadership department led by Prof. Kihika Kiambi, Dr. David Oginde, Dr. Wilson Odiyo among others, who imparted to me their knowledge and skills throughout the course work period. Further appreciation goes to the Dean of Graduate School, Dr. Jane Kinuthia, and her team for their invaluable support during the process. Additionally, I appreciate my 2017 Ph.D. cohort colleagues for the enormous moral support throughout this journey that we undertook together. Finally thank you to my friends and family who kept encouraging and supporting me to keep pursuing my dream and not give up.

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Abbreviations and Acronyms

AGFI:	Adjusted Goodness-of-Fit Index
AMOS:	Analysis of the Moment Structures
AVE:	Average Variance Extracted
CEO:	Chief Executive Officer.
CFA:	Confirmatory Factor Analysis
CFI:	Comparative Fit Index
CUE:	Commission for University Education
EFA:	Exploratory Factor Analysis
FIFA:	International Association Football Federation
GDP:	Gross Domestic Product
GFI:	Goodness-of-Fit Index
GNP:	Gross National Product
IOC:	International Olympic Committee
IRB:	Institutional Review Board
KCPE:	Kenya Certificate of Primary Education
KCSE:	Kenya Certificate of Secondary Education
KMS:	Information Management System
KKV:	Kazi Kwa Vijana (Jobs for the youth)
KMO	Kaiser Meyer-Olin
MTG:	Moving the Goal Post
MYSA:	Mathare Youth Sports Association
NACOSTI:	National Commission for Science, Technology, and Innovation
NCPD:	National Council for Population and Development

NGO:	Non-Governmental Organization
NYS:	National Youth Service
RMSEA:	Root Mean Square Error
RTP:	Right to Play
S&D:	Sports and Development.
SD:	Standard deviation
SDP:	Sports development and peace
SEM:	Structural Equation Modeling
SFD:	Sports for development
SPSS:	Statistical Package for Social Sciences
TYSA:	Transforming Young Stars of Africa
UN:	United Nations
UNDP:	United Nations Development Programme
UNICEF:	United Nations Children's Fund
USA:	United States of America
Youth:	18 to 34 years old participants at sports for development organizations.

Operational Definition of Terms

Sports for development organization:

Programs that use sports to achieve development goals through social goals to address problems (Meredith, A., Whitley, I., Kelly, F., Eli, A., and Sarah, H. 2019).

Leadership:

Defined as the process whereby deliberate influence is applied over people to guide, structure, and facilitate activities and relationships in a group or organization (Yukl, 2013).

Empowerment:

The behaviour of leaders, which includes sharing power with their subordinates, increasing their level of motivation, and creating a supportive environment for team members to exercise their assigned powers (Cai et al., 2018).

Empowering leadership:

When leadership style promotes self-determination and eliminates powerlessness's limits (Lee et al., 2017).

Youth:	Person between the ages of 18 and 34 (Kenyan constitution, 2010).
Sport	Any physical activity, through unintentional or informal participation, purposes to improve physical fitness and mental well-being, create relationships or get results in competitions can be defined as sport. (European Sports Charter 2001).
Performance	Performance is behaviour rather than output or results (Ward, 2005).
Antecedents	The independent variable of active membership, perceptions of organizational justice, divergent thinking, and perception of life satisfaction in this study.
Performance outcomes	The dependent variables of organizational citizen behaviour, self-efficacy, aspirations, self-esteem, organizational perceived performance, and community psychological empowerment in this study.

Abstract

This study set out to determine the antecedents and performance outcomes of empowering leadership among youth in sports for development organizations. The mediating variable was empowering leadership. The leader-member exchange theory (LMX) and servant leadership theories underpinned this study. The study was grounded in the positivism philosophical approach and adopted the descriptive survey research design with a population of 2,993 beneficiaries/members over 18 years of age from three sports for development organizations in Kenya. Stratified random sampling was employed to pick a sample of 352 respondents. A structured questionnaire was used for data collection. The data was analyzed using both descriptive and inferential statistics. Relationships were established using Structural Equation Modelling (SEM) in path analysis to construct the linkage between the antecedents' and the performance outcomes. The analysis of the Moment Structures (AMOS) 23 was used to construct a conceptual model linking the variables under study. The study revealed that the influence of antecedents (active membership, perceptions of organisational justice, divergent thinking and perceptions of life satisfaction) on performance outcomes (organizational citizen behavior, self-efficacy, aspirations, self-esteem, organizational perceived performance and community psychological empowerment) of empowering leadership was positive and statistically significant. The study also revealed that the effect of empowering leadership and performance outcomes was positive and statistically significant and finally the study established that empowering leadership partially mediates the relationship between antecedents and performance outcomes and therefore, the null hypothesis was rejected in all six hypotheses. It is therefore recommended for meaningful performance outcomes. It is imperative that sports for development organizations understand the importance of anchoring their youth programs on the four identified and confirmed antecedents and that empowering leadership is critical to achieving a positive influence between antecedents and performance outcomes relationship.

Chapter One

Introduction and Background of the Study

Introduction

This chapter presents a detailed description of the background of the study, the statement of the problem, the objectives, the research hypotheses, assumptions of the study, justification of the study, significance, scope of the study its delimitations and finally limitations and delimitations of the study. The chapter ends with a conclusion of the aspects discussed in the chapter and a description of the aspects discussed in the subsequent chapters.

Background of the Study

Leadership is defined as the process by which deliberate influence is employed over people to guide, structure, facilitate activities and relationships in a group or organization (Yukl, 2013). The growing interest in youth development and the increase in funding for 'after-school programs' has risen due to concerns about the growing problem of youth behaviour (e.g., crime, drug use). Fraser-Thomas et al. (2005) have proposed that youth sport programs actively work to assure positive outcomes. Recently, there has been increased interest in mechanisms for attending to the needs, and supporting youth development across the globe, with organizations using empowering programs to focus on youth development, education, skills development, business development, and skills development so that young people can play their role in society. In addition, participation in projects positively impacts levels of political involvement, religious involvement, drug use, and youth developing an identity and relationships aimed at community-based participation in adult life (Klau, 2006). Further Malete et al. (2022) have concluded that “much of the research in this area of youth development is largely descriptive, with limited capacity to infer causal relationships and application across contexts.”

This follows the global recognition that the youth who form 16% of the global population (90% of them live in developing countries where they constitute a large proportion of the population) must be engaged since they are critical for the attainment of sustainable, inclusive, and stable societies (United Nations (UN), 2018). Youths are an asset for the community and a resource in need of development. The UN outlined a raft of measures to be incorporated into their development as part of the global agenda for sustainable development to be attended to by all countries.

In Kenya, the youth face numerous challenges such as drug abuse and alcohol abuse, racial violence, violent violence, criminal activities, terrorism, and insecurity (National Council for Population and Development (NCPD), 2017). At the same time, it is expected that the youth will remain an integral part of the Kenyan population for the foreseeable future (Hope, 2012). The challenge is to incorporate the youth in their communities as participating members rather than a concern to be excluded (Zeldin, 2004).

For this reason, organizations have begun to develop strategies that can have a positive impact and thus, positive youth development frameworks have emerged to promote the well-being of youth. Sports-based development programs are one of these (Holt et al., 2020) and have become a popular approach for youth development (Green, 2021; Maleté et al., 2022; Schulenkorf et al., 2016) because of the benefits that can be accrued from this engagement. Sports-based organizations aim to achieve youth leadership development and research indicates there is a need to develop more youth leaders (Mortensen et al., 2014).

Research has shown that empowering leadership is critical for promoting youth engagement through the development of team members' individual self-leadership and independence (Huch, 2014) and by training, team building, building trust and allowing freedom (Diamond & Diamond 2007). The most prevalent studies from Western and Asian contexts have demonstrated that empowerment yields positive results in various contexts and

situations (Harris et al., 2014). A study by Qian et al. (2018) found that the role of feedback-seeking in linking empowering leadership to task performance and found that empowering leadership was positively associated with followers' feedback-seeking. At the same time, research titled 'Links to strengthen leadership capacity and employee engagement: the effects of individual equity and work, individual group equality, and active personality' by Cai et al. (2018) found that empowering leadership has a positive indirect influence on employees' performance even if the job is appropriate and suitable for a group of people.

This shows that empowering leadership has the potential for enhancing the performance of youth in sports organizations. However, there is a dearth of research exploring the potential links between the antecedents and performance outcomes of empowering leadership in these organizations in Africa and in Kenya to be specific. According to Welty & Burton (2017) leadership in sports for development has not been conceptualized, the leadership style needed to effectively guide a sport for development and peace organization may be different from that which is needed to lead other types of sports organizations. This study conceptualized empowering leadership as the leadership style to be adopted by SFD organizations.

According to the United Nations, the youth constitute a large share of the population in sub-Saharan Africa. 75% are younger than 35 (United Nations, 2019) and which is the definition used by the Kenyan government (UNDP, 2013). Young people are an important demographic and will continue to be a major part of the Kenyan population for the foreseeable future (Hope, 2012). Kenya's new constitution developed in 2010 defines youth as people between the ages 18 and 34 (Kenya constitution, 2010) 28% of the Kenya population is between ages 18 and 34 according to the regional analysis of youth demographics analysis report by (Kenya & UK governments, 2018), more than 60 percent of the population consists of young people. These people also face poverty, unemployment,

negative peer pressure, and other negative factors. For this reason, many of them end up in drug abuse and crime as an escape from the tragic truth. Therefore, this study aimed at identifying the performance outcomes in sports for development organizations in Kenya.

In 2006, the Kenyan government introduced a National Youth Policy document recognizing that youth organizations have established reproductive health programs, reducing the spread of HIV/AIDS among young people, character development, environmentally friendly programs, literacy, skills training, sports and entertainment programs and cultural programs (GOK, 2006). The 2010 World Bank project report noted the development goal of the Kenya Youth Empowerment Project to support the government to empower youth through improved employment. In addition, in 2013, to ensure that young people participate fully in public service, the National Youth Service (NYS) was restructured to play an active role in the country's development goals. In 2016, the government established the National Employment Authority Act, to provide a framework to allow for the increasing employment of Kenyans in national and regional governments.

According to (NCPD, 2017), the Kenyan government aims at transforming the youth into “active and empowered citizens” in leadership and business in a competitive and prosperous global nation. Furthermore, access to credit has been enhanced through initiatives such as the Uwezo and youth development fund. The youth can now access loans at market prices to grow their businesses and create jobs. Skills development and training programs are the most widely used ways to support youth employment in Kenya. This study set out to close the gap in government priorities provided above by providing a framework for guiding youth-focused sports organizations “to turn young people into “active and empowered citizens.” It is clear from the report (NCPD, 2017) that the Kenyan government's programs focused exclusively on jobs and entrepreneurship and have failed to achieve the leadership

development agenda that is part of its youth goals and which sports for development organizations seek to achieve.

Antecedents of Empowering Leadership

The development of research on empowering leadership increased in recent decades but the in-depth discussion of the antecedents of empowering leadership remains limited (Larasati, 2020). Tang et al. (2020) confirm that despite a strong interest in empowering leadership, there is unusually little research work on the antecedents of empowering leadership. Knowledge of the antecedents of empowerment leadership will allow for a deeper understanding of what makes empowerment leadership work or not work (Sharma & Kirkmann, 2015).

According to Sharma and Kirkmann (2015), empowering leadership is an effective form of team leadership, and the antecedents of empowering leadership are of key interest. While not much work has been done on the antecedents of empowering leadership, pre-empirical research on qualifications for empowering leadership has been conducted (Kirkman & Rosen, 1999; Koberg et al., 1999; Liu, 2015). Koberg, et. al (1999) concluded that most scholars agree that feelings of empowerment are affected by different individual, interpersonal, and positional variables; researchers often investigate one or two of these influences separately and suggest a model that incorporates both antecedents and outcomes of empowering leadership.

Liu (2015) looked at the antecedents of competence, job description, independence, and impact, which led to employee performance outcomes. At the same time, Kirkman and Rosen's (1999) research examined objections to organizational structure and functions (external team leader's behaviour, productive or service work, team-based personnel policies, and social framework). While Koberg et al. (1999) looked at the antecedents of human characteristics which are domains of control, mutual influence, intragroup trust, the worth of

the group, group effectiveness, and organizational rank, with the employees of the healthcare industry.

Fong and Snape (2015) developed a model of antecedents of empowering leadership, where they had external factors (organizational culture, power distance, employee readiness, task structure, and immediate supervisors' leadership behaviours) and personal factors (Global self-esteem, locus of control and managers belief about people).

Taboli et al. (2021) designed a structural model for antecedents for empowering leadership and concluded that the following 12 variables in 5 levels: "in the first level leadership trust in employees, leader relationships, self-efficacy, risk-taking and self-esteem), second level (organizational climate third level (organizational structure, distance, power and avoidance of uncertainty); fourth level (leader personality and desire for control), fifth level (gender)" (p.147) were necessary antecedents for the success of empowering leadership in sports organizations.

According to Liu, Y. (2015), previous studies on the antecedents of empowering leadership can be classified into four types: individual-level factors which include, personality, control desire, leader-subordinate relationship factors that cover trust, leader-member exchange, organization-level factors including organization system control and culture factors of power distance and uncertainty avoidance.

Koberg et al. (1999) in their research on the antecedents and outcomes of empowerment, found out that active membership led to empowerment " individuals with more tenure in the organization felt more empowered." Hakimi et al. (2010) research findings on leader empowering behaviour concluded that the previous performance of subordinates predicted empowering leadership. Further supporting that active participation is an antecedent of empowering leadership.

Research on antecedents done previously has identified organizational culture, organizational climate, and organization-level factors with an example of organization systems of control to be antecedents of empowering leadership (Fong & Snape 2015; Liu, Y. 2015; Srivastava & Vyas 2015; Taboli et al., 2021) This findings confirm the need to review the antecedents of organizational justice adopted in this study as an organizational level factor. Liu (2015) looked at the antecedents of “independence” among others, and this antecedent is adopted in this study under “divergent thinking.” While Liu, Y. (2015) and Sharma & Kirkman (2015) have suggested individual factors as antecedents of empowering leadership, therefore, this study specifically looked at the individual factor of perceptions of life satisfaction as an antecedent of empowering leadership.

Further, Sharma and Kirkman (2015) have concluded that future research should focus on the combination of individual level and group level and specifically argued for different antecedents of empowering leadership to be identified in future research hence the need for this study.

Empowering leadership

Empowerment is defined as the behaviour of leaders, which includes sharing power with their subordinates, increasing their level of motivation, and creating a supportive environment for team members to exercise their assigned powers (Cai et al., 2018). Strengthening leadership in power-sharing and independent sharing (Harris et al., 2013), empowerment is aimed at follower development (Wong & Giessner, 2016).

According to Li et al. (2015), empowering leaders to value and have confidence in their subordinates promotes knowledge and resource sharing and are open to independent decision-making and problem-solving. It enhances the feeling of followers in control through the encouragement and granting of independence (Ahearne et al., 2005).

Empowering leadership is essential because it promotes self-determination and eliminates powerlessness's limits (Lee et al., 2017). Arnold et al. (2000) contend that it is a clear set of behaviours that empower a leader, including providing participatory decision-making, leading by example, subordinate training, mentoring, and expressing personal concerns. Cai et al. (2018) state that empowering leadership positively impacts job engagement and service delivery.

Generally, empowering leadership is learned in two ways: one emphasizes the actions of the leader sharing power or giving higher responsibility and independence to the lesser ones (Hoch, 2012; Kuo et al., 2011; Li et al., 2015, 2017; Martin, 2006); while another emphasizes the leaders' response to the less empowered, with a view to promoting their inner motivation (Cai et al., 2018; Spreitzer, 1995; Thomas & Velthouse, 1990). This study will consider both aspects of empowering leadership.

Contrary to the dominant literature linking empowering leadership to performance, Cheong et al. (2016) study proved that empowering leader behaviours can either be enabling or burdening, adding that a burdening empowering behaviour elicits tension in followers which hinders the positive outcome expected from this leadership practice. This suggests that empowering leadership does not always enhance performance. However, according to Larasati (2020), there is an influence of empowering leadership on the performance of subordinates.

The present study suggests a model that incorporates both antecedents and performance outcomes of feeling empowered and reports an empirical test of the model in a sport for development organization setting, using a valid and reliable multidimensional measure of empowering leadership tool developed by Hoch (2012) that has three components of team empowering leadership, individual empowering and team empowering. The sport for development sector was selected to test the model because it has been an emerging field in

the last 10 –15 years (Coakley, 2011; Kidd, 2008) and focuses mainly on youth engagement, which is a critical part of society today, globally (UN, 2018).

Performance Outcomes

The performance of organizations has attracted the interest of researchers in both large and small organizations. Organizational performance definition and prediction remain a complex task and a research goal for management (Pearce & Robinson, 2011). Ward (2005), defined performance as behaviour rather than outputs or results. While Qian et al. (2018) defined it as that which is expected of employees and employee task performance, like taking charge and having a voice. Roth (2015) has argued that “research on youth development programs has much to gain by applying a contextual focus to the study of program performance outcomes.” This study offers the context to assess performance in sports for development and defines performance as behaviour exhibited by the members (Ward, 2005), rather than the traditional management that view performance as the integration of efficiency, effectiveness, and adaptability in the delivery of organizational results (Hambrick & Mason, 1984).

Hao et al. (2017) looked at why and when empowering leadership has different implications for employee performance, job performance and professionalism. Li (2015) researched when and how empowering leadership grows in China’s ruling party. Kim (2017) researched the potential consequences of empowering the performance of actors in performance and deviant behaviour in the United States of America.

Li (2017) looked at “the interdependent dynamic relationship between team leadership and the two related forms of dual nationalism in China,” and Srivastava (2006) reviewed the relationship between leadership empowerment and team performance in the United States of America. Most studies seem too focused on employee performance outcomes in different sectors but not sports for development organizations. This study sought

to fill this gap and looked at these organizations' performance outcomes through their beneficiaries'/members' perspectives in Kenya.

Drawing from these perspectives, performance can be conceptualized as the expected behaviour rather than outputs and in this study, the following measures of performance were considered, organizational citizen behaviour, self-efficacy, aspirations, self-esteem, organizational perceived performance, and community psychological empowerment.

Youth Sports for Development Organizations

There are many initiatives focused on using sport as a driver for endorsing positive social change that has emerged in the last 10 –15 years (Coakley, 2011; Kidd, 2008), The most recent count indicated approximately 1,000 organizations from across the globe that attempt to use sports to achieve development outcomes: with the top location of SDP being Africa; 382 South Africa followed by Kenya, Uganda, Zambia, Ghana, and Tanzania; Europe 151 United Kingdom, Germany, Netherlands; North America, 123 United States; Asia; 115 India is leading followed by Pakistan, Nepal; South America 99 Brazil, Colombia, Peru; Middle East 26 Israel, Jordan, Palestine; Australia and Oceania 12 Australia and 36 organizations from other multiple regions (Svensson & Woods, 2017).

Academic scholarship has tried to keep up the pace, with researchers from various disciplines doing conceptual and empirical work across myriad aspects of SFD, reviewing themes such as the role of sport in cross-cultural understanding, social inclusion/exclusion, social capital development, and peacebuilding, effective partnerships, organizational capacity, leadership issues, among many others (Sambili 2021; Schulenkorf et al.,2016; Sherry, & Rowe, 2016 and Wamucii 2012). Sports for development uses sports to achieve critical outcomes for youth including health, learning, health, protection, and empowerment (United Nations Children's Fund (UNICEF), 2019).

The term development has changed considerably over the years. The level of development was initially recognized as the level at which the country relied on agriculture or the industrial or service sectors. Last-generation countries seemed to be developing significantly, so the level of development was measured in terms of gross domestic product (GDP) or gross national product (GNP). This concept, however, has found dissatisfaction in many areas (Right to Play, 2007). This study sought to show that development can be viewed and approached from a different perspective by the sports for development organizations.

Some scholars have advocated for different perspectives to develop a more realistic and meaningful/thoughtful understanding of SFD and its role in the wider development and peace-building efforts while questioning the “idealistic assumptions and hegemonic” development structures and processes often associated with SDP (Coakley, 2011; Coalter, 2010, 2013a; Darnell, 2007; Hayhurst, 2013). Practitioners implementing SDP need a theoretical understanding of how their work relates to sustainable change across different levels rather than operate under what is easily a naïve, idealistic assumption about the extent of the impact associated with their work (Massey et al., 2016). Hence, the importance of this study for SFD practitioners in Kenya and beyond.

Simard et al. (2014) differ and argue that participation in the sports program contributes to the process of empowering participants through academic success, the ability to withstand external adverse influences, and the development of life skills. On the other hand, Mwaanga and Adeosun (2019), argue that the SFD movement is an overstated ‘gospel’ expression that highlights the study of development processes as a prominent aspect of their work.

Sports-for-development programs use sports like squash, baseball, basketball, tennis, or soccer to facilitate the learning and development of life skills among the youth while they are not at school. (Perkins & Noam, 2007). Any physical activity, through unintentional or

informal participation, purposed to improve physical fitness and mental wellbeing, create relationships, or get results in competitions can be defined as sports. (European Sports Charter 2001).

While Manga and Adeosun (2017) argue that the power of sport is not directly in the sport itself but in people within the local context, using sport creatively as a tool for changing (or unchanging) life. Therefore, this is an essential step towards realism in sports and development (SDP) intervention. Sport is what attracts young people to participate in these programs (Perkins & Noam, 2007).

Coalter (2010) contends that the argument that sport is a human right, has given voice recognition and symbolic writing to start a global sports development work. This study's scope did not seek to look deeper into sports as a human right. Instead, it looked at the S&D organizations within a local context using sport innovatively and the relationship with empowering leadership.

Looking for new priorities and investment areas, the United Nations, FIFA, the IOC, multinational corporations, and other non-governmental organizations (NGOs) are working to build awareness and encourage increased participation in Sport for Development (Burnett, 2015). The United Nations General Assembly has declared April 6th of each year to be the International Day of Sports, Development and Peace (SDP) (United Nations, 2013).

According to Svensson 2017, there has been a rise in the devotion given to Sport for Development and still, despite a growing body of research effort, SDP remains largely undertheorized and has suggested that a “normative framework rooted in human development may help better understand SFD at the conceptual level.” The study sought to pursue this assertion and establish the antecedents and performance outcomes of empowering leadership in sports for development organizations in Kenya.

Other scholars have been critical of the SFD approach suggesting “neo-colonial tendencies” of many SFD organizations (Darnell & Hayhurst, 2011) and challenging an “evangelical approach” to development whereby sport is championed as solving societal issues without empirical evidence to substantiate these claims (Coalter, 2007, 2013a; Sugden, 2010) and therefore the need for this study. This study sought to provide empirical data in the field of sports for development that relates to the antecedents and performance outcomes of empowering leadership among youth in Kenyan sports for development organizations.

Coalter (2013a) coined the term “Sport Plus” which refers to organizations operating sports programs that also integrate community service and workshops for participants, which distinguish these programs from traditional sports programs that solely focus on mastery of sport-specific skills. Schulenkorf (2012) theorized the importance of understanding that sport itself is neither inherently positive nor negative. Coalter (2015) has also argued that researchers need to build on the mechanisms of SFD by moving away from generalized goals and toward building more robust evidence. These arguments further help reinforce the important role of research in the area under review in this study.

Coalter (2013b) concluded that change is most likely to occur through social relationships, and these relationships are equally, if not more important than, the role of sport in the development process. The study reviewed these identified gaps in research and established the various relationships outside the role of performance in sport activities in the S&D organizations in Kenya.

Statement of the Problem

Scholars have criticized the S&D approaches for its neocolonial tendencies in organizations (Darnell & Hayhurst, 2011; Mwaanga & Adeosun, 2019) especially their “evangelical approach” to development, particularly the view that champions sport as a tool for solving societal issues without empirical evidence. There have been calls for

substantiation of these claims (Coalter, 2007, 2013a; Sugden, 2010). Coalter (2015) argued that researchers need to build on the mechanisms of S&D and move toward building more robust evidence rather than focusing on the more generalized goals of these programs.

Welty & Burton (2017) contend that leadership in sports for development and peace has not been conceptualized, the leadership style needed to effectively guide a sport for development and peace organization may be different from that which is needed to lead other types of sports organizations. Conceptually, Svensson (2017) contends that SDP remains largely undertheorized and suggests a “normative framework rooted in human development may help better understand S&D at the conceptual level.”

Mwaanga and Adeosun (2019) highlight the need to examine how sports for development is used as a social tool to yield authentic development in the Global South while at the same time, Hakimi et al.(2010) recommend research to examine the effectiveness of S&D approaches.

A methodological gap has been posited by Malete et al. (2022) who concluded that “much of the research in this area of youth development is largely descriptive, with limited capacity to infer causal relationships and application across contexts. According to (Per G. Svensson & Jeffrey Levine, 2017) “any SDP project needs to be underpinned by a robust theory of change: a comprehensive description of how and why a desired change is expected to happen in a particular context.”

Sports for Development Programmes are largely undertheorized while the emergent perspectives point to the complex nature of SDPs (Per & Jeffrey, 2017) Mwaanga and Adeosun (2019) have argued there is a current theorization of sport for development organizations that tends to “centralize sport” as the unique tool for social change.

Massey et al. (2016) have argued that practitioners implementing SFD programmes need a theoretical understanding of how their work relates to sustainable change across

different levels rather than operate under idealistic (and naïve) assumptions about the extent of change created by SFP initiatives. While Manga and Adeosun (2017) argue that the power of sport is not directly in the sport itself but in people within the local context, using sport creatively as a tool for changing (or unchanging) life. Thus, this study's findings will be necessary for sports development organizations, donor agencies, religious organizations, and governments.

Objectives of the Study

General Objective

The study's main objective was to examine the antecedents and performance outcomes of empowering leadership among youth in sports for development organizations in Kenya.

Specific Objectives

The specific objectives were:

- i. To establish the influence of active membership on performance outcomes in Kenyan youth sport for development organizations.
- ii. To establish the influence of organizational justice on performance outcomes in Kenyan youth sport for development organizations.
- iii. To establish the effects of divergent thinking on performance outcomes in Kenyan youth sport for development organizations.
- iv. To establish the effects of members' perceptions of life satisfaction on performance outcomes in Kenyan youth sport for development organizations.
- v. To determine the influence of empowering leadership on performance outcomes among youth in sports for development organizations in Kenya.

- vi. To assess empowering leadership mediating role between antecedents and performance outcomes among youth in sport for development organizations in Kenya.

Research Hypothesis

- H01. Active membership has no positive influence on performance outcomes.
- H02. Members' perceptions of organizational justice have no positive influence on performance outcomes.
- H03. Divergent thinking has no positive effect on performance outcomes.
- H04. Member perception of life satisfaction has no positive effect on performance outcomes.
- H05. Empowering leadership has no positive influence on performance outcomes.
- H06. There is no mediating effect of empowering leadership on the relationship between the antecedents and performance outcomes.

Justification and Rationale of the Study

Youth population proportions being too large have become a global problem, and the phenomenon is the same in Kenya (Holt et al., 2020). New strategies, methods, policies, and plans must be used to help reduce the risks and challenges of youth as a priority (Malete et al., 2022). Sport is a critical factor in getting the youth together within communities in Kenya and globally. Sports for development organizations have a crucial opportunity to fill this gap by using their programs to empower the youth to be leaders and productive members of society.

Significance of the Study

Mwaanga (2012) argued that S&D's 'evangelical' approach has now paved the way for ideological-driven programs. They are programs built through a concerted effort between academics, activists, and emerging workers. The ongoing efforts of SFD theory are designed

for a clearly defined relationship between the various aspects of evidence-based interventions and their rationale.

This study has contributed theoretically to the limited research in Kenya on antecedents and desired performance outcomes of empowering leadership in youth sports for development organizations. This study is significant because it helps to address youth empowerment issues for the benefit of the private sector, local communities, county, and central governments.

According to a recent report by the Kenyan government of the NCPD (2017), youth empowerment interventions include working with private companies and development partners. There have been many institutional programs, policies, legal and programs to address youth challenges. However, these interventions did not prioritize youth empowerment through developmental sports, which is the focus of the study. The study has shed light on empowering processes for programs in sports for development and therefore can help guide government policy in the field of youth empowerment.

The study findings will inform youth empowerment plans and policies that the national and county governments, donor agencies, civil society, and the leadership/management of sports for development organizations in Kenya will put into practice to effectively engage the youth. This study's findings can be developed into a framework/guide before commencing youth empowering programs using sports and advance research in the sports for development sector as well as youth empowering leadership areas.

Assumptions of the Study

The study assumed sports for development organizations would cooperate with the researcher and provide access to their members for the study. Another assumption was that the youth would be patient in completing the questionnaire and willing to provide candid

responses. It was assumed in this study that the targeted population was a fair representation of all participants in the sports development programs. Another assumption was that the study results would be generalizable. Finally, the research assumed that the sports for development organizations, funders, policymakers, and national and county governments would be willing to embrace the study's findings and utilize them in decision-making and policy development processes.

Scope and Delimitation of the Study

The study focused on three selected sports for development organizations across Kenya. (Mathare Youth Sports Association-MYSA, Moving the Goal Post-MTG and Transforming Youth Stars of Africa -TYSA). For over twenty years, the organizations have existed and kept proper records and working structures. The study population was youth aged from age 18 to 34. The study focused on the organization members, the program's beneficiaries, and other target groups. This ensured that the respondents had spent considerable time in those organizations. Given that the study population cuts across the country, the research considered the distance, accessibility, security, and other implications in the sampling process decisions. For the respondents in remote parts of the country who were not fluent in English or literate to complete the detailed questionnaire. The questionnaires were administered to them to ensure accurate feedback is collected and translations were made where there was a need, especially in Kilifi County. The study was underpinned by the leader-member exchange theory (LMX) and servant leadership theory.

Limitations of the Study

Several factors presented challenges in the undertaking of this study. Firstly, given the scope and limited timeframe of the research, the researcher's work would have an enormous task of reaching expansive sports for development programs across the country. The nature of sports for development programs is that they involve a lot of fieldwork and are spread around

the country. This problem was compensated for by extending the study period for data collection and increasing the budget for the research to have more research assistants.

The second challenge was the language barrier which had the potential to cause challenges in data collection since some participants were unable to understand the English language used in the research instrument. The problem was mitigated by administering the instrument face-to-face, hence allowing for the translation of the questions to Kiswahili. Another shortcoming of the study was the lack of baseline data to compare. The study was based on organizations that run their operations as community-based, different from governmental programs approaches. However, the research focused on youth sports for development organizations to mitigate this.

Chapter Summary

This chapter presented the background of the study, the problem statement, the research purpose, and the research hypothesis. The importance of the study was examined to show that antecedents and performance outcomes to empower leadership could provide solutions to a viable foundation for interventions by non-governmental, regional, and governmental organizations. The chapter also presented the research objectives and outlined the hypothesis. Primary considerations were discussed in this chapter, including the research's scope, limitations, and significance.

Chapter Two

Literature Review

Introduction

This chapter examines theoretical and empirical literature supporting the research topic and the literature related to the study variables as depicted in the conceptual framework. Relevant theories and past studies will be reviewed. The chapter further investigates the relationship among variables; how the independent variables relate to the dependent variables. The chapter also identifies the gaps to be filled by the study.

Antecedents of Empowering Leadership

Active Membership

Sports for development organizations take the open path of membership in general. According to Dijk et al. (2015), research has indicated that active membership leads to social factors, such as organizational culture, open communication, conviction, assignment, and inclination to be involved. Vigorous participation includes management, administrator, and member-owners (Osterberg & Nilsson, 2009). At the same time, social values significantly benefit organizations and their members (Dijk et al., 2015).

Active members would like to be treated as an integral part of the organizational decision-making process (Hensby, 2011). One of the most important social attributes is active membership, which is the intentional input by members which involves participation in decision-making processes to improve the welfare of organizations and their members (Dijk et al., 2015).

Active membership is essential for organizations; it is vital to know what entices members to be active members. A lot of work requires to be completed to comprehend the social features that convert members into active members (Dijk et al., 2015). Research findings reveal that active membership builds on community values, such as the company's

culture, open dialogue, trust, engagement, and the need to work together. Xiao, Khansa & Kim (2018) Member commitment represents the strength of the individual's identification and often strengthens a member's identity perception and involvement in the community.

Nevertheless, Dijk et al. (2015) have argued in their research that most of the work must be completed to comprehend the social features that convert members into active members. Xiao et al., (2018) have posited that members' commitment and continuance commitment have positive relationships with active participation in organizations.

The involvement of youth in community decision-making demonstrates a specific strategy to address the segregation of young people and youth into families, schools, and community-based programs and shows that such a program can have a positive impact on youth development (Zeldin, 2004). Previous empirical research pointed to member commitment leading to positive engagement, interaction, and prosocial behaviour, for example, volunteering an individual's time and expertise for the organization (Xiao et al., 2018).

Organizational Justice

Generally, organizational justice is concerned with members of an organization's perceptions of activity-related issues, particularly how the members see that decision to be in the organization (Sharom, 2020), while Colquitt (2015) described justice as a clear adherence to rules that reflect suitability in decision-making situations, and non-discrimination is defined as a global view of eligibility.

However, in most cases, the words are used differently. Traditionally, scholars have studied the justice and fairness of people, a distinct link between the differences in attitudes and work ethic (Cropanzano, 2016). According to Wan (2016), individuals will hold on to a set of fairness beliefs and test if the decision made in an organization is perceived as being just. They will assess both the outcome and procedural fairness of those judgments, and they

will respond accordingly. Organizational justice provides the nutrients that enable members to satisfy their basic needs (Sharom, 2020).

Previous research shows the importance of organizational justice; how an organization treats its employees may have a significant impact on their identification with the organization (Edwards, 2009). Not only do some employees have different views of justice but some of their views of fairness may vary from day to day or week to week (Cropanzano, 2016). Perceptions of justice help to meet basic psychological needs because justice signals some certainty regarding an organization's commitment to helping members satisfy their needs in the context of work (Sharom, 2020).

Organizational-based justice, therefore, is the extent to which senior managers appear to act consistently, equally, respectfully, and truthfully in decision-making situations, while justice reflects the degree to which his or her supervisor appears to be impartial (Colquitt, 2015). Organizations may consider organizational justice climate and perceived organizational support to mitigate turnovers (Samuel, 2019). As an organization's members care about justice to the extent that it meets some psychological needs (Sharom 2020).

The main feature and key building blocks of organizational justice are distributive and procedural justice, the former relates to the outcomes of organizational decisions, while the latter is about how the decisions are made (Finch, 2004). The construction of operational justice includes; procedural justice, distributed justice, social justice, and information justice (Colquitt, 2015).

How sensitive information is communicated in an organization is another dimension of organizational justice (Finch, 2004). The fair treatment of members in an organization communicates that members are respected within their group and that they can be proud to belong to the organization (Sharom, 2020) while Mc Donald (2019) posits four types of

organizational justice are distributive justice, procedural justice informational justice, and interpersonal justice. The fair treatment of members and their positive perception of the treatment received in the organization leads to more productive behaviour and better outcomes (Colquitt, 2015).

Divergent Thinking

According to D'Amico (2020), divergent thinking involves the ability to find many different and new responses or solutions to open-ended problems. Whiles Reid, de Brentani, & Kleinschmidt (2014) posit that alternative thinking is the capacity to exceed the limits of recognized ideas. Lee et al. (2017) argue that to facilitate the effective functioning of employees, leaders should be aware of the potential dangers of high levels of leadership empowerment and maintain a balanced view when engaging in empowering behaviour. Divergent thinking has been identified as a major dimension of individual creativity within organizations' expertise (Chen et al., 2012; Janini, 2017; Ozaralli, 2015)

Divergent thinking involves the four individual and two organizational level constructs. Different thinking skills can be opened to new ideas, construct, integrate, and help others develop new ideas; go well from divisiveness to changing thinking; and interest in cognitive challenges. At the same time, opposition at the organizational level includes a creative culture that promotes the idea of freedom and the promotion of diversity (Reid et al., 2014).

Guilford (1967) has linked the components of divergent thinking with these characteristics. First is fluency, which is the ability to rapidly produce a large number of ideas or solutions to a problem. Second is flexibility, which is the capacity to consider a variety of approaches to a problem simultaneously. Third is elaboration which is the ability to think through the details of an idea and carry it out, and fourth is originality, which is the tendency to produce ideas different from those of most other people.

While Williamson (2020) argues that effective solutions to challenging problems often require divergent thinking, which has been referred to in previous research as “outside the box” thinking, with its focus being that unconventional approaches are the key to success. In his study, Chow (2017) posits that through empowering leadership learning, an individual encounters different viewpoints and divergent ways of thinking and ultimately new ideas, which in turn foster individual creativity and improve their performance in different approaches to problem-solving. This partly represents the reason for this research to find out the extent of the above statement in sports for development organizations in Kenya.

Divergent thinking delivers innovative solutions that require improvement and evaluation (D’Amico 2020). Divergent thinking has also been defined as the process of generating many different ideas, and it can differentiate creative problem-solving from other types of problem-solving. Leaders in organizations can influence their members’ ability to think divergently because they become role models for them in thinking divergently (Janini, 2017). While at the same time, Jiang (2022) has posited that divergent thinking enables individuals to develop original ideas that go beyond existing norms and practices.

Organizational leadership needs an understanding of how decision-making styles affect divergent thinking and how this might open new possibilities for enhancing problem-solving and creativity for their organization (D’Amico 2020). Within organizations, divergent thinking and cognitive flexibility are necessary to think about problems in new ways and to develop innovative solutions previously not envisioned by others (Jiang, 2022).

Members must feel they have been allowed to think freely and the direction being taken by the organization is not a command, for them to obey without question. Therefore, it is important for members to know that they can discuss, revise, modify, or change the original direction (Martinez, 2018).

However, critics have argued that divergent thinking also allows individuals to develop novel ways to circumvent ethical standards (Jiang, 2022). Divergent thinking can help to avoid tunnel vision biases in teams and encourage members to “Speak up” (Martinez, 2018). A manager who is empowered and in a positive emotional state is in a better position to promote divergent thinking and promote creative ideas (Udod, 2020). Divergent thinking will help come up with multiple unusual approaches to a problem or challenge (Williamson, 2020).

Life Satisfaction

Life satisfaction has increasingly become an important issue and is beginning to affect the actions of governments, cities, and most of all successful organizations (Sinčić et al., 2020). Happiness or subjective well-being can be indicated by life satisfaction (Heller et al., 2004), and can also be defined as the individual liking or disliking of their own lives (Erdogan et al., 2012). Life satisfaction refers to the process of understanding, judging, and evaluating the human condition. Satisfaction judgments are based on comparing human circumstances with what is a reasonable standard (Diener, 2009).

According to Trzebiński et al. (2020) successes even small ones in helping others reinforce our assumption that the world is a better place and helps improve our life satisfaction. The importance of life satisfaction augmented recently after empirical studies showed it has a positive link to various indicators of performance (Chughtai, 2021; Jones, 2006; Duckworth et al., 2009; Lyons & Huebner, 2016). However, most of these studies have only explored the direct effects of life satisfaction on different sports for development organizations’ performance outcomes and not how they relate to empowering leadership. Therefore, the present study attempted to fill this gap.

It is important to point out that judging how people are and their current situation is based on comparisons with the level at which each person sets themselves; is not externally

imposed (Diener, 2009). According to Hessels et al. (2017), a key factor in determining life satisfaction is whether in engaged in an activity or work. Previous studies revealed that an organization's members who are satisfied with their lives tend to develop high-quality relationships with their group members and therefore tend to perform at a higher level (Chughtai, 2021). Amati, (2018) points out that there is ample evidence in the literature that individuals with richer networks of active social relationships appear to have more life satisfaction.

Chughtai (2021) studied the relationship between life satisfaction and job performance and recommended further research to “uncover other mediating variables that have the potential to explain linkages between these two constructs.” Hence, the need for life satisfaction was included in this study. While Amati (2018) made a conclusion in his research on life satisfaction that social integration and active lifestyle are key and the more integrated an individual is, the more satisfied he/she is, sports for development organizations can take some encouragement from this finding as they seek to achieve their goals.

Empowering Leadership

Leadership is often defined as the process by which a deliberate influence of other people is used to direct, organize, empower activities and organizations in a group or organization (Yukl, 2013). Empowering leadership is a recent theoretical development Caldwell and Dixon (2010). Fulmer and Gelfand (2012) credit the effect of empowering leadership, suggesting that empowering leadership is described as an archetype of leader behaviour characterized by offering support to subordinates through information, training, coaching, emotional support, and encouragement (Fong & Snape, 2015). Lee et al (2018) argue that the idea of empowering recently has become a matter of growing interest in education. Bester et al. (2015) argue that empowering leaders to share information and share responsibilities, encourages accountability, encourage participation, be an example, and show

concern for the attention and listening of followers. It, therefore, promotes the development of team members' individual self-leadership and independence (Huch 2014).

Empowering leadership is a combination of a leader's behaviours that involves improving individual motivation towards a task and delegating responsibility and authority (Cheong et. al 2018) According to Amundsen & Martinsen (2014) empowering leadership is unique from other leadership theories like transformational leadership because it focuses on sharing power and facilitates self-leadership, independence and autonomy in an organization. It also fosters team members' individual self-leadership and self-efficacy thus fostering the development of the employees (Huch, 2014).

Empowering leadership strength includes many levels that can produce high and low development results by determining the climate and culture of the organization. Leaders can create ethical standards that guide the behaviour (or misbehaviour) of groups, and they also seek direct attention from the people by setting the values and characteristics of followers to those of the organization (Dinh et al., 2014). Lord et al. (2017) have seen the power of disciplinary review of a variety of leadership styles, which influences one to develop leadership skills such as initiating and maintaining leadership; leave groups, organizations, or communities better than they found and responding in turn to leadership.

According to Allen (2016), empowering means taking from the power available to leaders and sharing it so that followers can grow and work with a greater degree of efficiency. This, therefore, implies that an empowering leader's role is to trust, team build, train and allow freedom of the people they lead (Diamond & Diamond, 2007). Empowering leadership thus increases the significance of work by encouraging autonomy, decision-making, and showing belief in follower performance (Auh et al., 2014). Empowering fosters the development of employees (Huch 2014). Empowering leaders strive to create a work

environment where staff independence and meaningful work are supported and strengthened (Zhang et al., 2018).

Empowering leadership effectively regulates the relationship between design and performance, while any fullness of leadership softens the relationship. On the other hand, Magni & Maruping (2013) found that when team members experience high levels of overcrowding, empowering leadership is primarily harmful to working and working relationships. According to Qian et al. (2018), leadership empowerment is positively associated with the demand for feedback from followers. Employee feedback has linked positive relationships between leadership empowerment and job performance.

Lorinkova, Pearsall (2013) has suggested that teams that are led by empowering leaders have a higher record of success over time because they enable increased team learning levels coordination, and development of a mental model. Empowering leadership fosters team members' individual self-leadership and self-efficacy (Huch, 2014). Park et al. (2018) have posited that studies have shown that employees who work under empowering managers engage in more voice frequently than subordinates who work under managers who don't empower.

Theoretically, Cai et al. (2018) claim that empowering leadership can stimulate internal motivation to promote work participation. Oedzes et al. (2019) suggested that the link between the power of informal leadership and team competence depends on the leaders of the official groups empowering leadership. Empowering leadership behaviour is an important aspect of leadership performance (Hakimi et al., 2010). Empowerment groups can be formed by promoting teamwork and encouraging team members to share responsibility with other members of the same team (Huch, 2014). Empowerment of leadership is based on the concept of social comprehension, participatory research, and the way leadership is distributed (Van et al., 2012).

Qian et al. (2018) argue that employees are strongly encouraged to request feedback under empowering leaders. Simultaneously, empowering leadership is an important aspect of a team context to help each team member ultimately improve individual performance (Hill & Bartol, 2015). Employees are subject to flexibility in the organizational environment after gaining greater power and independence via empowering leadership, therefore can increase the tendency to engage in risky behaviours due to high confidence (Li et al., 2015). This suggests that empowering leadership can lead to negative performance outcomes.

Harris et al. (2014) examined how empowering leaders, in conjunction with contextual and interpersonal contexts, contributes to followers' creativity. The results showed that dynamic leadership predicts intelligence, with relationships dependent on the context of the organization. Fong and Snape (2015) challenged leaders who promote creative thinking fueling the display of different individual and organizational outcomes. Larasati (2020) has explored several antecedents of empowerment leadership, including collectivism and narcissism orientation, and found that both have an influence on leadership empowerment. Ou et al. (2014) concluded that leader humility is positively related to empowering leadership.

Empowering leadership provides strong staff support through a range of good management practices, such as motivation, emotional support, and information provision (Li et al., 2015; Fong & Snape, 2015). Empowering leadership includes ethical-focused strategies, strategies for creating patterns of thought, and natural rewarding strategies. It is associated with the promotion of self-leadership and is often described as a process of leading others to lead themselves (Van Dierendonck & Dijkstra, 2012).

Harris et al. (2014) suggest that equipping leadership would stimulate behaviours for seeking feedback from followers by increasing their value and reducing ego and feedback cost of image. Empowering leadership focuses on the sharing of power and independence and

emphasizes processes of employee self-reliance, actively encouraging followers to lead themselves in self-direction and self-motivation (Van Dierendonck & Dijkstra, 2012).

Empowering leaders consider followers to be powerful sources of wisdom and guidance and strive to develop successful followers in self-discipline (Neck, 2006). Empowering leaders often transfer power and independence to their followers by affirming the value of subordinates, demonstrating confidence in their subordinates, and conveying information and resources, and providing more opportunities for independent decision-making and problem-solving (Qian et al., 2018).

Empowering leadership is a specific set of leadership roles that promote employee independence and motivation through the responsibilities of executive leaders (Li et al., 2015). This leadership approach provides strong staff support in the form of effective management practices, for example, emotional support, promotion, and information provision (Fong & Snape, 2015). It also entails developing leadership skills in employees and motivating them in their work (Li et al., 2015). They do this by distributing power and assigning responsibilities and independence to employees (Lee et al., 2017) and giving them freedom and the authority to act.

Empowerment increases staff performance (Esteves & Lopes, 2017; Wang et al., 2017). Empowering leaders aims to give employees a sense of meaning in their work, giving them the time and scope to decide how they can do the tasks and support needed to manage more responsibility effectively, to promote self-improvement (Thun & Bakker, 2018). Empowering leadership is not just about a team leader working with the team well, but also encouraging the team to share their workload with others in their teams (Huch, 2014). The idea of action and leadership involvement in decision-making is considered central (Van Dierendonck & Dijkstra, 2012).

Empowering leaders encourage employees to lead themselves and inspire the development of independent leadership skills to contribute fully to the organization (Thun & Bakker, 2018); therefore, the need to understand the role of empowering leadership in youth sports for development organizations.

Performance Outcomes

The following variables, namely organizational citizen behaviour (OCB), self-efficacy, aspirations, self-esteem, organizational perceived performance, and community psychological empowerment, delve deeper into the performance outcomes.

Organizational Citizen Behaviour

According to a study by Podsakoff et al. (1997) conducted in America, organizational citizen behaviour helps sports behaviour have a noteworthy effect on performance value. That helpful behaviour has a profound effect on performance. OCBs are regarded as flexible employee ethics that can be linked to a formal salary plan or job description and are intended to improve organizational performance (Organ, 1988). Thus, OCB outcomes are based on good working conditions, positive impact, motivating leadership, supportive organizational climate, and others (Organ et al., 2006).

Actions such as helping a new co-worker, volunteering late for important work, and speaking positively concerning the company to outsiders are part of the OCB (Spector, 2014). At the same time, the dark side of the OCB has been studied, which includes pressure, especially among single and less active workers (Bolino et al., 2012).

The OCB has a limited result at each level and at the organizational level, according to Podsakoff et al. (2009); OCBs are positively correlated with performance measures, and reward allocation and negatively related to profit and unemployment at the individual level. OCBs are closely related to efficiency, customer satisfaction, and productivity and negatively related to unit costs and profits at the organizational level.

Social influence processes pressure a person to choose to become a citizen (Jacobson et al., 2015). Early OCB assumptions defined a framework of two dimensions, self-sacrifice and general compliance (Hoffman et al., 2007). Podsakoff et al. (2000) added two more sections, “nationalist organizational practices were five categories: self-sacrifice, standard compatibility, sports, respect, and social beauty.”

Recently, the code of conduct has a three-dimensional model of the following dimensions: individual support (assisting and working with others), company support (following orders, rules, and regulations even if their lack of outcome of refusing to do so, representing the company in a positive manner, rebuking gossip about the company, and enticing others to view the company in a positive manner) and hard work (doing more than expected for a job or project) (Bret Becton, 2009).

Self-Efficacy

Self-efficacy is a holistic belief that defines, within the framework of a cohesive mindset, the origins of personal work beliefs, their structure and function, the processes by which they operate, and the various effects they face above a small individual process and integrated scale (Bandura, 1977). Self-efficacy is generally a comprehensive and steady concept of individual skills to deal efficiently with various demanding circumstances (Kuzwaouria et al., 2014). Bandura (1986) described "hard work as a belief in one's ability to plan and perform the lessons needed to produce the results."

Self-efficacy (Bandura, 1977), by definition, is the capability of a person who is perceived to be able to achieve a particular set of tasks or tasks and produce their results through cognitive, motivating, and efficient processes. According to Kumaourour et al. (2014), self-efficacy is a visible personal ability to develop ethical behaviour and achieve the chosen performance goals by increasing confidence, patience, and resilience. Experience is a precursor to personal effort and predicting future behaviour, and the expected behavioural

outcomes or expected outcomes also depend on experience (Bandura 1982, Mc Gee 2017). Self-efficacy denotes the belief in an individual competence and ability to effectively undertake an objective, or task or achieve an outcome (Lachman et al., 2011). Self-efficacy can be measured generally or can be specified as related to some tasks or physical activity, or with a specific field like finances (Gecas, 1989).

The term self-efficacy was first developed and theorized by Bandura in his social cognitive theory to help clarify the cognitive and motivational processes driving behaviour (Bandura, 1977; Gecas, 1989). Self-efficacy can be viewed as a general construct of perceived control, and others would relate it to terms like agency, locus of control, and mastery however these terms capture some key and unique aspects of perceived control (Lachman et al., 2011).

Self-efficacy is an individual's conviction about their capacity to obtain certain achievements through their own efforts. Experimental, clinical, longitudinal, and correlational studies have attested that self-efficacy beliefs are correlated and contribute to better performance and effective functioning across contexts and ages (Paul Lyons, Randall Bandura, 2018).

Self-efficacy beliefs are associated with cognitive, decisional, motivational, and affective processes that in turn sustain effective performance. They have also been associated with effective interpersonal and emotional functioning, better educational achievement, better health functioning, more effective organizational functioning, and employee well-being (Paul et al., 2018). Further, self-efficacy attitudes have a positive effect on the work environment through team commitment (Chan et al. 2017).

Empirical research has shown that self-efficacy is developed through one of three possible ways (Bandura, 1994). First, mastery experiences such as the successful performance of a task. Clear evidence of achievement can strengthen self-efficacy belief,

while failure to achieve success can damage it. Second, is social persuasion such as if the people we respect, call attention to the fact that we are successful in our efforts, self-efficacy may get stronger in an individual. Third, observation of role models such as if we observe persons similar to ourselves succeeding at tasks that we may engage in, such observation influences our beliefs and motivation). With time, these sources considered, with more experience, more attempts at different tasks, and more feedback, one can anticipate changes in self-efficacy as the beliefs are impressionable. (Bandura, 1994). Researchers have suggested high levels of self-efficacy can help bring needed life balance among conflicting life demands like marriage, career, social interactions, and parenthood (Bradley et al., 2017; Chan et al., (2017)

According to Chan et al. (2017), self-efficacy has been shown to relate positively and significantly to performance including commitment, job satisfaction, and job performance and negatively related to job insecurity. Bradley et al. (2017) argue that people with high self-efficacy view weakness as something to be overcome by positive effort, determination, and tenacity, while those with self-efficacy expect to fail.

Self-efficacy is an indicator of self-belief, which is useful in actual performance and satisfaction with performance (Chan et al., 2017). By understanding how individuals can develop greater self-efficacy, leaders can nurture and reinforce these strengths to raise the performance of their teams (Paul et al., 2018). Hence the need for this study.

Aspiration

Aspects that distress individuals' motives come from their own thoughts, confidences, and principles about the future (Hashemi, 2017). Apparently, insignificant actions are comprehensible when we have more information about an individual's wishes, about the society he or she sees or contacts, and the gap in the society around that person who exposes them (Ray, 2017). Aspiration can play at least two roles in small-scale human development

interventions, the role of skills selection and the role of agency opening (Conradie & Robeyns, 2013). Ray (2017) developed a view of community-based aspirations and the interdependence of those aspirations with growth and inequality.

In urban slums, some young people end up with high ambitions and seek to accomplish them via education, rebellion, mobility, and faith. On the contrary, some modify their desires to account for limited opportunities. (Kabiru et al., 2013). Poor, young people may wish to have an improved quality of life, and might also seek to uphold their poise, be closer to their families, and behave responsibly (Hashemi, 2017). Kabiru et al. (2013) highlight a good youth agency and emphasize the importance of raising the quality of life in urban slums. The youth act in a sensible way, but within the boundaries set by their culture, which is an integral part of aspirations (Hashemi, 2017).

Ray suggests that young people make very little effort when the aspiration gap is both too high and when it is very low (Ray, 2017). Young people who wish to have an ordinary type of life close to their present life will not be able to put forth the effort to elevate their desires. When desires are too much or too little, people will not be helped by the urgent need to improve their circumstances (Hashemi, 2017). McLaughlin et al. (2014) argue that young people who see themselves as respected and their contributions valued have a high chance to build strong attachments to their families and communities.

Aspirations are vital because they foster a sense of a good life which is necessary to strengthen poor communities. Joan & Lee (2022) indicate that sports and development organizations are largely based on poor communities around the world and Kenya is no exception. More studies on aspirations are required to investigate how the wellbeing of individuals and working together of the recipients of development policies and social programmes can bring about meaningful change in their lives (Lybbert & Wydick, 2018;

Dalton et al., 2015). At the same time, provide some change avenues or pathways possibly through natural social circumstance (Ray, 2006; Appadurai, 2004; Bandura, 1977)

Aspiration has been defined as forward-looking behaviour (Favara, 2017; Ross, 2016). In an uncertain future, aspiration does help individuals keep their goals and hopes that they will attain them through their own effort. (Dalton et al., 2016; Bernard et al., 2014; Bernard and Taffesse, 2014). According to Appadurai (2004) and Ray (2006), society helps determine aspiration. For example, the belief of what is available for the individual in society is greatly influenced by what others around us think and do. Our immediate social setting and network influence and inform our own behaviour (Bogliacino and Ortoleva, 2013).

According to Bernard et al. (2014), exposure to the external environment and social networks can influence our behaviour together with role models whose stories are compelling with strong emotional connection, and one can identify with them can have a positive impact on aspiration formation. Acquiring new information on what is possible in the current situation we look up to role models to help change aspirations for the better (Lybbert & Wyddick, 2018; Bernard et al., 2014)

Finally, while it is easier to form aspiration among adolescence this should not preclude programmes from targeting older youth. On the contrary, research findings have found that aspirations are constant motivators in life and should continue to be engaged throughout the life course (Gardiner et al., 2020).

Self-Esteem

Self-esteem is a general assessment of the value of oneself or self-worth. It can be viewed as high and low in a continuum. People with low self-esteem tend to actively dislike themselves and feel worthless, those with high self-esteem like themselves and believe strongly in their inherent worth as individuals. (Jordan et al., 2020). Self-esteem first came to the academic radar as a major focus through the study by William James (1890). His

definition of self-esteem was the feeling of self-worth brought about by regularly achieving your goals for personally valued activities.

Self-esteem is a constructive or adverse determination of self-worth and is an important factor in mental well-being that builds mental and social growth (Nguyen & Hale, 2017). Specifically, self-esteem refers to one's analysis of one's worth. (Leary, 2000). Whether human or collective, self-esteem is created by different social conditions and different factors Nguyen and Hale (2017). According to the social meter theory, self-esteem is measured by the value of the relationship (Burrow, 2017).

Self-esteem is a gauge or monitor of something important. Psychological theorists may have erroneously concluded that maintaining self-esteem is vital for its own sake because they did not recognize that self-esteem resembles a gauge (Leary, 2000). Self-esteem is a crucial predictor of psychological health, and gaining a sufficient level of self-esteem is central to youth development (Valkenburg et al., 2017). Low self-esteem can lead people to avoid certain situations, and this avoidance behaviour can lead that person to avoid dealing with fear or building skills (Bandura, 1977).

Good performance increases self-esteem more than self-esteem increases performance in a job while individuals with self-esteem perceive themselves as performing better (Pierce & Gardner, 2004). Critics have argued that self-esteem has been projected as a social panacea by overly optimistic proponents and have suggested that societal problems stem from high self-esteem rather than low self-esteem including aggressive behaviour and criminal violence (Baumeister et al., 1996).

According to Orth et al. (2012), other empirical evidence has found self-esteem consequential for example “a large study conducted over many years that found self-esteem has key life outcomes like job satisfaction, relationship satisfaction and even depression.” It

is however generally accepted that people with higher self-esteem tend to be happier, more satisfied in life and have less negative moods associated with them (Diener & Diener 1995).

Persons with high self-esteem have better coping strategies to deal with stressful problems hence likely to persist at difficult tasks than their low self-esteem contemporaries, especially when such perseverance is likely to be successful (Baumeister et al. 2003).

According to Diener and Diener (1995), while the reason why self-esteem is associated with greater subjective wellbeing has not been identified clearly, however, the reason could stem from the ability of people with high self-esteem being generally optimistic and being able to develop coping mechanism strategies to deal with problems.

Low self-esteem on the other hand has been associated with causing numerous social problems including, including, juvenile delinquency, crime, violence, and aggression (Donnellan et al., 2005). Evidence suggests that low self-esteem is associated with self-reports of poorer physical health and compromised ability to recover from illness (Stinson et al., 2008).

Organizational Perceived Performance

According to Nicholson (1994), the size of an organization is based on all available information. The organization's assets in terms of its resources, profits, assets, investments, and skilled employees, markets, firm capacity, community reach, and base flexibility and flexibility in corporate governance, management, technology, and personnel, work climate, firm status depending on its behaviour friendliness, satisfaction, and shared commitment creates their perception.

It has been contended that perceived organizational support does positively affect employees' creativity by improving organizational commitment, performance, and lowering withdrawal behaviour in return for supervisors' support and just practices (Rhoades & Eisenberger, 2002). Additionally, psychological empowerment influences individuals'

creativity by heightening their inclination to engage in creative processes (Zhang and Bartol, 2010). When an individual's perception is that their work requirements are crucial and personally important, they tend to be motivated to spend more time and effort in understanding the problems from different angles and researching widely for information that could lead to a solution and finally coming up with many alternatives by connecting diverse sources of information (Shalley & Gilson, 2004).

Perceived organizational performance has been expressed as individuals' belief that their organizations value their roles and care about their personal well-being (Simosi, 2012). Organizational perceived performance can be described as sensitivity to the views of members concerning the extent to which their participation is valued and appreciated or recognized by their organizations. At the same time, it can be seen as "how members perceive that their organizations respect their work and have concern for their well-being" (Rhoades & Eisenberger, 2002).

Perceived supervisor backing of the followers does promote creative behaviour by expanding employees' interest in their work (Appu & Sia, 2015). Based on the standard of mutuality, perceived organizational support theory argues, "that employees who believe they will receive higher levels of support tend to perform better because they feel obligated to care about their organization and help it reach its goals and objectives by demonstrating positive behaviours toward the organization" (Trybou et al., 2014).

Community Psychological Empowerment

The definition of empowerment has been derived from many sources (Kieffer, 1984; Wallerstein, 1992). However, there is more consensus on the idea of more individual control and the connection with community activities participation. Maton defined it as "a group-based, participatory development process through which marginalized or oppressed individuals or groups gain greater control over their lives and environment, acquire valued

resources and rights, reach important life goals and reduce social marginalization” (Maton, 2008).

Empowerment has been defined as a process and an outcome (Prilllenltensky, 2008; Speer, 2008; Zimmerman, 2000) occurring at three levels, the individual, organizational, and community and dynamic across settings and time (Prilllenltensky, 2008 & Zimmerman, 2010). An empowering community will provide attainable resources for all residents of the community (Zimmerman, 2010), and enables the adults to overcome their personal difficulties, by helping them to change and grow, therefore becoming a promoter of individual empowerment (Maton, 2008).

Empowerment has pervasive positive value; the concept promotes individual commitment to human life and participatory democracy in the life of its community, often through mediation structures such as schools, neighbourhoods, churches, and other voluntary organizations (Rappaport, 1987). The idea of empowerment is becoming more widespread. However, it is controversial, and it varies mainly when referring to young people (Martcar et al., 2017).

Thus, closely related to empowering leadership, Martin (2006) reported that empowerment is based on ideas for participatory human resource management and involvement also promotes the idea that leaders must share policies and power with their subordinates. An empowered community should provide opportunities for citizen participation and include both empowering and empowered and allow individuals opportunities to take control over the decisions that affect their lives (Miguel, 2015).

Empowerment is a public policy based on a well-organized and comprehensive landscape and a practical approach to addressing social problems caused by powerlessness (Miguel, 2015). The network of intellectual property naming is a tangible object consisting of human interactions, interactions, and behaviours (Zimmerman, 1995). Christens (2011) adds

a fourth component, strengthening relationships or interactions, to Zimmerman's (1995) naming network for psychological empowerment.

According to Miguel (2015), to be an empowered community one needs to initiate efforts to improve, respond to threats of life, and offer opportunities for participation for its members. Psychological empowerment helps individuals to develop abilities, cope with work pressure, and maintain future work performance (Hackman & Oldham, 1976; Humphrey et al., 2007). Psychological empowerment more recently has been associated with volitional work behaviours, and which is a multidimensional measure of intrinsic motivation (Chamberlin et al., 2018).

According to Maynard et al. (2012) studies have shown there is a positive relationship between psychological empowerment and individual performance outcomes. Organizational commitment and task performance according to (Avolio et al., 2004) and Chamberlin et al., 2018; Huang et al., 2010) respectively. Psychological empowerment has also been shown to affect creativity and innovative behaviour (Zhang & Bartol, 2010).

Critics have argued that the belief that sports can bring about empowerment suggests that it has inherent properties that lead to empowerment, rather the focus could be on how youth participation in sport increases perceptions of empowerment, physical capacities, and wider social control (Mwanga, 2010). This study reviewed the perceptions of the participants in the sports for development organizations on the antecedents of empowering leadership and performance outcomes of youth in sports for development organizations in Kenya.

According to Mwanga (2010), it is important to first recognize that empowerment at the individual level is a "subjective experience." Not all sports participation automatically leads to personal level empowerment even as sport has abilities to facilitate empowerment and it has the opposite effect. Many studies have therefore supported a link between participation in sports and increased physical activity, positive psychological conceptions for

example self-efficacy (Pensgaard & Sorensen, 2002). This study set out to understand the “subjective experience” of the beneficiaries/members of the organizations under review and to deduce the empowering leadership role. This study looked at empowerment from an organizational perspective of its leaders and members’ interactions and not the perspective of member performance in the sports activities.

Theoretical Framework

A theoretical framework is a combination of different ideas to explain a problem (Sikawa et al., 2018). It is a reasoned set-out proposition derived from and backed up by data or evidence that help set out to explain why things happen the way they do (Owuor et al., 2020). This study adopted the leader-member exchange theory (LMX) and servant leadership theories.

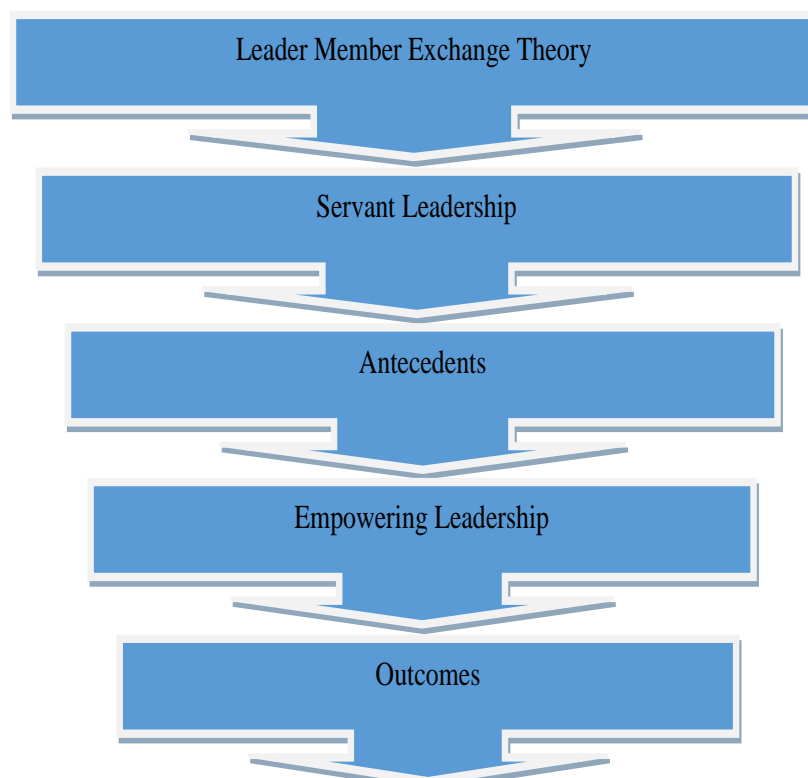


Figure 2. 1 The Study’s Theoretical Framework

Leader-Member Exchange Theory (LMX)

According to Schyns & Wolfram (2008), "Since the 1970s, research on the relationship between leaders and followers has been a problem in leadership research." Contrary to previous research on leadership styles, Dansereau et al. (1975) questioned the view that a leader behaves the same way for all members. Working with this vision, they eventually established a leader-member exchange theory (LMX) approach, emphasizing that leaders and members work together and contribute to appropriate relationships.

Leader-member exchange theory (LMX) was introduced more than 44 years ago (Graen & Uhl Bien, 1995). According to Lord et al. (2017), LMX is the subject of modern leadership of the multilevel model and meta-analysis in groups, including shared leadership, member rotation, gender, morality, abuse, dynamic leadership, and transformation leadership. Empirical studies that looked at the relationship between LMX and empowering leadership have indicated there is a high level of correlations (Amundsen & Martinsen, 2014a; Hassan et al., 2013, Cheong et al., 2018)

LMX is a growing quality relationship between employees and managers (Liden, Sparrowe & Wayne, 1997). Therefore, LMX is a vision that aims to promote the relationships and trade (dyadic exchanges) that will take place between managers and sub-organizers. The development of LMX depends on several factors, such as the constant communication between the leader and the member, the time spent together, and the number of resources a leader can pass on to their subordinates (Schyns & Wolfram, 2008).

Lord et al. (2017) state that leaders are thought to treat their followers individually in a workgroup differently. This emphasis on the relationship differs from LMX theory from the many traditional methods in which leaders often treat followers with the same level of direction, consideration, and other factors. At the same time, Sparrowe and Linden (1997) argue that those under management and subordinate relationships are more likely to obtain

relevant information and resources and empower relationships because managers give them more time for them.

The emphasis on the relationship between leaders and their followers distinguishes LMX from other leadership theories (Lord et al., 2017). Basu and Green (1995) argue that a high-level relationship between employee and manager contributes significantly to the benefit not only of the manager but also the organization because dedicated employees often show ingenuity and business in the workplace and increase respect and respect loyalty to the manager and their organization. Lord et al. (2017) also argued that LMX differs in accepting co-leader-follower relationships as a central building block of research.

LMX has been criticized as one that inadvertently supports the development of privileged groups in an organization and appears discriminatory and unfair. The second is the accurate measure of quality member exchanges, especially when one person is not very interested. In LMX, focus on the interaction between the leader and the subordinates.

In sports for development organizations, it is the coordinators of the activities and coaches we can refer to as supervisors, while the participants are the members. LMX stipulates that good quality interactions (build trust and respect) lead members to feel part of the in-group, leading to them being more committed to the organization. This makes the organization even more potent when you have more in-group members than when you have more members in the out-group. Sports for development organization leadership can use this theory to ensure the members' commitment. These will be active participants and eventually get empowered through the organization's programs and activities.

In this study, LMX theory was used to establish the nature of the relationship between the youth leaders in the organization and the extent that the leaders empower their followers. This empowerment is expected both at the group or team level and to individual members directly through their interactions over time.

Servant Leadership

According to Northouse (2019), servant leadership developed from Greenleaf literature (1970, 1972); has been of interest to leadership students for more than 43 years and has been the subject of peer-reviewed journals. This approach reflects the philosophy that leaders should work first rather than at the forefront and always strive to meet the essential needs and aspirations of employees and their organization before their descendants become influential leaders (Bass et al., 2006 & Stone, 2004). In an organizational environment, leaders must change their way of thinking; it is not what their employees do for them but how they can work for them to meet their needs and aspirations, help them to be healthier, be more willing to accept their responsibilities, keep actions consistent and show confidence in them (Alsayah, 2011).

Servant leadership is about dyadic relationships at a high level; trust and fairness are expected to be the essential mediation mechanisms to promote self-reliance, a positive work ethic, efficiency, and a strong corporate focus on corporate sustainability and social behaviour (Van Dierendonck, 2010). Such behaviour can create an environment of mutual trust that enhances employee morale, leading to a greater sense of commitment, satisfaction, and integrity (Bass, 2008). Staff leaders put the needs of their followers at hand, empower them, and assist them progress their full possibilities (Northouse, 2019). There is a strong connection between servant leadership and empowering leadership as empowering and facilitating the following developments is essential for servant leadership.

Since the 1970s, servant leadership has been a popular philosophy, but often there has been a lack of a creative test set. Maximum personnel leadership has been defined as empowerment; response; humility; authenticity; courage, and leadership (Mark, 2015), Novan Dierendonck (2010) agree that servant leadership is demonstrated by empowering and

developing people; by conveying humility, honesty, hospitality, and stewardship; and by providing guidance.

Critics say that Greenleaf did not leave an established definition of servant leadership (Van Dierendonck, 2010). As a result, writers and researchers came up with their own explanations and models, to a lesser or greater degree inspired by his work. This has led to many interpretations of servant leadership, reflecting a wide range of behaviours (Northouse, 2019; Laub, 1999; Spears, 1995; Russell & Stone, 2002).

Additional critics argue that many textbooks and non-instructional material writing on the topic, focusing on what kind of servant leadership should be rather than defining and focusing on what servant leadership stands for in practice (Van Dierendonck, 2010). However, in recent years, many publications have helped clarify servant leadership and prove its fundamental ideas (Northouse, 2019).

Sendjaya (2008) argues that the servant leadership model expands the functions of existing forms of servant leadership by emphasizing service, followers, and moral and spiritual greatness. It establishes itself as selfless and makes what is necessary for the followers available beforehand to ensure that the other needs of other people are provided for (Northouse, 2019).

A servant leader empowers employees instead of using power to control them and is entirely trustworthy, open, very caring by ensuring that everyone in the organization has the necessary resources and tools to do their best and is not too tired to increase their status and dignity (Alsayah, 2011).

The model below shows that servant leadership leads to the following outcomes, followers' performance and development, organizational outcome, and social impact, which are consistent with this research focus. Therefore, the reason for the servant leadership theory underpinning this study.

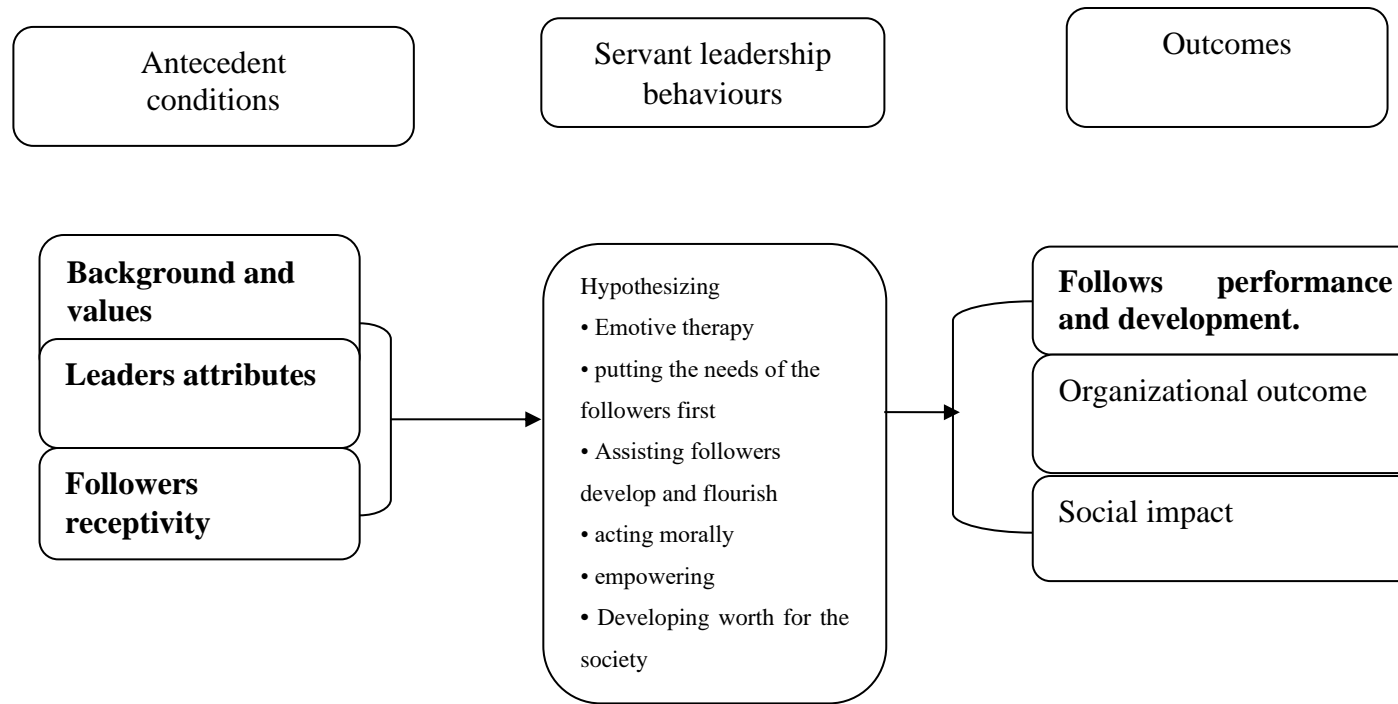


Figure 2. 2 Servant Leadership Model (source: Northouse 2019)

Research Gaps

Table 2.1 summarizes the gaps emerging from the empirical studies reviewed as well as an account of how the current study bridged the gaps.

Table 2. 1

Research Gaps

#	Study	Focus	Methods	Outcomes	Gaps
1.	Li, Chiaburu, and Kirkman (2017) at the highest level of empowering leadership in national ethics: the climate of organization as a two-edged sword.	High-level design and reliance on event process are used to understand empowering, leadership, research looks at the role of mediation for psychological empowerment at each level and inter-team relationships aimed at empowering leadership and both, compatible forms of citizenship at each level: corporate citizenship	The data was collected at a large petrol company in Shanghai, China. Kirkman and Rosen's (1999) used 14 items. scale to measure group-enabled empowerment leadership ($\alpha = .92$). The preceding things we preceded by	To become a citizen of an affiliated organization moral, too in line with the retaliatory views expressed from a social exchange perspective, their	Context gap - The research was done in China

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		ethics and management.	<p data-bbox="1122 272 1451 379">“The leader of our party. . .” Followed by certain</p> <p data-bbox="1122 421 1451 603">The research was done from data of 98 organizations' work teams in one large organization in China.</p> <p data-bbox="1122 644 1451 1337">items (e.g.," encourages my work group to manage their work "). In line with researchers in previous studies (Chen et al., 2007), they have empowered empowering leadership at the group level. Consolidation supported: The average and medium were .89 and .92, respectively, indicating a "strong</p>	<p data-bbox="1480 272 1727 379">results showed that higher levels arose when both the moral strength and climate of organizational support were high.</p> <p data-bbox="1480 788 1727 1337">On the contrary, by management, and in accordance with governing the theory, the results have shown that the highest levels occur when</p>	

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			agreement" between members within units (LeBreton & Senter, 2008). In addition, the estimated intraclass concentration ICC (1) of .31, ICC(2) of .68, and F value $F(97, 363) = 3.09, p < .01$ Also supported aggregation.	empowerment occurs morality was high but when <i>the climate of organizational support was low.</i>	
2.	A study entitled, When and Why Empowering Leadership Increases	Based on the dual-nature model, this study assessed why and when empowering leadership has a	Participants were full-time workers of 17 companies comprising	Field research data from 69 groups and 266 employees	Conceptual gap-The need for more research on empowering

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	Adoption Management: A multilevel study in China (Li et al., 2015).	diverse impact on employee performance. This includes job performance and creative performance.	pharmaceutical, production and financial services industries, situated in the centre and south of the People's Republic of China. The study utilized the back translating technique to all items to confirm Western scale content compatibility in the file Chinese context (Brislin, 1986). Without agreement	depicted that leadership empowerment has a negative impact on job performance through cooperative enthusiasm and negative direct work relationships with employee overwork. The role of the individual in the	leadership and diverse performance outcomes.

#	Study	Focus	Methods	Outcomes	Gaps
			<p>love, romance, and RBSE, all the other steps rated on a Likert-point-5 type scale (1 = strongly disagree; 5 = strongly agree). Empowering Leadership. Leadership is rated at 12 points scale developed by Ahearne et al. (2005).</p>	<p>effort was found to measure the relationship empowerment relationship with workers' two types of passion for work, hence affecting the connection between empowering</p>	
3.	<p>Hoch's leadership research (2012) and innovation, Focused on</p>	<p>The research goal is to examine the Shared leadership relationship with</p>		<p>Changing leadership and empowering</p>	<p>Methodological Gap - This study explored key predictors of</p>

#	Study	Focus	Methods	Outcomes	Gaps
	empowering leadership measurements.	empowering leadership and others. (Research done in the USA)		leadership and team building in terms of integrity was closely related to shared leadership.	empowering leadership, and developed tools for measuring empowering leadership.
4.	Links to strengthen leadership capacity and employee engagement: the effects of individual equity and work, individual group equality, and active	Based on sound human nature theory, this study examined the effects of empowering leadership on employee engagement. They also investigated a mediation approach to employment equity and group equality. In addition, it also explored the role of the task of	Using a questionnaire sample of 6179 workers from a technology organization in China.	Research has found that empowering leadership has a positively indirect influence on employees' performance even if the job is	Contextual gap - The study suggests a mediation approach to empowering leadership.

#	Study	Focus	Methods	Outcomes	Gaps
	personality (Cai et al., 2018).	balancing the active personality between empowerment and the above two types of equality, with negative consequences. (Survey sample from 6179 employees from a technology company in China)		appropriate and suitable for a group of people.	
5.	Empowerment, mentoring, and staff outcomes: exploring a multidisciplinary mediation model: leadership and empowerment (Fong & Snape 2015).	The study examined the results of empowering employees in the customer service organization, using data from 266 employees and their supervisors from 41 employee groups in Hong Kong's largest communications organization.	Exploring multiple levels a model in which psychological reinforcement was considered to mediate relationships between both within the group and within-group.	Empowerment of leadership was associated with mental empowerment at both levels. There was evidence of significant	Conceptual gap – There is a need for a multidisciplinary mediation model on empowering leadership suggested.

#	Study	Focus	Methods	Outcomes	Gaps
		<p>Empowering leaders' behaviour has been used with ELQ (Arnold et al., 2000), for 38 items evaluating leadership size, for example, participatory decision-making, training, Notify and express concern/team contact. They repeated the process of Arnold et al. (2000) to evaluate the size of the ELQ, to obtain model support for five objects (details available from the original author).</p>	<p>empowering leadership and individual outcomes.</p>	<p>mediation effects at both levels and in the group. These findings underscore the importance of analyzing differences between groups and between groups in empowering leadership and their implications for</p>	

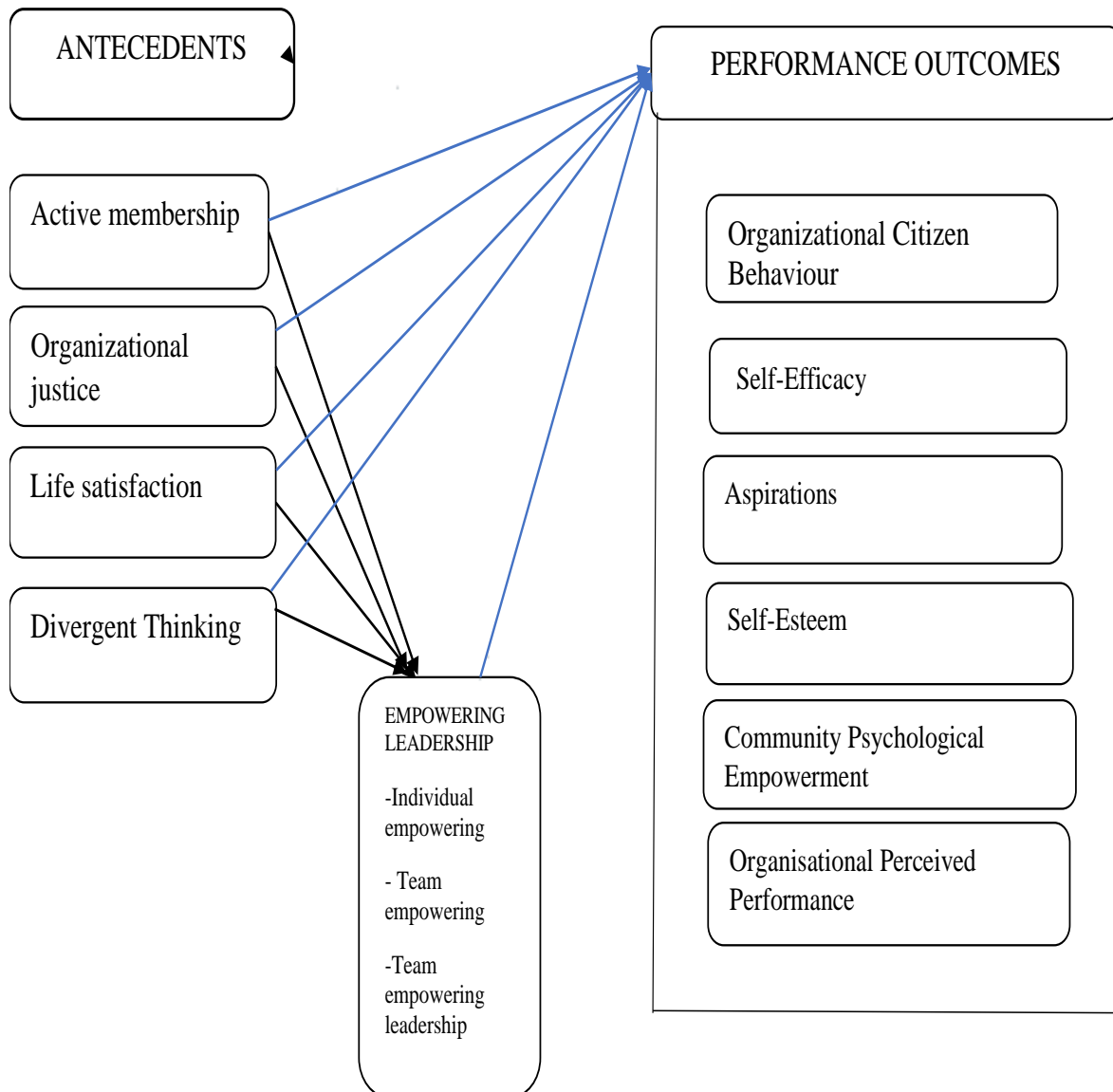
#	Study	Focus	Methods	Outcomes	Gaps
				individual attitudes and behaviours.	
6.	Enabling or not to enable your sales power? Powerful testing of the impact of empowerment on leadership code of conduct for customer satisfaction as well performance (Ahearne et al., 2005).	This study focuses on the impact of leadership empowerment behaviour (LEB) on customer service satisfaction and the performance of sales, as aligned with vendor efforts and flexibility. In addition, the authors suggest a collaborative relationship in which the LEB will function differently as dedicated staff work.	The authors' ideas are evaluated using survey data from a sample of 231 retailers in the pharmaceutical company, as well as external satisfaction ratings from 864 clients and operational data for stored sales.	The results show workers with lower levels of product/industry knowledge and less experienced benefit mostly from empowering leadership behaviours, than highly skilled and knowledgeable	Conceptual gap on the need to study the relationship between empowering leadership and performance.

#	Study	Focus	Methods	Outcomes	Gaps
				staff you do not earn a clear benefit.	

Conceptual Framework

A conceptual framework is a graphical or narrative explanation of how concepts and sub-concepts interrelate with each other (Roberts, 2010). It indicates the key concepts to be explored as well as their proposed interrelationships thus providing the researcher with a clear roadmap (Miles et al., 2014). Additionally, a conceptual framework presents a sequence of logical propositions upon which research is grounded (Ravitch & Riggan, 2017).

The current study's concepts were anchored on three key constructs, antecedents of empowering leadership as the independent variable, performance outcomes as the dependent variable, and empowering leadership as the mediating variable. The indicators for antecedents were active membership (Koberg et al., 1999; Hakimi et al., 2010) and organizational justice (Srivastava & Vyas 2015; Fong & Snape 2015; Liu, Y. 2015, Taboli et al., 2021), divergent thinking (Liu 2015), and life satisfaction (Liu, Y. (2015; Sharma & Kirkman, 2015). The key measures of performance outcomes were organizational citizen behaviour, self-efficacy, aspirations, self-esteem, organizational perceived performance, and community psychological empowerment. The study was based on the youth sports for development organizations in Kenya context. Figure 2.3 shows the directionality of the relationships among the variables.



Independent variables

Mediating variable

Dependent Variables

Figure 2. 3 Conceptual Framework

Chapter Summary

The chapter has reviewed the theories underpinning this study: the leader-member exchange theory (LMX) and servant leadership theory. LMX theory focuses on the interaction between the leader and the subordinates and therefore was key to the study. At the same time, servant leadership theory guided the research by providing a framework that would guide the leaders' engagement in the organizations.

The conceptual framework outlined the relationship between independent, dependent, and moderating variables. The chapter included relevant literature based on the research objectives. The literature review identified research gaps based on the scope, research methodology and the industry the study covered.

Chapter Three

Research Methodology

Introduction

The chapter outlines the methodology adopted in the study. The aim of the chapter is to explain and justify the research process used in the study. The chapter gives a comprehensive description of the empirical work undertaken and a justification of the methods adopted considering the hypotheses formulated. Epistemological and theoretical considerations and practicality were also discussed.

Research Philosophy

Saunders et al. (2016), posit that a research philosophy refers to a system of beliefs and assumptions about the development of knowledge. The researcher brings to the study a general worldview, beliefs, and key assumptions to underpin the research design (Saunders et al., 2016). These consist of assumptions about human knowledge, the realities encountered in the research process and the extent and ways a researcher's own values influence the research process. These assumptions shape how the researcher understands the research objectives, the methodology used and how the findings are interpreted. The belief about the way in which data on a phenomenon should be collected, analyzed, and used is research philosophy (Sekaran & Bougie, 2016). The four philosophies here are positivism, interpretivism, pragmatism, and realism (Saunders et al., 2016).

This research was premised on a positivist philosophy because other research philosophies are out of the scope of this study. Positivist research is built on the belief that one can only know something by looking at it independently and understanding that the world exists without our knowledge of much of it. It considers knowledge to be stable because the essential properties of objects do not change; therefore, the findings of that study are intentional and irrefutable (Guba & Lincoln, 1994). Ramenyi et al., (2003) stated that “the

study of positivism assumes the philosophical stance of the natural scientist adding that positivists prefer working with an observable social reality, which leads to law-like generations.” It holds the position that knowledge exists outside the consciousness of the actor and can only be deduced. (Bryman, 2012; Lan, 2018). A positivist philosophy was preferred in this study because it takes an objective stance, where components of the problem under investigation are perceived as independent and separate (Creswell, 2014). Further, the philosophy is deductive and concerned with theory testing and statistical analysis which enables the researcher to empirically establish relationships between variables of the study; by formulating hypotheses, and through observed effects, which are then accepted or refuted (Bryman & Bell, 2015; Feilzer, 2010). Donaldson (1996) argued that positivism is the most critical form of organizational analysis as it seeks to define human action within organizations that are largely a result of external or environmental factors. The research principles were operationalized for more clarity and the need to facilitate the use of quantitative data for hypothesis testing as defined by the theoretical framework (Easter-Smith, Thorpe, & Jackson, 2021).

Research Design

Research design is an integrated guide for the research project to ascertain the most suitable investigation method, type of instruments, sampling plan, and data type (Saunders et al., 2016). It is a blueprint for collecting, measuring, and analyzing data (Cooper & Schindler, 2014). The researcher can acquire data at a given time during the study for the interpretation of relationships among the variables and draw conclusions. The research design chosen by the researcher is determined by several issues, including the purpose of the study (exploratory, descriptive, or hypothesis testing), the extent to which it is manipulated and controlled by the researcher (the magnitude of the researcher's interference), and its duration (cross-sectional or longitudinal) (Sekaran & Bougie, 2016).

Descriptive research design allows the researcher to narrate how different behaviours and events occur (Cooper & Schindler, 2014). It is appropriate when the study's purpose is to describe a situation or an association between variables as it helps to minimize biases and maximize the reliability of the evidence collected. It represents a phenomenon occurring in a population without influencing the subjects under study. The overall objective of descriptive research is to accurately depict the factors or variables appropriate for the research questions (Clark & Creswell, 2015).

Studies that engage in hypothesis testing are meant to clarify the nature of certain relationships. A researcher should ascertain whether a causal or correlational study is needed to find an answer to the issue under review. A causal study is adopted when it is essential to establish a definitive cause-and-effect relationship. However, if all the researcher wants is merely to identify the important factors associated with the problem, then a correlational study is called for (Sekaran & Bougie, 2016). A correlational design is a relationship between two variables, and the purpose of using correlations is to establish the relationships between variables. Correlational research is a broad research approach that concentrates on assessing the co-variation among variables that occur naturally (Clark & Creswell, 2015). The focus is on reviewing a situation or problem to expound on the relationships between variables (Saunders et al., 2016). Time is a critical element of research design. A study where the data is gathered only once, over a particular period which could be days, weeks, or months to answer the research questions; such a study is a one-shot or cross-sectional study.

This research assumed a descriptive survey research design because it was most suitable for the study. The research aimed to collect data that was key to finding the answer to the antecedents and performance outcomes of empowering leadership among young people in sports for development organizations in Kenya. Data collected was collected over two months at one point in time and was deemed to be sufficient for the study.

Target Population

The overall sets of all items from a sample were selected from the population (Bryman, 2012, p. 714). The target population was three sports for development organizations, namely Mathare Youth Sports Association (MYSA) in Nairobi County, Moving the Goal Post (MTG) in Kilifi County and Transforming Young Stars of Africa (TYSA) in TransNzoia County. The total number of respondents was 2,988 youth/members drawn from three organizations as indicated in Table 3.1. Sampling Matrix.

Table 3. 1

Sampling Matrix table

Strata	Population	Sample size	Percent
MYSA	1675	199	12%
MTG	776	90	12%
TYSA	542	63	12%
Total	2993	352	12%

The study focus was the youth who are beneficiaries of the selected sports for development organizations and this youth population was the one targeted in this research. In purposive sampling, the researcher randomly chooses the participants based on their unique characteristics or perceptions (Cooper & Schindler, 2014). Purposeful sampling was applied to select the organizations mentioned earlier for this study from a list of sports for development organizations in Kenya. (See Appendix I). Their unique characteristics included their high numbers of youth members, over 20 years of existence, local and international donors, recognition locally and globally for their work, global sports for development networks, recognition within their area of operation by the government and the community, management structures and record keeping. Finally, the three organizations are spread across

the country: one in Nairobi (urban), Kilifi (coastal and only female-dominated organization), and western Kenya in a rural setting.

Sampling Methods

The sampling method or technique is the process of selecting components from a population under review and using the results to come up with conclusions about the population (Cooper & Schindler, 2014). For the results to have meaning, the survey needs to be completed by a representative respondent of the whole population under review (Jackson, 2010). Sampling methods can generally be put into two categories probability or non-probability (Sekaran & Bougie, 2016).

This study used both probability and non-probability sampling methods. Stratified random sampling to collect quantitative data on the youth in the selected organizations (Cooper & Schindler, 2014). Purposive sampling was used to identify the three organizations that were reviewed from the list of other organizations in Kenya. Purposive sampling allows for selecting information-rich cases for in-depth analysis related to the main issue under study (Kombo & Tromp, 2006).

Sample Size

Sample refers to a subcategory of a given population (Saunders et al., 2016). A sample reviews a sub-section of the population, and the proportion is done in such a way that ensures it represents that population. Inferences can be made about a population if the sample size is appropriately selected.

The sample size for this study was the youth beneficiaries of three sports development organizations from across Kenya. This study adopted the formula proposed by Yamane (1967) because it was scientific and could be applied in cases where a large population is involved. To calculate the sample size from the 2,993 youth members in three sports for development organizations in Kenya.

The formula was as follows:

$$n=(1+N\varepsilon^2)$$

where n is the sample size, N is the target population and ε is the precision error.

From the total population of 2,993, a sample size of 352 persons (Equation 1) were targeted through the application of Taro Yamane's sample size selection formula for a finite population (Umoren et al., 2009). $n=2993/(1+(2993*0.05^2))=352$

Where n = sample size

N = finite population of members

e = level of significance (0.05)

1 = constant

A total of 352 questionnaires were distributed. This number was chosen to cater to possible non-responses and errors in responses. The targeted sample was more than the 10% recommended by Kothari (2014). The population was significant because 30% of all youth participants/members were the target population.

Data Collection Methods

In this study, survey research was used as the main methodology. A structured questionnaire was used to solicit responses from the respondents. A questionnaire is a means of eliciting individuals' feelings, beliefs, experiences, perceptions, or attitudes.

Questionnaires were used because they are relatively economical, more accessible, and quicker to administer. Questionnaires also enable quantitative analysis of data. (Yeasmin & Rahman, 2012). The questionnaires used the Likert scale model to translate the respondents' thoughts and feelings into quantifiable data. They were administered with the help of research assistants recruited and trained to enable the researcher to obtain credible data. Research assistants were needed due to the sample size and the distance between the research sites being covered.

Data Collection Procedure

The steps followed to arrive at a successful data collection process is the research procedure (Cooper & Schindler, 2014). Before embarking on the data collection process, a cover page (Appendix II) specifying the objective of carrying out the research was drafted. The page, attached to the questionnaire assured the respondents of confidentiality. Research assistants were trained in the process of administering and collecting questionnaires. To increase the response rate, follow-up was done physically for a few respondents however majority completed it as the research assistants waited.

The researcher took steps to take care of common biases. The common bias is the variance attributed to the measurement method rather than the construct the measure represents. There are both statistical and procedural methods of addressing the common method bias. This study applied the procedural method to control the common method bias.

Ethical approval for the research was sought and received from PAC University (Appendix VIII). The researcher also obtained approval from the National Commission for Science, Technology, and Innovation (NACOSTI) (Appendix IX). An introduction letter was availed to the three organizations under review. The study variables were operationalized as detailed in Table 3.2.

Table 3. 2

Operationalization of the Study Variables

Objectives	Type of variable	Indicators	Measurement scale	Analysis tool
Independent variable				
a) To establish the influence of active membership on performance outcomes in Kenyan youth sport for development organizations .	Antecedents of empowering leadership	H01. Active membership has no positive influence on performance outcomes.	Active membership was measured using the 7-item Verhees scale, Sergak & Dijk (2015). Response options will start at 1, strongly contradictory to 5, I strongly agree. For example, I consider myself an active member of this organization. (Cronbach's alpha .86).	The study used CFA analysis and specific modeling of structural measurements. (SEM) method analysis to build relationships between variables. IBM SPSS AMOS23 software for structural equation modelling was used to confirm and explain the conceptual models because it involves attitudes and perceptions.
b) To establish the influence of			Organizational justice. Organization Justice was measured using the 21-item Colquitt (2015) item	The study used CFA analysis and specific modeling of structural measurements. (SEM) method

Objectives	Type of variable	Indicators	Measurement scale	Analysis tool
organizational justice on performance outcomes in Kenyan youth sport for development organizations		H02. Members' perceptions of organizational justice have no positive influence on performance outcomes.	and the response options from 1 strongly disagree with 5 strongly agree. For example, can I express my opinion on those procedures? (Feature uploads from 0.76 to 0.95).	analysis to build relationships between variables. IBM SPSS AMOS23 software for structural equation modelling was used to confirm and explain the conceptual models because it involves attitudes and perceptions.
c) To establish the effects of divergent thinking on performance outcomes in Kenyan youth sport for development organizations		H03. Divergent thinking has no positive effect on performance outcomes.	Divergent thinking was measured using the 14-item scale Reid, de Brentani & Kleinschmidt (2014) which has 14 items with 1-response strongly disagree with 5 strongly agree. For example, I think everyone should talk about their ideas no matter how common (3 items, $\alpha = 0.806$; AVE = 0.60).	The study used CFA analysis and specific modeling of structural measurements. (SEM) method analysis to build relationships between variables. IBM SPSS AMOS23 software for structural equation modelling was used to confirm and explain the conceptual models because it involves attitudes and perceptions.
			Perception of life satisfaction was measured using the 5-item scale of Diener's (1985) with response options	The study used CFA analysis and specific modeling of structural

Objectives	Type of variable	Indicators	Measurement scale	Analysis tool
d) To establish the effects of members' perceptions of life satisfaction on performance outcomes in Kenyan youth sport for development organizations		H04. Member perception of life satisfaction has no positive effect on performance outcomes.	ranging from strong disagreement to 5 strongly agree. Example- In many ways, is my life closer to my purpose? (It loaded to 0.84 with a total fusion of .75).	measurements. (SEM) method analysis to build relationships between variables. IBM SPSS AMOS23 software for structural equation modelling was used to confirm and explain the conceptual models because it involves attitudes and perceptions.
Dependent variable				
e. To determine the influence of empowering leadership on performance outcomes among youth in sports for	Performance outcomes of empowering leadership	H05. Empowering leadership has no positive influence on performance outcomes.	The behaviour of the citizen of the organization was measured using the Podsakoff, Ahearne & MacKenzie (1997) scale of 13 items with 1- response strongly disagree with 5 strongly agree. An example is- Helping each other when someone falls behind in their work (Coefficient alpha = 0.807).	The study used CFA analysis and specific modeling of structural measurements. (SEM) method analysis to build relationships between variables. IBM SPSS AMOS23 software for structural equation modelling was

Objectives	Type of variable	Indicators	Measurement scale	Analysis tool
development organizations in Kenya.			<p>Self-efficacy was measured using Kuzwaouria, Gurău & Torrès (2014) a 4-item scale with 1 response, I strongly disagree with 5 strongly agree. Example - It is easy for me to stick to my goals and achieve my goals (Coefficient alpha = 0.86).</p> <p>The aspirations were measured using the McLaughlin, Shoff & Demi (2014) scale of 27 items and response options ranging from 1 strongly disagree to 5 strongly agree. An example is I will have enough food (Coefficient alpha = 0.86).</p> <p>Self Esteem was measured using the Nguyen & Hale (2017) 8-item scale with response options based on 1 strongly disagree with 5 strongly agree. Exemplary- I am an important person (Coefficient alpha = 0.86).</p> <p>The visual performance of the organization was measured using the three-item scale Nicholson & Brenner</p>	used to confirm and explain the conceptual models because it involves attitudes and perceptions

Objectives	Type of variable	Indicators	Measurement scale	Analysis tool
f. To assess empowering leadership mediating role between antecedents and	Empowering leadership	Mediating variable	(1994) (1994) with responses ranging from 1 strongly disagree to 5 strongly agree. Exemplary- This year the organization's activities were meaningful and useful to the community (Coefficient alpha = 0.86).	
			Public psychological empowerment will be measured using Miguel, Ornelas & Maroco (2015) a scale of 31 items with responses ranging from 1 strongly disagree with 5 most agreeable. Example- I would like to live with other young people living in this community (Coefficient alpha = 0.86).	
Empowering Leadership Leadership empowerment was measured using the Hoch (2012) scale of 12 items in three categories (team empowering leadership, individual empowering and team empowering)	The study used CFA analysis and specific modeling of structural measurements. (SEM) method analysis to build relationships between variables.			

Objectives	Type of variable	Indicators	Measurement scale	Analysis tool
performance outcomes among youth in sport for development organizations in Kenya.			with responses ranging from 1 strongly disagree with 5 strongly agree. Example - My team leader encourages me to work collaboratively with others who are part of the team. (Cronbach's alpha .93)	IBM SPSS AMOS23 software for structural equation modelling was used to confirm and explain the conceptual models because it involves attitudes and perceptions

Instrument Pre-testing

A pre-test was conducted to evaluate the questionnaire, establish content, and build legitimacy (Creswell, 2014; Saunders et al., 2016). The pre-test was done to test the appropriateness of the instrument, create the suitability of the content, and test the dependability of the information gathered (Cooper & Schindler, 2014 & Saunders et al., 2016).

Cooper and Schindler (2014) propose 25 to 100 questionnaires based on the type of study. This study adopted 30 questionnaires that were pre-tested in Nairobi County at Futbol Mas Africa, in Nairobi County. Futbol Mas Africa was selected because it is a local organisation with good organisational structures, operating in a similar setting to the target population, uses football as a sport to engage the youth and has adopted a similar approach to its activities to organisations under review.

After the test results, which confirmed the test instrument to be appropriate for the study. The questions were coded and entered in IBM SPSS AMOS version 23 for analysis. The questionnaire was appropriately revised, a study sample was selected, and the refined questionnaire was then used to collect data (Saunders et al., 2016).

Reliability of the Instruments

When a measurement instrument consistently measures whatever concept, it intends to measure, that is known as reliability (Sekaran & Bougie, 2016). It signals the extent to which erroneousness is eliminated, ensuring consistent measurement across time and the various instrument items. It shows the steadiness and dependability with which the tool measures the conception and helps evaluate the goodness of a measure. Stability is the capability of a measure to stay the same for a period despite uncontrollable testing environments or the situation of the respondents. When it is possible to repeat and get the same results of a study using the same methodology then we can consider the instrument as

reliable (Clark & Creswell, 2015). The researcher, therefore, acquires similar results in repeated administrations of the research instrument (Kothari & Garg, 2014).

The tests for reliability are two that is test-retest reliability and parallel form reliability (Christensen et al., 2015). When the reliability coefficient is gotten by repeating for the second time the same measure this is considered test-retest reliability. To indicate the reliability and stability the higher the test-retest coefficient of the measure will be across time (Sekaran & Bougie, 2016). Parallel types of reliability are obtained by administering different kinds of evaluation tools composed of items that review the same construct, skill, or knowledge base to a comparable or similar group of individuals. The results from the two kinds are compared to check for consistency (Christensen et al., 2015). The goal is to establish the error variability resulting from the wording and or ordering of the questions.

Internal consistency is for relating the point to which various test items that investigate the same construct come up with similar results (Connelly, 2008). It shows the uniformity of the objects that tap the construct. The item should be able to independently measure the same concept so that respondents attach the same overall meaning to each of the items. This is achieved by looking at whether the objects and subsections of objects in the measuring instrument correlated in a high manner (Sekaran & Bougie, 2016). This is divided into two categories, the average inter-item correlation and split-half reliability. Average inter-item correlation is achieved by putting all items in a test that investigates them and determines the correlation coefficient for the pair of items and taking the average of all the correlation coefficients (Clark & Creswell, 2015).

The most applied test for inter-item consistency reliability is Cronbach's alpha and it is used for several point-scaled items for dichotomous items. When the measuring instrument shows a higher coefficient the better it is (Sekaran & Bougie, 2016). Split-half reliability is achieved after dividing into half all items of assessment planned to be reviewed in a parallel

area of knowledge. It mirrors the connections between two parts of an instrument. A correlation between the two total set scores is achieved after the test is run on a group of individuals and the total score for each set is computed (Cooper & Schindler, 2014).

This study was tested for internal consistency using inter-item reliability and Cronbach's alpha. This is a decent measure of reliability as it is used for multiple-point scaled items and for dichotomous items. As a general practice, Cronbach's alpha values below 0.60 are considered poor, those in the range of 0.70 acceptable, and those over 0.80 good (Sekaran & Bougie, 2016). A total of 30 questionnaires were administered for the pilot study. The study also estimated the overall Cronbach's alpha for the whole questionnaire to establish its reliability.

Validity of the Instruments

The degree to which an instrument will measure what it is projected to measure is validity (Sekaran & Bougie, 2016) and can also be the level the results from research accurately reflect the data collected for that (internal validity) and the degree to which it can be generalized to other contexts or settings (external validity).

The greater the association between the recognized measure and the new measure, the more the believability of the assessment tool (Clark & Creswell, 2015). Construct validity is the level to which extrapolations can be made from the operationalization in a study to the abstract constructs on which that operationalization was based. Construct validity guarantees that the instrument looks at or measures the construct that it is anticipated to measure and no other variables (Saunders et al., 2016).

Convergent validity is a measure or test that makes sure that concepts that are expected to be related are related (Domino & Domino, 2006). It is known or established when the scores achieved from two dissimilar instruments measuring the same concept are highly interconnected. Convergent validity can be measured also using Cronbach's alpha.

Hair et al. (2021) at the same time suggested that a Cronbach's alpha of 0.7 and above is a decent indicator of convergent validity.

The degree to which items measuring one construct differ from items measuring another construct is discriminant validity (Sekaran & Bougie, 2016). Discriminant validity tests ensure that constructs that should have no relationship don't have any relationship. Discriminant validity can be reviewed in two different ways. Firstly, the criterion is that the inter-construct correlation be below 0.9, while the second criterion is that the square root of the Average Variance Extracted (AVE) of the construct ought to be larger than its association with the other constructs (Hair et al. 2021). To find the validity of the research instrument, this study applied construct validity.

Construct validity was also evaluated by weighing the measurement model for each construct by the confirmation or determination of convergent and discriminant validity. While convergent validity was reviewed for determination by considering the AVE, Cronbach's alpha coefficient and the greatness of factor loadings the AVE for all the constructs exceeded the cutoff value of 0.5 confirming convergent validity (Bryman, 2012).

Administration of the Instrument

Administration of the instrument defines the procedure to be followed to get the data collection instrument to the respondents of the study (Sekaran & Bougie, 2016). The chief way of administering a survey is the use of a written questionnaire. The respondents are required to read the questions and complete their responses on a form (Cozby & Bates, 2012).

On visiting the three sports for development organizations, authorization for data collection was sought from the CEOs and obtained. In-person administration and self-administered questionnaires were used in this study. A questionnaire, information sheet and introductory letter were given to the respondents. The information sheet included the PAC University logo, a description of the study, and a request for potential participants to

participate in the study. A letter of introduction from PAC University was also given to the respondents.

Emphasis was placed on the protection of the respondents' privacy, confidentiality and voluntary nature of the study, and the proposed use of the survey results. To aid in data collection, entry, coding and data cleaning, the researcher employed three research assistants. The research assistants were facilitated financially and were all part of the relevant organizations and hence needed little introduction to the organizations. Before the commencement of the data collection process, the assistants were taken through the questionnaire and trained on the best data collection procedures. The data was collected during weekdays and weekends from 8am to 5pm. After completion of data collection, different research assistants entered the data in IBM Statistical Package for Social Sciences (SPSS) version 23 (AMOS) using uniform codes. Thereafter, a data analyst together with the researcher conducted data cleaning and analysis.

Data Analysis Plan

The collected data was statistically analyzed to confirm that the hypothesis applied was supported (Sekaran & Bounge, 2016). The process involved examining data collected in the survey, making deductions, and inferences, reducing accumulated data to a good size, coming up with summaries, and reviewing patterns using statistical techniques (Cooper & Schundler, 2014).

The six hypotheses were tested to verify whether they were valid or not based on the data collected (Kothari, 2014). The key determination of the hypothesis test was to ascertain the accuracy of the research assumptions (Cooper & Schindler, 2014).

Data Preparation

After the data collection process was completed, data analysis strategies were applied to analyze the collected data. The questionnaires were first checked for the accuracy of data

entry and for missing values. A few missing responses were found randomly in the questionnaires. This might have been due to the perceived confidentiality of data or the reluctant attitude of the respondents to answer a question that they thought was irrelevant to their practices. A subgroup mean value replacement function was used to replace those missing values as advocated by some researchers (Sekaran & Bougie, 2016).

Test for Outliers

Multivariate outliers are cases that have an unusual combination of values for several variables (Cooper & Schindler, 2014). The researcher sought to look for outliers to find out whether the data needed to be cleaned, or cases needed to be dropped or a large sample needed to be drawn. The study used Kline (2016) who recommends the Mahalanobis D2, a multidimensional version of a z-score as appropriate for evaluating multivariate outliers. It measures the distance of a case from the centroid (multidimensional mean) of a distribution, given the covariance (multidimensional variance) of the distribution. D2 follows a Chi-square distribution with degrees of freedom equal to the number of variables included in the calculation (Tabachnick & Fidell, 2014). A case is a multivariate outlier if the probability associated with its D2 is 0.001 or less.

Assessment for Normality

Normality tests preceded data analysis to determine whether the data set is well-modelled by a normal distribution (Paul & Zhang, 2010). The study considered the various tests for assessing normality, such as Skewness and Kurtosis, Shapiro-Wilks, Kolmogoror-Smirnov, Jarqua-Bera, Lilliefors and Anderson-darling tests (Das & Imon, 2016).

This study opted for skewness and kurtosis to check for normality of the distribution given that they are good indicators of normality of data according to Bai and NG (2005). Kurtosis is an indicator of flattening of a distribution while skewness is a sign of asymmetry and deviation from a normal distribution. Skewness and kurtosis values that range from +/-3

(SE) are generally considered normal (Kline, 2016). As shown in Appendix V, the skewness values were within the +/-3 range for all factors.

Measurement Model

Developing a measurement model is part of the two steps in a structural equation modelling analysis that includes the indicators (observable measures) for each construct that is (latent variables), to make it possible to assess the construct's validity and reliability (Thakkar, 2020). In this study, 21 first-order constructs and five second-order constructs were adapted from previous research. These scales are well-defined in the literature and were pretested in the pilot study. This study investigated the relationship between antecedents and performance outcomes of empowering leadership among youth in Kenyan youth sports for development organizations.

The measurement scales for the second-order constructs included active membership, organizational justice, divergent thinking, life satisfaction and empowering leadership. The measurement scales for the first-order constructs included empowering leadership (TEL/TE/IEL), organizational citizen behaviour (HB/SB/CB), active membership (AM), support and emotional connection in the community (SEC), community activism (ACT) aspirations-achievement importance (AI), procedural justice (PJ), relational empowerment-support and emotional connection in the community(SECP/SECC), divergent thinking-openness (OP) community opportunities for influence (OFF) information justice (IJ/INJ), divergent thinking-need for cognition(NC), self-efficacy(SE) divergent thinking-idea freedom(IF), organizational perceived performance (OPP), self-esteem (SC), divergent thinking-convergent thinking (CT), life satisfaction(LS), community-sense of belonging (SOB) community-positive outlook of the community and divergent thinking-New ideas (NI). Factor analysis was used to reduce the constructs into factors that would be used in the

structural equation model generation (Field, 2000; Mac Callum et al., 2001 and Thankerr 2020).

Exploratory Factor Analyses

Exploratory Factor Analysis (EFA) was conducted using AMOS 23 to test the underlying patterns of the measurement scales. To assess the factorability of items, two indicators were examined, which were the Kaiser Meyer-Olin (KMO) measure of sampling adequacy and Barlett's test of sphericity (Snedecor & Cochran, 1989). The KMO statistics vary between 0 and 1 (Argyrous, 2005).

A value of zero was interpreted to mean that the sum of partial correlations was large relative to the sum of correlations, indicating diffusions in patterns of correlations, hence factor analysis is likely to be inappropriate (Costello & Osborne, 2005). A value close to one indicated that the patterns of correlations are relatively compact and so factor analysis should yield distinct and reliable factors (Cooper & Schindler, 2014).

Eigen values were used to determine the factor loadings for each component. The larger the Eigen value, the more important the associated principal component (Graham & Midgley, 2000). For every EFA, higher values of the Kaiser Meyer-Olin measure of sampling adequacy (close to 1.0) generally indicate that a factor analysis may be useful for the data.

Small p values ($p < 0.05$) of the significance level of Barlett's test of sphericity indicate that a factor analysis may be useful in the data. Communality values to measure the variability of each observed variable that could be explained by the extracted factors were checked (Field, 2000).

A low value for commonality, for instance, less than 0.3, indicates that the variable does not fit well with other variables in its component, and is undesirable (Pallant, 2010). This study employed variance percentage, Kaiser's criterion, to determine the number of factors that can be best used to represent the interrelations among the set of variables (Hair et

al., 2021). The principal component analysis extracted factors and factor loadings greater than 0.5 were retained (Hair et al., 2021).

The reliability and internal consistency of the items constituting each construct were estimated. This measure of reliability indicates the extent to which a set of items can be treated as measuring a single latent variable. The recommended value of Cronbach's alpha at 0.7 and above was used as the cutoff point to ensure internal consistency of values. The measurement scales in the first-order constructs met the threshold requirement and attained Cronbach's alpha of 0.7 and above. Scale refinement was assessed using item-to-total correlations analysis, with indicators with an item-to-total correlation threshold of 0.3 and higher being maintained for further analysis (Hair et al., 2021). Reliability for the second-order constructs was also assessed using Cronbach's alpha.

Confirmatory Factor Analysis

A confirmatory factor analysis (CFA) was carried out to test the adequacy of the measurement model. The assumptions of CFA were specified as recommended by Hau et al. (2004) (1) the mean values of the error terms be 0; (2) there should be no correlation between error terms and factors; and (3) the error terms in the measurement equations should not be related to each other and (4) there be no correlation between the residual error in the structural equation and the factors and error terms in the measurement equations. Structural equation modeling (SEM) was performed using IBM SPSS AMOS 23 to test the hypothesized mediation model with latent variables.

The bootstrapping method was used to generate 95% confidence intervals that estimate the size and significance of the indirect effect because it is recommended as a more powerful analysis for the examination of mediation models and more robust to violations of distribution (Shrout & Bolger, 2002). Previous literature argues that fairly, large samples are needed both at individual and group levels to conduct multi-level analyses (Hox 1998). For

example, suggests the 50/20 rule (more than 50 groups with at least 20 individuals per group) and the 100/10 rule (more than 100 groups with at least 10 individuals per group). Analyzed data was then presented in charts, graphs and tables. Interpretation and formulation of generalization were done through analytical interpretive and writing skills. Analysis and reports were done concurrently and in continuous prose.

Model Fits Assessment

In structural equation modeling, the fit indices establish whether, overall, the model is acceptable, and if so, researchers then establish whether specific paths are significant. Marsh, Balla, and Hau (1996) recommend that individuals utilize a range of fit indices. Yet others posit that although χ^2 is the traditional measure used in assessing overall model fit, it tends to be unreliable when sample sizes larger than 200 are used, and so alternative fit indices could be used as there is no agreement on the best single approach for evaluating model fits (Thakkar, 2020). This study considered absolute fit indices and incremental fit indices which are the two types of fit statistics that are commonly used (Hair et al., 2021).

Absolute Fit Indices

For absolute fit indices, the study picked on Goodness-of-Fit Index (GFI), and Root Mean Square Error of Approximation (RMSEA). Goodness-of-Fit Index (GFI) is used to measure the amount of variance and covariance in the observed correlation matrix that is predicted by the model-implied correlation matrix. Values between 0.90 and 1.0 are indicated acceptable (Bagozzi & Yi, 1991). Adjusted Goodness-of-Fit Index (AGFI) corrects the GFI, which is affected by the number of indicators of each latent variable. Values for the AGFI also range between 0 and 1.0 and it is generally accepted that values of 0.90 or greater indicate well-fitting models. Root-Mean-Square Error of Approximation, RMSEA, assesses how poorly the model fits the data by considering the error of approximation, which concerns the lack of fit of the researcher's model to the population covariance matrix. Values up to

0.08 indicate a reasonable fit to the data. If the samples are large, values of less than 0.10 are also acceptable (Thakkar, 2020).

Incremental Fit Indices

For incremental fit indices, the study picked Comparative Fit Index (CFI). The Comparative Fit Index, CFI, assesses the relative improvement in the fit of the researcher's model compared with a baseline model. Hair et al. (2021) point out that CFI values greater than roughly 0.90 indicate a reasonably good fit of the researcher's model. The model fits for the first-order model and second-order model were assessed using the various model fits outlined in the tables below the figures of the first and second-order models. The fit measures of the second-order model were very close to those of the first model. Taken together, these indices suggested that the hypothesized first and second models were a reasonable fit for the data in this study.

Assessment for Convergent and Discriminant Validity

Construct validity was evaluated by assessing the measurement model for each construct through the determination of convergent and discriminant validity construct validity is the degree to which inferences can be made from the operationalization in a study to the theoretical constructs on which the operationalization was based. For this study. Convergent validity was determined by assessing the Average Variance Extracted (AVE), Cronbach's alpha coefficient and the magnitude of factor loadings, while discriminant validity was established by the use of construct and convergent validity as discussed earlier.

Structural Equation Modeling

An analytical technique that includes the modelling of interactions, nonlinearities, correlated independent measurement error, correlated error terms, multiple latent independents each measured by multiple indicators, and one or more latent dependents also, each with multiple indicators (Singh, Fahmi & Riaz, 2011). SEM serves purposes similar to

Multiple Regression Analysis (MRA) but differences exist between the two techniques. SEM has a unique ability to simultaneously examine a series of dependent relationships (where a dependent variable becomes an independent variable in subsequent relationships within the same analysis) while also simultaneously analyzing multiple dependent variables (Shook, Ketchen, Hult, & Kacmar, 2004). The technique was used to examine empowering leadership and organizational performance outcomes.

Hypothesis Testing

Upon validation of the measurement model, the next step was to assess the validity of the structural model and its matching hypothesized relationships (Hair et al., 2021). First, descriptive statistics analyses were done for each of the first-order constructs and then for the second-order constructs, summarizing the demographic details of the participating respondents. The data was then tested for the spread of variables using SPSS software version 23. The overall fit of the structural model was then evaluated using the same criteria as the measurement model. The individual parameter estimates that represent each specific hypothesis were then examined. If the model showed a good fit and the hypothesized paths were found to be significant and, in the direction, hypothesized, then the structural model was supported.

To establish the mediating effect of empowering leadership, the following procedure was used. First, an analysis of the descriptive statistics was done using, exploratory factor analysis, confirmatory factor analysis, and developing a structural equation model testing the mediating effect between the antecedents of active membership, organizational justice, divergent thinking and life satisfaction and the performance outcomes of the study. A Sobel test was also conducted to find out the significance of the mediation effect in the model. The Sobel test determines if a variable mediates the effect of an independent variable on the dependent variable (Hair et al., 2021).

Ethical Considerations

Easterby-Smith et al. (2021) identified a general set of ethical principles that researchers should follow. Many regulations focus on protecting the interests of research studies. In this study, the researcher explained the determination of the research and obtained knowledgeable accord after verifying the confidentiality and anonymity of the study participants using the informed consent form. Participants were informed that their contribution was completely charitable, and they had the right to pull out their participation at any period of the research. Respondents were also notified not to disclose their identity anywhere in the document. The information collected would be carefully maintained, for example, the information was stored in files encrypted with a password and only the supervisors could access this information to ensure that confidentiality was maintained.

The researcher received a letter of recommendation from the university, which was used as proof that the researcher was conducting the study for the sole purpose of research. The researcher also obtained research authorization from PAC University's research ethics review committee and the National Commission for Science, Technology, and Innovation (NACOSTI). Research assistants were used to manage data collection tools for respondents personally. Permission from participating organizations was also sought before data collection.

Behavioural considerations are requirements for the protection of student dignity and the publication of information in research (Arnold, Beauchamp, & Bowie, 2004). Human research aims to ensure that they cause no damage (Neuman, 2006). In addition, other ethical issues were considered such as ensuring that participation is voluntary, that participants give informed consent, that privacy is protected, confidentiality and anonymity are preserved, and that no deception is involved in the research (Manning, 2006). All information about the purpose of the study was disclosed and provided to the potential participants before they

could commence completing the questionnaire as mentioned earlier. They were also informed of the PAC University and NACOSTI approvals. The study only took feedback from respondents who freely gave their consent after they had been well briefed about the aims and nature of the study.

Chapter Summary

This chapter discussed the research philosophy, research design, target population, sampling design, sampling frame, sampling techniques, sample size, data collection methods, research procedures, reliability and validity, and data analysis methods. A positivist research philosophy was used for the study. A descriptive survey research design was adopted. The target population comprised 2,993 beneficiaries/ members of three top sports for development programmes in Kenya as of the year 2023, out of which a sample size of 352 respondents was drawn. The sampling frame was obtained from the Global Sports for Development Beyond Sport Network – website. Stratified random sampling and purposive sampling techniques were used. Primary data was collected. A pilot study was conducted to enhance the reliability and validity of the questionnaire. The data was analyzed using both descriptive and inferential statistics by structural equation modeling (SEM).

Chapter Four:

Results and Discussion

Introduction

This chapter presents the analysis and findings with respect to the research objectives and research hypothesis to establish the antecedents and performance outcomes of empowering leadership among youth in Kenyan sports for development organizations. It presents and discusses the response rate, findings, results of preliminary diagnostic tests, and the exploratory factor analysis tests done. It also discusses the results of descriptive, exploratory, and confirmatory factor analysis and structural equation modeling for the antecedents of empowering leadership: active membership, organizational justice, life satisfaction, and divergent thinking are provided. Similarly, results are discussed for the performance outcomes of empowering leadership organizational citizen behaviour, self-efficacy, aspirations, self-esteem, organizational perceived performance, and community psychological empowerment in sports for development organizations in Kenya.

The main objective of the study was to examine the antecedents and performance outcomes of empowering leadership among youth in Kenyan sports for development organizations.

Response Rate and Demographic Analysis

This section analyses and interprets the response rate and the demographic results of respondents such as response rate, gender, age, role in the organization, education, training, length of participation and time spent in the organization.

Response Rate

A total of 346 questionnaires were returned and only 6 respondents failed to return their completed questionnaires. A few missing responses were found randomly in another ten questionnaires, and this may have been due to the perceived confidentiality of data, lack of

understanding, or reluctant attitude of the respondents to answer a question that they thought was irrelevant to their participation in the organization's operations. A medium replacement function was used to replace those missing values (Aljuaid & Sasi, 2016). An examination of the completeness of the questionnaires showed that no case had at least 20% of the overall questionnaire incomplete.

Table 4. 1

Response Rate

	Frequency	Percentage
Initial population	352	100%
Respondents not participating for the following reasons:		
Not available	0	0%
No response	6	2%
Returned questionnaires	346	98%
Usable responses	346	
response rate	100%	

Table 4:1 indicates there was a very high response rate in the study. Only 6 questionnaires were not returned or completed, which translates to 1.7 % of the total questionnaires sent out. No case was omitted from the preliminary analysis and thus a total of 346 questionnaires were used, resulting in a response rate of 98.3 %. This was acceptable based on Fincham's (2008) view that a response rate approximating 60 percent for most research should be the goal of researchers. The high rate can be attributed to the fact that the questionnaires were administered randomly to all eligible members between ages 18 and 35 which made it easier to find the respondents of the study.

Gender of Respondents

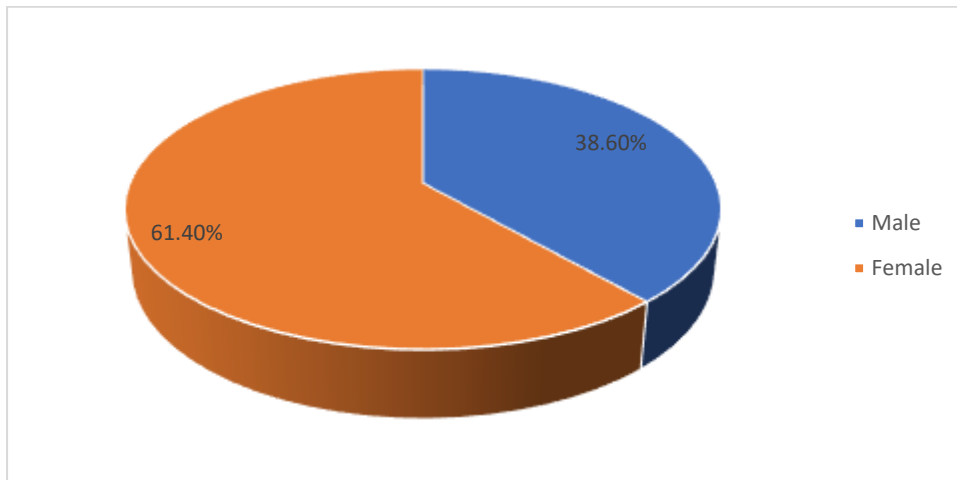


Figure 4. 1 Gender of the Respondents

Figure 4.1 indicates that most of the respondents were female, at 61.4 percent, while 38.6 percent were male. This could be attributed to the fact that Moving the Goal Post is an all-female organization and therefore all respondents from MTG were female and this tilted the proportion of females to male towards the female. The other two organisations had both male and female members respondents.

Age of the Respondents

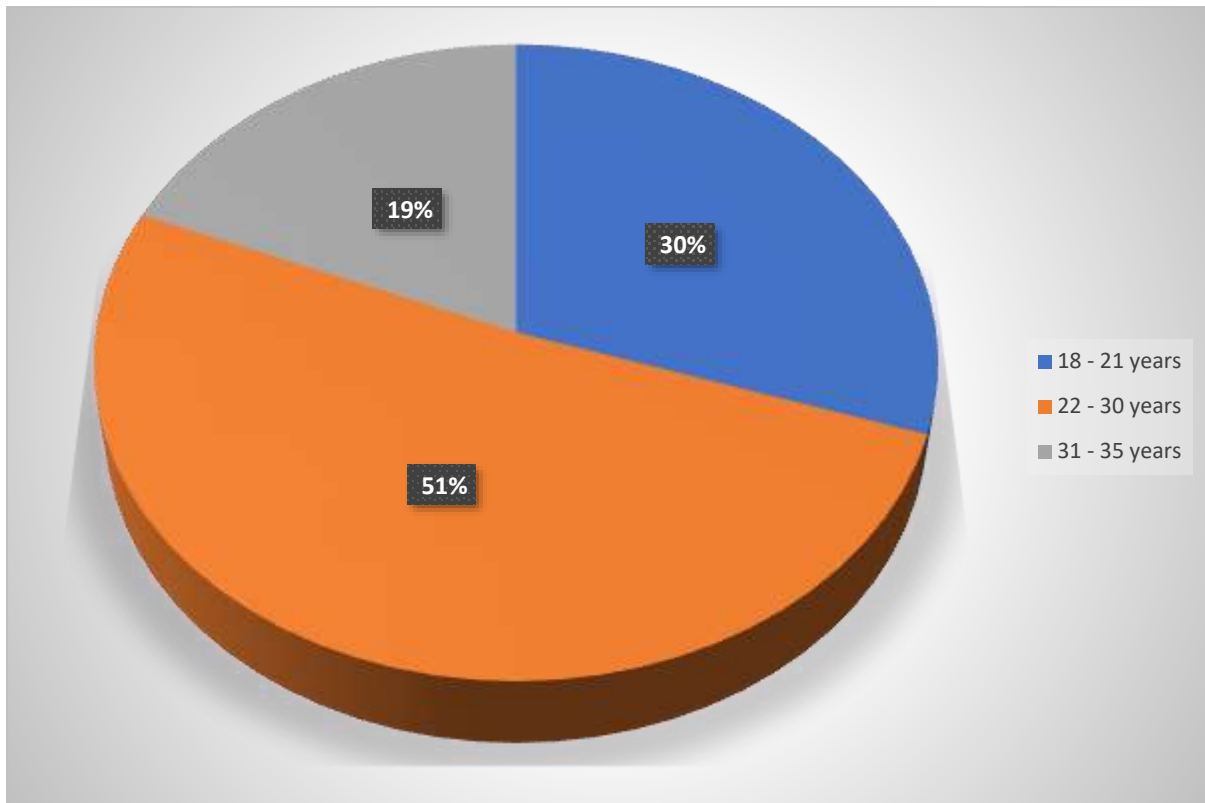


Figure 4. 2 Age of the Respondents

Figure 4.2 indicates that most of the respondents were between 22 and 30 years at 51 percent, while between 18 and 21 was 30 percent, and the rest 19 percent were between 31 and 35 years of age. The reason for age 22 to 30 being higher can be explained by the fact that it covers 9 years while the others 18 to 21 covers 3 years and the 31 to 35 years are only 5 years.

Role in the Organization of the Respondents

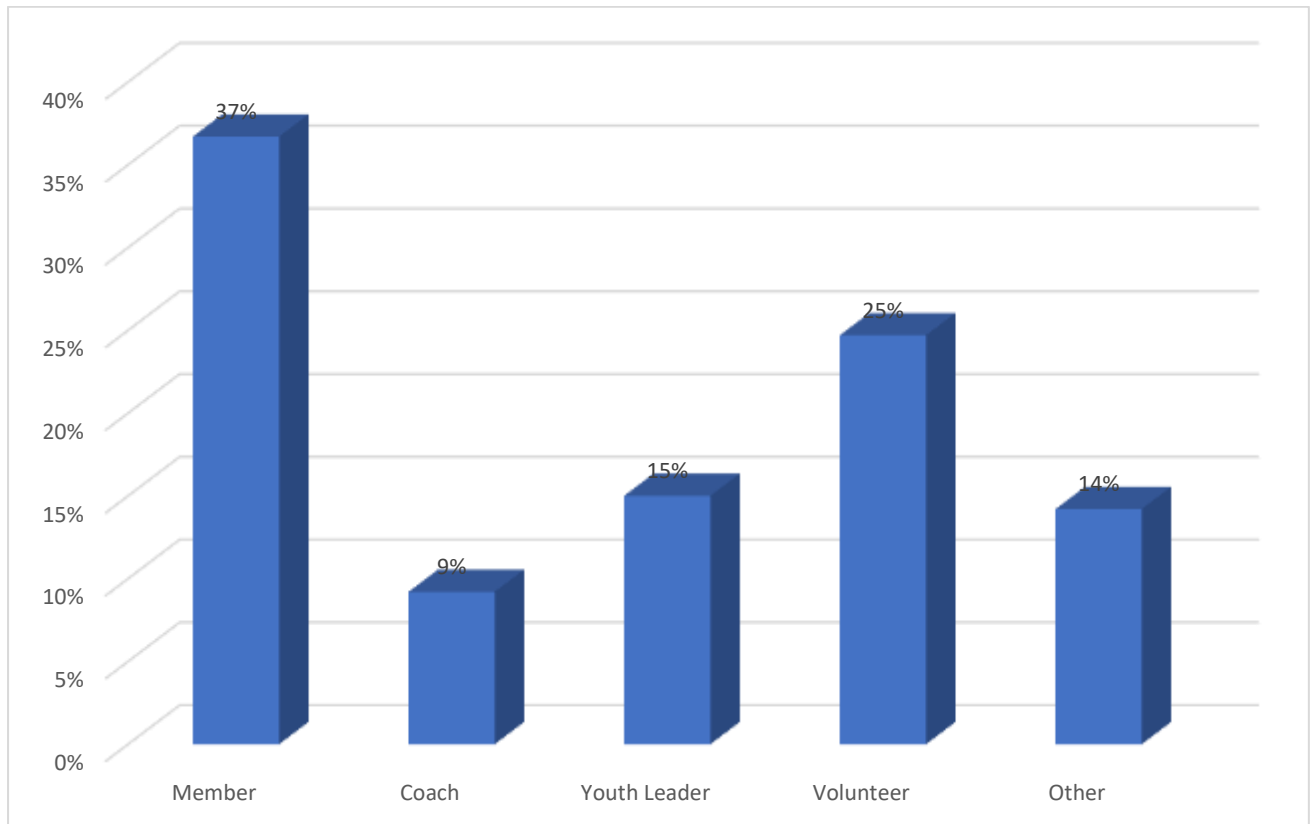


Figure 4. 3 Role of the Organization of the Respondents

Figure 4.3 indicates that most of the respondents considered themselves members at 37 percent, then volunteers at 25 percent, youth leaders at 15 percent, and coach category at 9 percent. The categories fit well with the different ways the three organizations identify their beneficiaries or participants.

Education Levels of the Respondents

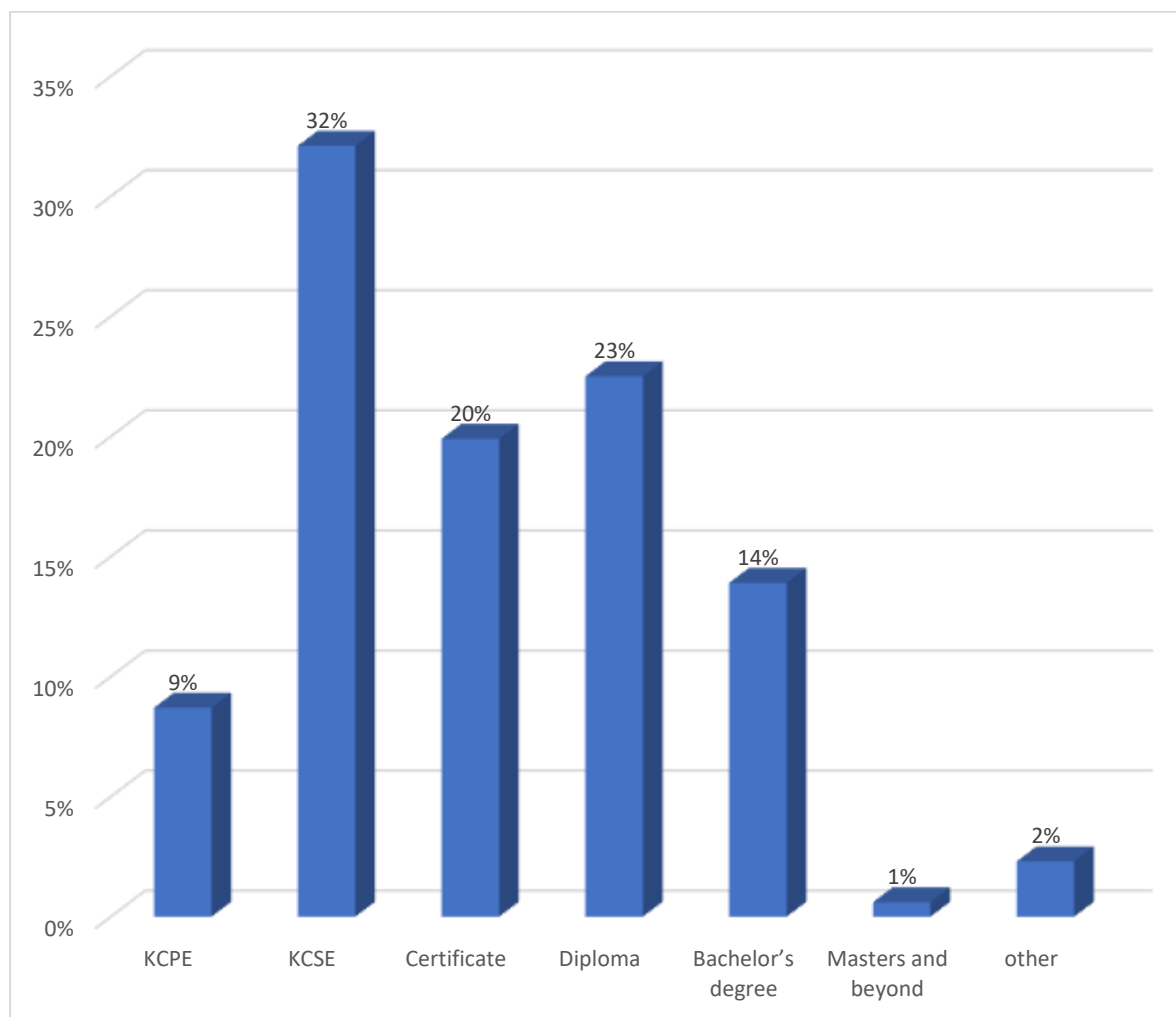


Figure 4. 4 Education level of Respondents

Figure 4.4 indicates that only 2 respondents representing 1 percent had a master's degree and beyond, while 48 representing 13 percent had a bachelor's degree. 78 respondents had a diploma which translated to 23 percent, 69 had a certificate level of education translating to 20 percent, while 111 had KCSE (Kenya certificate of secondary education) which translates to 32 percent and lastly 30 respondents representing 8.7 percent had KCPE (Kenya certificate primary of education). The education levels reflect that S&D organisations appear to serve members who are largely without university degrees 83%.

Training

Table 4. 2

Training

	Frequency	Percentage
None	65	19%
Some	164	47%
A lot	66	19%
Certification	51	15%
Total	346	100%

Table 4.2 indicates that 65 respondents representing 19 percent had received no training at all, while 164 representing 47 percent had received some training, 66 respondents had received a lot of training which translated to 19 percent, and 51 had received certification translating to 15 percent. Only 19 percent had not received any formal training from the organization.

Length of Participation

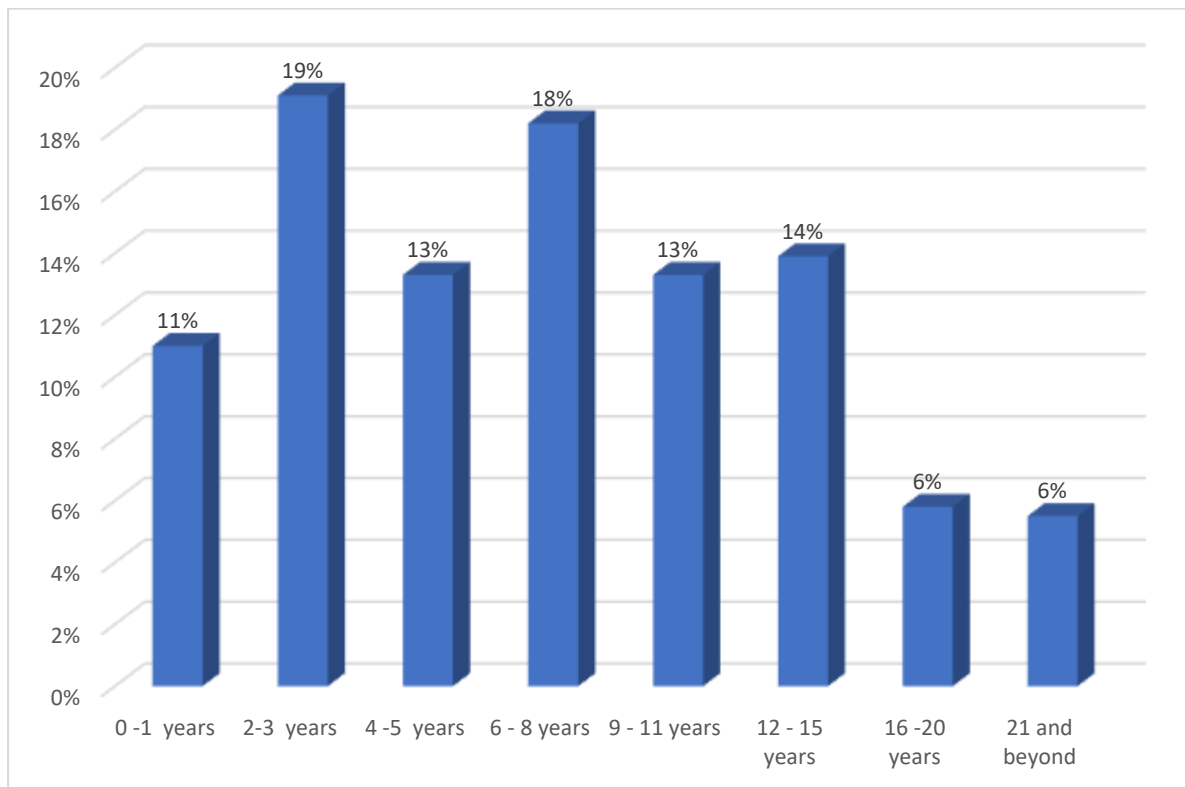


Figure 4. 5 Length of participation in the organization

Figure 4.5 below indicates that 38 respondents representing 11 percent had been with the organization for less than 1 year, and 66 of them representing 19 percent had stayed for 2 years. 46 respondents had been there for 2 to 5 years, which translated to 13 percent. 63 had been there for 6 to 8 years, which translates to, 18 percent, while 46 had been there 9 to 11 years which translates to 13 percent, and 48 had been there for 12 to 15 years representing 13 percent. 20 had been there 16 to 20 years, which adds up to 6 percent and 19 had been there 12 years and beyond which is 6 percent. Beyond 15 years of participation in this organisations, 12 % of members continue and 88% will have dropped out.

Time Spent in the Organization by the Respondents

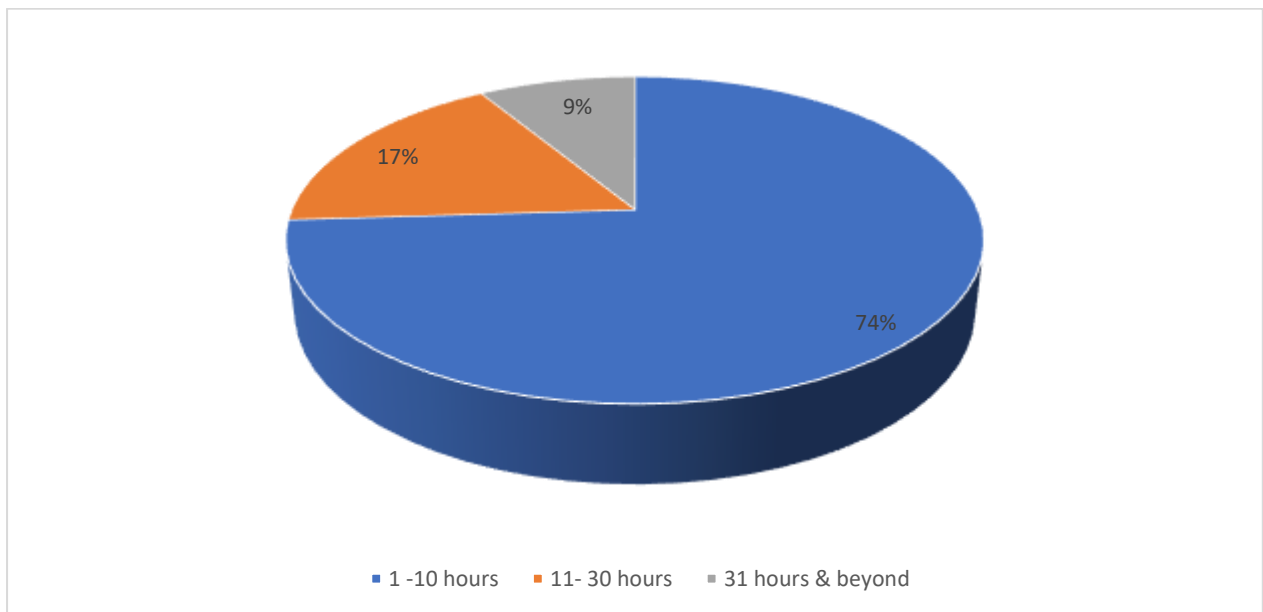


Figure 4. 6 Time Spent in the Organization

Figure 4.6 indicates that 256 out of the total 346 respondents representing 74 percent spent 1-10 hours at the organization, while 17 percent spent 11 to 30 hours, which is 60 out of 346 respondents. 30 respondents spent 31 hours, and beyond in the organization which translates to 9 percent. A large proportion of the respondents spent 1 to 10 hours a week at the organization. This reflects the unique feature of sports for development organizations. They have the young people during off-school time and obviously a crucial period for the youth in terms of engagement.

Diagnostic Tests

This section covers the preliminary diagnostic tests conducted before the descriptive and inferential analysis of the collected data. The tests conducted included the test for outliers, the test of normality of the variables, a test of homoscedasticity and a test of multicollinearity.

Test for Outliers

Multivariate Outliers

The Mahalanobis distance was employed to evaluate the multivariate outliers. Multivariate outliers are cases that have an unusual combination of values for a number of variables. Kline (2005) recommends that the Mahalanobis distance is appropriate for evaluating the multivariate outliers. Mahalanobis D2 is a multidimensional version of a z-score. It measures the distance of a case from the centroid (multidimensional mean) of a distribution, given the covariance (multidimensional variance) of the distribution. A case is a multivariate outlier if the probability associated with its D2 is 0.001 or less. D2 follows a chi-square distribution with degrees of freedom equal to the number of variables included in the calculation (Tabachnick & Fidell, 2007). The results for the Mahalanobis test are presented in (*Appendix VI*) which shows that the Mahalanobis D2 range from 2.082 to 23.412 with p2 values being greater than 0.05 hence suggesting that the incidence of multivariate outliers are not existent.

Univariate Outliers

Further outliers were tested univariately. This was done by converting all the scores for each variable into standard scores (Z scores). Tabachnick and Fidell (2007) posit that standardized scores with z scores of more than 3.29 ($P > 0.001$) are evidence of outliers. Table 4.3 shows that all the Z scores in this study were less than 3.29 thereby indicating the absence of outliers in the data set.

Table 4. 3*Univariate Outliers*

Variable	N	Minimum	Maximum
Zscore(Active Membership)	346	-2.11150	1.35337
Zscore(Divergent Thinking)	346	-2.28451	1.16719
Zscore(Organizational Justice)	346	-2.70329	1.57454
Zscore(Life Satisfaction)	346	-2.08732	1.73961
Zscore(Empowering Leadership)	346	-1.33882	1.64103
Zscore(Performance outcome)	346	-2.27113	1.30452
Valid N (listwise)	346		

Test of Normality

A normality test determines if the data set is well-modelled by a normal distribution (Paul & Zhang, 2010). In this study, normality tests were done using kurtosis and Skewness. Kurtosis is an indicator of the flattening of a distribution while Skewness is a sign of asymmetry and deviation from a normal distribution. Skewness and kurtosis values that range from ± 3 (SE) are generally considered normal (Onwuegbuzie & Daniel, 2002). The results are presented in Table 4.3. shows that the skewness value is within the ± 3 range for all factors (see Appendix IV normality table). As a consequence, the data set was considered to have a normal distribution, and thus appropriate for SEM through the greatest likelihood estimates.

Test of Heteroscedasticity

Heteroscedasticity is a test that determines a situation where the variability of a variable is unequal across the range of values of a second variable that predicts it. In this study, heteroscedasticity was tested by performing the Breuch-Pagan/Cook-Weisberg test.

Breusch-Pagan/Cook-Weisberg tests the null hypothesis that the error variances are all equal versus the alternative that the error variances are a multiplicative function of one or more variables. According to Park (2008), homoscedasticity is evident when the value of “Prob > Chi-square” is greater than 0.05 (Park, 2008). Table 4.4 shows that the constant variance (Chi-square= 10.449) is insignificant (P = 0.063). Thus, we fail to reject the null hypothesis and conclude that the error variance is equal thus heteroscedasticity is not a problem in the data.

Ho: Constant variance

Variables: Active membership (AM), divergent thinking (DT), organizational justice (OJ), life satisfaction (LS), empowering leadership (EL)

Table 4. 4

Heteroscedasticity Test

Ho Variables	Chi2(5)	Prob > Chi2
Constant Variance AM, DT, OJ, LS and EL	10.449	0.063

Multicollinearity

Multicollinearity is a situation where two or more predictor variables in a multiple regression model are highly correlated. In this study, the variance inflation factor, (VIF) and the tolerance were used to test multicollinearity among the independent variables. Tolerance measures the impact of collinearity among the variables in a regression model and is calculated from $1 - R^2$ with a tolerance value close to 1 showing little multicollinearity, while a value close to 0 indicates the presence of multicollinearity. The VIF gives an index that shows how much the variance of an estimated regression coefficient is increased because of collinearity. Provided that a VIF statistic above 5 is an indicator of multicollinearity and should be removed from regression models. Table 4.5 presents the results. Given the results

shown in Table 4.5, the VIF values range from 1.011 to 1.167. We conclude that there is no evidence of multicollinearity in the data.

Table 4.5

Test for Multicollinearity

Variable	Collinearity Statistics	
	Tolerance	VIF
Active Membership	0.871	1.148
Divergent Thinking	0.994	1.007
Organizational Justice	0.989	1.011
Life Satisfaction	0.857	1.167
Empowering Leadership	0.714	1.401

Preliminary Exploratory Factor Analyses Assessment

To determine the fundamental patterns of the variables and the measuring scale, the Exploratory Factor Analysis (EFA) was used in the intermediate phases of this investigation using AMOS Version 23. The EFA is often used in research to investigate the nature of latent constructs and to provide early insights into the link between observable variables and latent factors. Before the EFA was conducted, various tests were conducted on the whole data such as the Kaiser-Meyer-Olkin (KMO) for measuring the sampling adequacy and Bartlett's test of sphericity to assess communalities, a test of reliability and validity and a test of total variance explained.

Assessment for Kaiser Meyer-Olin and Bartlett's Test of Sphericity

The first test conducted was the test of the adequacy of the sample using Kaiser Meyer-Olin and Bartlett's test of sphericity. The appropriateness of KMO statistics varies between 0 and 1, which can be further interpreted as follows: a value of 0.90 is considered magnificent;

0.0 is considered meritorious; 0.70 is considered middling; 0.6 is mediocre; 0.50 is considered miserable; and any value less than 0.5 is considered unacceptable or inappropriate. The study findings are provided in Table 4.6.

Table 4. 6

KMO and Barlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.811
Bartlett's test of sphericity	Approx. Chi-Square	15515.618
	Df	4095
	Sig.	.000

As shown in Table 4.6, the KMO measure of sample adequacy was 0.811, which is meritorious and also far greater than the acceptable 0.5. This indicated that the data collected was enough for factor analysis. The sphericity test performed using Bartlett's test of sphericity was significant (Chi-square = 15515.618, df =4095, $p < 0.05$). These findings indicated that the factor loadings for the study variables were generally significant and thus analysis would provide reliable and consistent factors.

Test for Commonalities

The communality values were used to assess the variability of each observed questionnaire item that might be explained by the extracted components. The degree of variation in each variable that is accounted for is shown by communalities. The variation in each variable communalities was determined to be significantly higher than 0.5 (Appendix V), suggesting that all components were factorable.

Test for Total Variance Explained

This study employed variance percentage, Kaiser's criterion, to determine the number of factors that could best be used to represent the interrelations among the set of variables

(Hair et al., 2010). Based on this, 21 out of a total of 91 were input. Among themselves, they were able to explain 78.13% percent of the total variance in the data as indicated in Appendix VI. The 20 factors in the initial solution had eigenvalues greater than 1.01, with the threshold being eigenvalue greater or equal to 1.0 (Hair, Black, & Babin, 2010).

Pattern Matrix Coefficients

In factor analysis, the loadings are captured in the pattern matrix as regression coefficients. The standardised observed variable is expressed as a function of the components in each row of the pattern matrix, which is effectively a regression equation. The regression coefficients are represented by the loadings. Factor extraction using principal component analysis. In this study, the pattern matrix coefficients ranged from 0.514 to 1.007 (Appendix VIII), suggesting that the questionnaire items were almost perfectly related to the component patterns.

Reliability Analysis

The measuring scales in the first order met the threshold criterion and had a Cronbach alpha of 0.7 or above. Scale refinement was investigated using item-to-total correlations analysis, with indications with an item-to-total correlation threshold of 0.3 and above being preserved for further examination. Cronbach's alpha was used to assess the reliability of the second-order variables. Table 4.7 provides a summary of the results.

Table 4. 7*Construct Reliability*

Constructs	Composite Reliability > 0.7	Cronbach's Alpha > 0.6	Average Variance Extracted (AVE) > 0.5
Empowering Leadership	0.93	0.935	0.596
Organizational Citizen Behaviour	0.924	0.929	0.549
Active Membership	0.917	0.934	0.617
Support Emotional Connection	0.92	0.926	0.697
Activism	0.9	0.906	0.601
Aspirations	0.848	0.889	0.591
Procedural Justice	0.875	0.88	0.584
Support Emotional	0.893	0.898	0.625
Divergent Thinking	0.805	0.807	0.579
Opportunities For influence	0.827	0.833	0.545
Need For Cognition	0.815	0.82	0.596
Self –Efficacy	0.828	0.839	0.617
Informational Justice	0.821	0.83	0.536
Idea Freedom	0.824	0.826	0.61
Organizational Perceived Performance	0.881	0.885	0.712
Self Confidence	0.833	0.868	0.559
Convergent Thinking	0.723	0.735	0.567
Life Satisfaction	0.781	0.791	0.545
Sense of Belonging	0.895	0.895	0.811
New Ideas	0.734	0.737	0.58

As shown in Table 4.7, the construct reliability was assessed by computing the composite reliability and Cronbach's alpha of the constructs. The Cronbach alphas were all above the 0.6 threshold as specified for PLS analysis (Hair et al., 2006). The composite reliability of reflective items was all above the acceptable 0.7 threshold, which means the questionnaire items for all study variables, met the internal consistency and would hence provide reliable findings for the study.

Table 4.8 indicates that convergent validity was examined based on the magnitude of factor loadings. The factor loadings show that they were all above the cut-off value of 0.5 as recommended by Hair et al. (2010), thus concluding that the requirements for convergent validity were achieved. As in the correlation matrix illustrated in Table 4.8, the diagonal elements are the square root of the average variance extracted from all the latent constructs. Discriminant validity is assumed if the diagonal elements are higher than other off-diagonal elements in their rows and columns (Compeau et al., 1999). This situation is apparently the case in the correlation matrix and thus discriminant validity is confirmed.

Table 4. 8

Discriminant Validity

Constructs	Empoweri ng Leadershi p	Organizatio nal Citizen Behaviour	Active Members hip	Support Emotion al Connecti on	Activis m	Aspiratio ns	Procedu ral Justice	Support Emotio nal	Diverge nt Thinkin g	Opportunit ies For influence	Need For Cogniti on	Self Efficac y	Informatio nal Justice	Idea Freedo m	Organizatio nal Perceived Performanc e	Self Confiden ce	Converg ent Thinking	Life Satisfacti on	Sense of Belongi ng	Ne w Ideas
Empowerin g Leadership	0.772																			
Organizational Citizen Behaviour	0.714***	0.741																		
Active Membership	0.562***	0.534***	0.785																	
Support Emotional Connection	0.185**	0.238***	0.064	0.835																
Activism	0.037	0.07	0.037	-0.023	0.775															
Aspirations	0.383***	0.347***	0.297***	0.220** *	-0.044	0.769														
Procedural Justice	0.461***	0.604***	0.497***	0.116†	0.014	0.196**	0.764													
Support Emotional Divergent Thinking	0.620***	0.643***	0.409***	0.468** *	0.038	0.315** *	0.364** *	0.791												
Opportunities For influence	0.395***	0.478***	0.360***	0.181**	-0.074	0.474** *	0.387** *	0.395** *	0.761											
Need For Cognition	0.579***	0.508***	0.397***	0.159*	0.061	0.300** *	0.222** *	0.558** *	0.396* **	0.738										
Self Efficacy	0.180**	0.216***	0.255***	0.360** *	0.106†	0.260** *	0.317** *	0.192** *	0.208* *	0.126†	0.772									
Informational Justice	0.354***	0.482***	0.334***	0.280** *	-0.087	0.425** *	0.461** *	0.460** *	0.588* **	0.382***	0.337** *	0.785								
Idea Freedom	0.498***	0.530***	0.432***	-0.031	-0.046	0.112†	0.618** *	0.364** *	0.371* **	0.356***	0.202** **	0.302* **	0.732							
Organizational Perceived Performance	0.575***	0.654***	0.458***	0.119†	0.04	0.411** *	0.531** *	0.494** *	0.660* **	0.409***	0.232** **	0.587* **	0.487***	0.781						
Self Confidence	0.552***	0.687***	0.555***	0.264** *	0.081	0.353** *	0.445** *	0.529** *	0.503* **	0.437***	0.228** *	0.447* **	0.367***	0.607* **	0.844					
Convergent Thinking	0.528***	0.649***	0.489***	0.120†	0.104†	0.487** *	0.424** *	0.504** *	0.619* **	0.484***	0.107†	0.441* **	0.392***	0.738* **	0.617***	0.748				
Life Satisfaction	0.230***	0.290***	0.193**	0.233** *	- 0.122†	0.247** *	0.269** *	0.267** *	0.517* **	0.223**	0.310** **	0.437* **	0.205**	0.416* **	0.497***	0.319** *	0.684			
Sense of Belonging	0.096	0.203**	0.197**	0.465** *	- 0.116†	0.1	0.236** *	0.302** *	0.210* **	0.092	0.367** **	0.345* **	0.118†	0.116†	0.211**	0.146*	0.310***	0.753		
New Ideas	0.367***	0.399***	0.244***	0.613** *	-0.034	0.247** *	0.214** *	0.584** **	0.235* **	0.343***	0.200** *	0.374* **	0.260***	0.383* **	0.353***	0.341** *	0.169*	0.344***	0.9	
	0.443***	0.515***	0.331***	0.161*	0.166*	0.468** *	0.408** *	0.499** **	0.497* **	0.377***	0.408** *	0.519* **	0.321***	0.524* **	0.448***	0.546** *	0.417***	0.220**	0.277** *	0.76 2

Significance of Correlations: † p < 0.100 ; * p < 0.050 ; ** p < 0.010 ; *** p < 0.001

Overall Study Variables - Confirmatory Factor Analysis

Confirmatory factor analysis (CFA) was performed using SPSS IBM AMOS 23 software to assess the reliability and validity of the measures before using them in the research model (Anderson and Gerbing 1988).

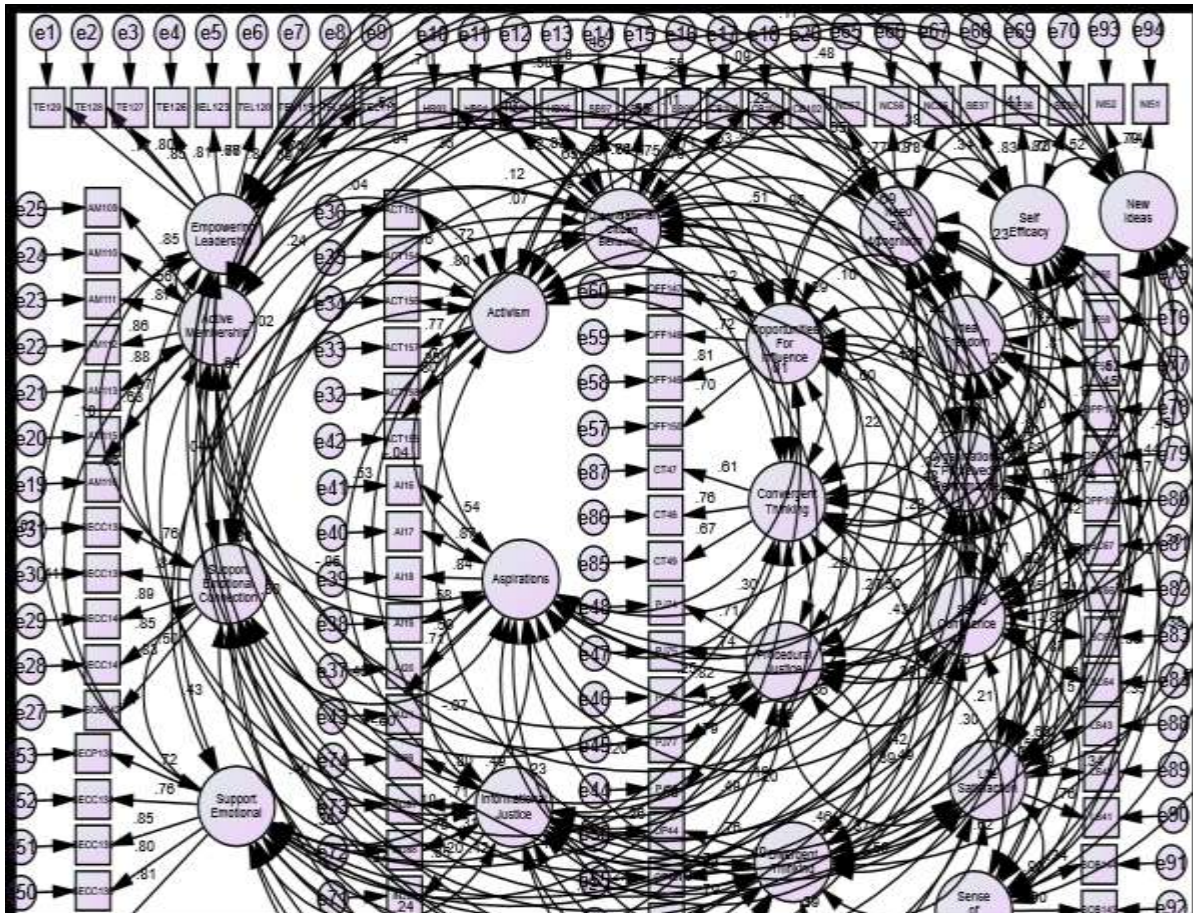


Figure 4. 7 Confirmatory Factor Analysis for Study Variables

The CFA fit statistics of the overall measurement model for study variables were then extracted as shown in Figure 4.7. The CFA model fit the data adequately since the fit indices were within an acceptable range (Gold et al., 2001).

Table 4. 9*Model Fit Measures for the Study Variables*

Measure	Estimate	Threshold	Interpretation
CMIN	7862.306	--	--
DF	3725	--	--
CMIN/DF	2.111	Between 1 and 3	Excellent
CFI	0.948	>0.95	Acceptable
SRMR	0.055	<0.08	Excellent
RMSEA	0.057	<0.06	Excellent
PClose	0.104	>0.05	Excellent

Findings summarized in Table 4.9 indicate the summary of the fit indices provided by SEM output. The Chi-Square value was 2.111, which was below the recommended value of 3, showing acceptable model fitness. Moreover, the value for CFI, an incremental fit index, was 0.948, which is over the critical value of 0.90 and therefore acceptable. Furthermore, the RMSEA value was 0.057, which is less than the maximum acceptable value of 0.08 and hence indicating the model was a good fit. These results show that the developed paths and coefficients modelling the influence of antecedents and performance outcomes of empowering leadership is reliable and efficient.

Dependent Variable Measurements (Performance Outcomes)

The dependent variable of the study was the performance outcomes of empowering leadership in sports for development organizations in Kenya. To establish how the 87 questionnaire items explained performance outcomes the researcher used descriptive

statistics, exploratory factor analysis, and confirmatory factor analysis to determine how well the items measured the organization's performance variables. This was crucial before applying the measures in the structural equation model.

Descriptive Analysis for Performance Outcomes

The study sought to find out the extent of performance outcomes as measured using different items in sports for development organizations in Kenya that participated in the study. To accomplish this, respondents were asked to score their level of agreement with statements on a scale of five, with one indicating 'strongly disagree' and five indicating 'strongly agree.' The means (M) and standard deviation (SD) were used to assess the prevalence of the performance outcomes constructs with a mean rounded off to 5.0 were interpreted as 'strongly agree' while those with a mean of 0.1 were interpreted as 'strongly disagree'. Table 4.10 shows the findings of the descriptives analysis and confirmatory factor analysis for the constructs measuring performance outcomes. The indicators for performance outcomes were organizational citizen behaviour, self-efficacy, aspirations, self-esteem, organizational perceived performance and community psychological empowerment.

Descriptive Analysis for Organizational Citizen Behaviour

Table 4. 10*Organizational Citizen Behaviour*

Helping Behaviour		SD	D	N	A	SA	Mean	Std. Deviation
		%	%	%	%	%		
OCB1	Help each other out if someone falls behind in his/her work	0.3	3.5	10.6	49.0	36.7	4.18	0.780
OCB2	Willingly share their expertise with other members of the organization	0.0	2.9	10.0	49.6	37.5	4.22	0.740
OCB3	Try to act like peacemakers when other members have disagreements	0.3	2.7	11.8	50.1	35.1	4.17	0.758
OCB4	Take steps to try to prevent problems with other members	0.0	1.5	9.1	55.9	33.5	4.21	0.664
Sportsmanship behaviour								
OCB5	Willingly give of their time to help organization members who have work-related problems	0.6	2.4	9.2	53.0	34.9	4.19	0.744
OCB6	"Touch base" with other organization members before beginning actions that might affect them	1.5	2.9	14.4	56.8	24.4	4.00	0.800

Helping Behaviour							Std.
	SD	D	N	A	SA	Mean	Deviati on
	%	%	%	%	%		
OCB7	0.6	2.1	8.2	48.2	40.9	4.27	0.746
Civic Behaviour							
OCB8	0.6	2.1	9.2	50.7	37.4	4.22	0.745
OCB9	1.8	2.7	13.9	52.4	29.3	4.05	0.835
OCB10	0.9	0.9	9.1	47.4	41.8	4.28	0.739
OCB11	14.7	16.1	17.0	32.6	19.6	3.26	1.340
OCB12	17.4	27.7	18.0	23.9	13.0	2.87	1.312
OCB13	17.9	26.2	13.5	26.2	16.2	2.96	1.376
Composite						3.92	0.89

Table 4.10 shows the results of the following indicator of helping behaviour; sportsmanship behaviour, and civic behaviour.

The study showed helping behaviours or willingness to share expertise with the highest mean score of 4.22 was that respondents would willingly share their expertise with other members of the organization. All the other characteristics had more the 4 out of 5 in their mean scores. The respondents helping each other out if someone falls behind in his/her work had the highest standard deviation at $SD = 0.780$. while respondents who take steps to try to prevent problems with other members had the lowest standard deviation at $SD = 0.664$. Taking steps to try to prevent problems with other members was found to be the organizational citizen behaviour which was the most concentrated around the mean. We can identify that S&D organizations do support helping behaviours among the youth.

Table 4.10 shows that the sportsmanship behaviours with the highest mean score of 4.28 was that respondents encourage each other when someone is down. All the other characteristics had more than 4 out of 5 in their mean scores. All of them had over 80% scores in strongly agree and agree. The same characteristic of encourage each other when someone is down had the lowest standard deviation at $SD = 0.746$. This means to encourage each other when someone is down was found to be the organizational citizen behaviour, which was the most concentrated around the mean. We can identify that S&D organizations support sportsmanship behaviours among the youth.

Table 4.10 shows that the civic behaviours indicators with the highest mean score of 4.28 was that respondents attend and actively participate in team meetings. Three other characteristics had more than 4 out of 5 in their mean scores. While 3 had less than a 3.00 mean score. A closer look at the three characteristics of always focusing on what is wrong with the situation rather than the positive side, consuming a lot of time complaining about trivial matters and always finding fault with what the other organization members are doing. Their scores were 3.26, 2.87 and 2.96 respectively. These results confirm the participants have strong civic behaviour and do not exhibit negative attitudes in this area.

Descriptive Analysis for Self-Efficacy

Table 4. 11

Results Of Self-Efficacy With Five Indicators Outlined Below as Questions For Respondents.

Self-Efficacy	SD %	D %	N %	A %	SA %	Mean	Std. Deviation
SE1 It is easy for me to stick to my aims and accomplish my goals	2.1	5.9	10.6	34.0	47.5	4.19	0.983
SE2 I am confident that I could deal efficiently with unexpected life events	2.9	2.3	14.4	38.1	42.2	4.14	0.952
SE3 Thanks to my resourcefulness, I know how to handle unforeseen situations	1.8	2.9	15.9	38.2	41.2	4.14	0.911
SE4 I can solve most problems if I invest the necessary effort	2.0	1.5	7.0	45.8	43.7	4.28	0.821
Composite						4.19	0.92

Table 4.11 indicates the results obtained. It shows that the characteristic of being able to solve most problems if they invested the necessary effort had the highest mean score of 4.28 out of the possible 5. While both the characteristics of being confident, they could deal efficiently with unexpected life events and resourcefulness to handle unforeseen situations had the lowest mean score with 4.14 each.

This shows that most of the respondents strongly agreed that they could solve most problems if they invested the necessary effort was the top self-efficacy characteristic for the respondents. Characteristics of finding it easy to stick with one's aims and accomplishing goals had the highest standard deviation at $SD = 0.9830$. The ability to solve most problems if one invested the necessary effort had the lowest standard deviation at $SD = 0.821$. This shows that the ability of one to solve most problems if they invested the necessary effort was the most concentrated around the mean. All parameters for the measurement of self-efficacy obtained a mean of 4 out of 5. At the same time, All the indicators scored over 80% for strongly agree and agree. This suggests that self-efficacy was highly present in the organizations.

Descriptive Analysis for Aspiration.

The following indicators of personal aspiration were analysed, health and well-being, security, achievement importance and high expectation in education and high expectation quality of life.

Table 4. 12*Personal Aspirations*

High level of concern about:							Std.	
Code	1. Health/Well being	SD %	D %	N %	A %	SA %	Mean	Deviation
PA1	I will have enough to eat	4.4	1.8	16.0	39.9	37.9	4.05	1.005
PA2	I will get a good job	1.5	2.9	12.4	33.6	49.6	4.27	0.895
PA3	I will get (someone) pregnant	32.7	13.6	11.7	24.1	17.9	2.81	1.540
PA4	I will experience insecurity	38.1	21.3	22.2	9.6	8.7	2.29	1.300
2. Security								
PA5	Police harassment	43.1	22.3	21.7	7.0	5.9	2.10	1.205
PA6	Being unable to complete education	43.1	27.3	14.1	10.6	5.0	2.07	1.201
PA7	Having to live in my community	18.8	14.6	27.4	27.1	12.2	2.99	1.288
PA8	Not getting married	49.9	31.0	12.1	3.5	3.5	1.80	1.021
3. Achievement importance								
PA9	Going to university	3.6	8.1	12.6	24.6	51.1	4.12	1.128
PA10	Owning my own home	1.5	1.5	2.0	27.4	67.6	4.58	0.740

High level of concern about:							Std.	
Code	1. Health/Well being	SD %	D %	N %	A %	SA %	Mean	Deviation
PA11	Taking care of parents and rest of family when older	1.7	1.7	3.5	23.3	69.7	4.57	0.794
PA12	Moving out of my area	1.2	2.4	16.3	28.5	51.6	4.27	0.900
PA13	Being admired and respected by friends	1.2	5.6	4.4	29.5	59.4	4.40	0.897
PA14	Having a good job	0.3	2.0	3.8	28.6	65.3	4.57	0.693
PA15	Having children	1.8	2.0	8.8	31.6	55.8	4.38	0.864
PA16	Getting married or finding a partner	4.1	1.2	8.5	33.7	52.5	4.29	0.971
4. High expectation - Education								
PA17	Finishing primary school	7.1	3.6	3.2	20.3	65.8	4.34	1.167
PA18	Joining secondary school	7.1	6.0	4.3	18.5	64.1	4.26	1.225
PA19	Finishing secondary school	6.8	6.4	4.6	18.9	63.3	4.26	1.218
PA20	Joining university	2.3	5.6	14.8	18.8	58.6	4.26	1.050
PA21	Getting a job that pays well	0.9	0.6	5.6	28.4	64.5	4.55	0.710
5. High expectation-Quality Life								
PA22	Owning home	0.6	0.9	2.3	28.4	67.8	4.62	0.638

High level of concern about:							Std.	
Code	1. Health/Well being	SD %	D %	N %	A %	SA %	Mean	Deviation
PA23	Getting an enjoyable job	1.2	1.8	7.9	30.2	58.9	4.44	0.808
PA24	Having a happy family life	1.2	0.6	5.8	27.7	64.7	4.54	0.736
PA25	Staying in good health most of the time	2.1	0.9	3.8	27.9	65.3	4.54	0.792
PA26	Getting HIV/AIDS	79.1	13.6	2.7	2.9	1.8	1.35	0.819
PA27	Not being able to leave my current home area.	46.5	20.8	19.0	7.6	6.1	2.06	1.230
	Composite						3.73	0.99

Table 4.12 shows that having a high concern in one's personal aspiration of health and well-being areas such as getting a job with the highest mean score of 4.27 out of the possible 5. This represented 83 percent of the respondents who strongly agreed (50%) and 33% who agreed that this is an area of a high level of concern for them. Having enough to eat was the second area of concern with a mean of 4.05. While experiencing insecurity and getting someone pregnant both had low mean scores of 2.81 and 2.29 respectively. Suggesting the respondents did not have a high concern about these two issues.

This shows that most of the respondents strongly agree that getting a job was the top concern in their personal aspirations of health and well-being with a standard deviation of 0.895. Findings suggest that finding jobs and food security issues are of concern for the respondents. Getting someone pregnant, not being of great concern may be organizations' beneficiaries' levels of awareness about the use of pregnancy prevention methods.

Further, it shows having a high level of concern for their security in none of the measured areas, all scored below 3 and fall under I disagree with the statement. Having concerns about having to live in one's community scored 2.99 or rounded to 3.0 out of 5. This fell under the neutral average reply for the question.

The other areas of police harassment, being unable to complete education, and not getting married scored very low (70-90% neutral and below)), indicating that the respondents were fairly confident with the security of their lives. The question is, could this be attributed to their participation in the activities of the S&D? Further research can be done in this area. Could it be that participants are law-abiding citizens, who have developed to appreciate education and feel fairly, confident to get spouses, due to their participation in the organization's activities?

Table 4.12 shows that the respondents had the highest concern in their achievement importance in the question of owning a home getting the highest mean score of 4.58 out of

the possible 5. This represented 95 percent of the respondents who either scored as strongly agreed (68%) and those who agreed (27%) that this is an area of a high level of concern for them. Having are the other measurements scored a mean of over 4 out of 5. This shows that most of the respondents strongly agree or agree that achievement is of high concern for them and is important.

Table 4.12 shows that the respondents in that area of high expectation measurement had high expectations of getting a job with the highest mean score of 4.55 out of 5. This means most strongly agree 65% and agree 28%, giving a total of 93% being positive about getting a job. The other high expectation concern areas under review also scored over 4 mean scores: finishing primary school, joining secondary school, and finishing secondary school and joining university.

It further shows that most of the respondents have high expectations that education would help them get a job. This could be studied further to identify if this is unique to the S&D participants or is also present in the community that they come from.

Table 4.12 shows that the respondents in that area of high expectation measurement on quality of life had the owning a home with the highest mean score of 4.62 out of 5. This represented 96 percent of the respondents who strongly agreed (68%) and (28%) who agreed that this is an area of high expectation area for them. Getting an enjoyable job, having a happy family life and staying in good health most of the time also scored above 4 mean out of 5. However, the respondents felt that getting HIV/AIDS and not being able to leave their current home area were not things they had high expectations of.

This was indicated by the mean score of 1.35 and 2.06 out of 5 achieved for both indicators respectively. This low score suggests that the respondents may have been made aware of HIV/AIDS and no longer find it a threat to their own lives. They also may be more exposed to the outside world and feel they have a good chance to move out of their community. This parameter can be measured against other youth in the same community to so if the S&D participants fare better.

Descriptive Analysis for Self-Esteem

Table 4. 13

Self-Esteem

	1. Self-confidence factor	SD %	D %	N %	A %	SA %	Mean	Std. Deviation
SET1	I am a person of worth	0.9	1.2	5.9	29.3	62.8	4.52	0.738
SET2	I have a number of good qualities	0.6	0.6	4.4	32.0	62.5	4.55	0.665
SET3	I do things as well as other people	1.5	4.1	9.1	30.8	54.5	4.33	0.909
SET4	I take a positive attitude towards myself	0.3	1.7	4.4	31.2	62.4	4.54	0.691
SET5	I am satisfied with myself	6.5	11.2	18.8	37.1	26.5	3.66	1.170
	2. Self-Derogating factor							
SET6	I tend to feel I'm a failure	49.1	29.3	9.8	9.2	2.7	1.87	1.087
SET7	I certainly feel useless at times	47.8	19.1	13.7	15.8	3.6	2.08	1.252
SET8	At times I think I am no good at all	49.6	21.1	11.6	13.1	4.7	2.02	1.251
SET9	Composite						3.45	0.97

Table 4.13 shows that the respondents felt the self-esteem characteristic of the respondent having a number of good qualities had the highest mean score of 4.55 out of the possible 5, while the characteristics of being satisfied with one's life had the lowest mean of 3.66. This shows that most of the respondents strongly agreed that they have a number of good qualities and this was the top self-efficacy characteristic for the respondents. This shows that respondents having a number of good qualities was the most concentrated around the mean. Other characteristics like I am a person of worth, I do things as well as other people and I take a positive attitude toward myself also returned a mean score of 4.52, 4.33, and 4.54 respectively.

This indicates that generally, self-esteem in scores of four out of five of the questions returned scores above 4 mean out of 5. This indicates that the self-confidence factor of self-esteem is well represented in these organizations.

Table 4.13 under the self-derogating factor, the table shows that the respondents felt the self-esteem characteristic of the respondent "I certainly feel useless at times" had the highest mean score of 2.08 out of the possible 5, while the characteristics of tendency "at times I think I am no good at all" had 2.02 meanwhile the characteristic "I feel I am a failure" had 1.87 mean scores out of 5. This indicates a poor self-derogating score in the respondents. Further indicating the positive scores on self-esteem.

Descriptive Analysis for Organizational Perceived Performance

Table 4. 14

Organizational Perceived Performance

Organizational Perceived Performance		SD %	D %	N %	A %	SA %	Mean	Std. Deviation
OPP1	This year the activities of the organization were meaningful and useful to the community	1.5	2.6	10.6	37.0	48.4	4.28	0.866
OPP2	Compared with the last year, the activities of this organization have grown in size	0.9	3.5	14.1	37.4	44.1	4.20	0.874
OPP3	Compared with the last year, the activities of this organization have improved with quality	0.6	2.4	12.7	41.4	42.9	4.24	0.806
	Composite						4.24	0.85

Table 4.14 shows that the respondents had the organizational perceived performance attribute of viewing the year's activities of the organization as meaningful and useful to the community had the highest mean score of 4.28 out of the possible 5, while the attribute of comparing with the last year, the activities of this organization have grown in size had the lowest mean score with 4.20.

This showed that most of the respondents strongly agreed that the perception of the year's activities of the organization being meaningful and useful to the community was the top for the respondents. The organizational perception of comparing with the last year, the activities of this organization had grown in size had the highest standard deviation at $SD = 0.874$, while the organization have improved with quality had the lowest standard deviation at $SD = 0.806$. This shows that the perception that organization has improved with quality was the most concentrated around the mean. It can be noted that all questions asked had a higher than 4 mean score indicating that the organizational perceived performance is high.

Descriptive Analysis for Community Psychological Empowerment

Table 4. 15

Community Psychological Empowerment

Code	RELATIONAL EMPOWERMENT Support and emotional empowerment	D %	N %	A %	SA %	Mea n	Std. Deviati on
CPE1	I like to stay with other youths that live in this community	2.0 2	3. 5	12. 6	37. 6	44. 4.20	0.921
CPE2	In the community where I am living, I feel I can share experiences and interests with other youths	0.9 9	2. 5	10. 1	41. 6	44. 4.26	0.826
CPE3	When I feel like talking, I can generally find someone to talk to	0.6 0	5. 9	10. 2	42. 3	41. 4.19	0.861
CPE4	I spend a lot of time with other youths that live in my community Support and emotional connection with the community	0.6 6	5. 7	16. 8	41. 4	35. 4.06	0.891
CPE5	I get support and emotional connection in the community	0.6 1	4. 2	18. 9	42. 1	34. 4.06	0.860
CPE6	People in this community support each other	0.6 3	5. 9	15. 9	42. 3	35. 4.07	0.880
CPE7	Many people in this community are willing to help each other	0.6 0	5. 0	18. 2	43. 1	33. 4.03	0.876

Code	RELATIONAL EMPOWERMENT	D	N	A	SA	Mea	Std.
	Support and emotional empowerment	%	%	%	%	n	Deviati on
CPE8	People in my community work together to improve things	1.8	4.	18.	44.	30.	3.97 0.918
			7	8	0	8	
CPE9	In my community, there is satisfaction of needs and opportunities for involvement	5.9	17	18.	37.	20.	3.51 1.169
			.1	5	6	9	
CPE10	In the community where I am living, there are many initiatives to youths with my age	7.3	17	22.	33.	19.	3.41 1.195
			.3	2	3	9	
CPE11	In the community where I am living, there are enough initiatives for youths	7.3	22	22.	29.	18.	3.29 1.212
			.5	2	5	4	
CPE12	In the community where I am living, there are enough opportunities to meet other young men and ;	6.7	21	19.	34.	17.	3.35 1.194
			.6	3	5	8	
	Sense of belonging						
CPE13	In this place, youth can find many opportunities to amuse themselves	6.5	15	27.	32.	18.	3.41 1.146
			.5	3	3	5	
CPE14	This is a beautiful community	1.8	5.	20.	37.	34.	3.97 0.973
			9	3	4	7	
CPE15	I think this is a good place to live in	1.5	7.	18.	39.	33.	3.96 0.966
			0	8	6	1	
CPE16	I feel like I belong to this community	1.7	4.	14.	42.	37.	4.09 0.919
			4	3	0	6	

Code	RELATIONAL EMPOWERMENT	D	N	A	SA	Mea	Std.	
	Support and emotional empowerment	%	%	%	%	n	Deviati on	
CPE17	As compared to others my community has many advantages	1.7	10	25.	32.	29.	3.79	1.038
	Opportunities for influence	.2	6	6	9			
CPE18	If the people here were to organize, they would have a good chance of reaching their goals	1.2	1.	8.4	48.	41.	4.27	0.760
			2		0	3		
CPE19	Honestly, I feel that if we engage more, we would have opportunity to improve things for youths	0.9	0.	4.9	47.	46.	4.38	0.689
			6		4	2		
CPE20	If given the opportunity to youths, I think that we could be able to organize something great for ou	0.3	0.	6.4	49.	42.	4.34	0.652
			6		9	9		
CPE21	People who live in this community could change things that are not working well	0.9	1.	11.	47.	38.	4.21	0.775
			7	1	8	5		
CPE22	People who live in this community could change things that are not working well	0.6	2.	11.	47.	38.	4.19	0.793
			8	3	0	2		
	BEHAVIOURAL EMPOWERMENT							
	Activism-I have taken the following steps							
CPE23	Written a letter or made a telephone call or public appeal on radio to influence a policy or issue	18.	35	13.	21.	11.	2.72	1.289
		0	.9	5	6	1		
CPE24	Attended an event that provided information about community services	9.9	13	11.	38.	27.	3.61	1.286
		.0	4	0	7			

Table 4.15 illustrates descriptive statistics for the following indicators of community psychological empowerment support and emotional connection, sense of belonging, behavioural empowerment, opportunities for influence, community activism, support and emotional empowerment and civic engagement.

It demonstrates that support and emotional empowerment attribute in the community where the individual feels they can share experiences and interests with other youths had the highest mean score of 4.26 out of the possible 5, while the remaining 3 questions all scored above the mean of 4 out of 5. This shows that most of the respondents strongly agreed that in the community where they lived, they felt they can share experiences and interests with other youths. It can be noted that all questions asked had a higher than 4 mean score indicating that the support and emotional connection with the community is high as a construct of the community's psychological empowerment and sense of belonging.

On support and emotional connection with the community construct. The findings showed that the indicator people in this community support each other, had the highest mean score of 4.07 out of the possible 5. This shows that most of the respondents strongly agreed that people in the respondent's community supported each other was the top for the respondents. The characteristics in the community where I live there are enough youth initiatives for youth had the highest standard deviation at $SD = 1.212$, while I get support and emotional connection in the community had the lowest standard deviation at $SD = 0.860$. This shows that I get support and emotional connection in the community was the most concentrated around the mean. It can be noted that this latent variable has varied results and is an area that improvement in the way the community supports the youth.

The indicator sense of belonging, I feel like I belong to this community had the highest mean score of 4.09 out of the possible 5. This shows that most of the respondents strongly agreed that they feel like I belong to their community was the top for the

respondents. The characteristics in this place youth can find many opportunities to amuse themselves had the highest standard deviation at $SD = 1.146$, while I feel like I belong to this community had the lowest standard deviation at $SD = 0.919$. This shows that I feel like I belong to this community and was the most concentrated around the mean.

The finding further showed that the respondents had the opportunities for influence attribute of honesty; I feel that if we engage more, we would have the opportunity to improve things for youths, had the highest mean score of 4.38 out of the possible 5, while the remaining 4 questions all scored above the mean of 4 out of 5. This shows that most of the respondents strongly agreed there are opportunities for influence in the community where they are living. It can be noted that all responses demonstrated a mean of 4 indicating that opportunities for influence in the community where they were living were high as a construct of the community's psychological empowerment.

The indicator behavioural empowerment and activism construct showed that attending and participating in community events had the highest mean score of 3.61 out of the possible 5, while there all the others had a lower score on this construct out of 5.

This indicates a poor score on community activism and may only confirm that the S&D organizations appear to keep away from any activity that may appear political. This area could be an area to explore in the coming days for sports and development.

Table 4.15 under behavioural empowerment and civic engagement, the respondents, indicated that they attended a meeting to gather information about a neighbourhood issue as being the question with the highest mean score of 3.36 out of the possible 5, while all the others had a lower score on this construct out of 5. This indicates a poor score on community civic engagement and may only confirm that the S&D organizations appear to keep away from any civic engagement and politics. This area could be an area to explore in the coming days for sports and development.

Exploratory Factor Analysis for Performance outcomes

The second-order latent variable of performance outcomes was measured using 49 first-order items in the questionnaire. To assess the underlying factors that could explain performance outcomes, the researcher employed Exploratory Factor Analysis. Tests conducted before exploratory factor analysis included the Kaiser-Meyer-Olkin (KMO) and Bartlett test of sphericity, the total variance explained by the components and the pattern matrix of the extracted components. To test goodness fit, the researcher constructed scree plots and employed both absolute and incremental fit indices. The validity of this measurement model demonstrated that the degree of model was adequate. Table 4.16 summarizes the findings of the KMO and Bartlett's for the constructs of performance outcomes.

Table 4. 16

KMO and Bartlett's Test for Performance Outcomes

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.899
Bartlett's Test of Sphericity	Approx. Chi-Square	11383.243
	df	1176
	Sig.	.000

As indicated in Table 4.16, the KMO measure of sampling was 0.899, which is greater than the acceptable 0.5. This indicated that the data collected was adequate for exploratory factor analysis. The Bartlett's test of sphericity was significant (Chi-square = 11383.243, df = 11760, $p < 0.5$). These findings demonstrated that the correlation patterns of the items to the components were effective, and factor analysis for the items evaluating

performance outcomes should provide consistent and dependable factors. Appendix VII provides a summary of the findings for the total variance explained.

Total Variance Explained for Performance Outcomes

Appendix VII shows 10 components were extracted. The ten components with a greater than 1 were responsible for 69.250 percent of the total variance in the performance outcomes in the sports for development organizations in Kenya. Further scree plot of the variable of performance outcome was developed for comparison. Figure 4.8 provides a summary of the results.

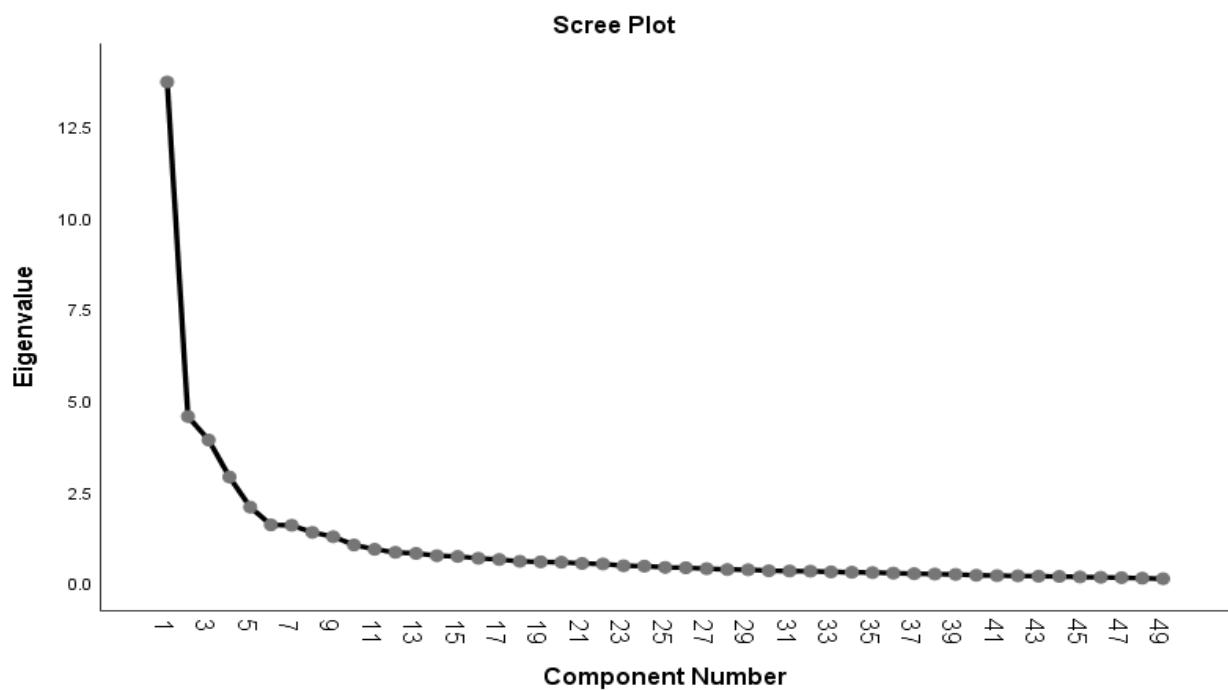


Figure 4. 8 *Scree Plot for Performance Outcomes*

Figure 4.8 shows the scree plot that was developed indicating the number of components generated from factor analysis. The inflexion point was discovered to be factor 11. This demonstrates that ten components in the performance outcomes variable were generated. Appendix VII shows the pattern matrix for these ten factors or components and the items in the questionnaire that relate to them.

Pattern Matrix For Performance Outcomes

The results summarized in Appendix VIII show that component 1 had 9 items while component 2 was comprised of five items, component three had six component four had six components had 5 five while component 6 had four component 7 had four, and component 8 had three at the same time component 9 had three and finally component 10 had two.

The findings' implication is that performance outcomes of youth sports for development organizations in Kenya could be measured using ten measures; component 1 (Organizational citizen behaviour: helping behaviour-sportsmanship behaviour-civic behaviour), and component 2 (community psychological empowerment: satisfaction of needs and opportunity for involvement) component 3 (community psychological empowerment: activism), component 4 (aspiration: achievement importance), component 5 (community psychological empowerment: individual support and emotional connection in the community), component 6 (community psychological empowerment: opportunity for influence), component 7 (self-esteem: self-confidence factor), component 8 (self-efficacy), component 9 (organizational perceived performance), component 10 (community psychological empowerment: sense of belonging).

Confirmatory Factor Analysis for Performance Outcomes

The researcher conducted CFA to examine the extent that the collected data for the performance outcomes variable fitted the study's empirical model. This section provides results of the CFA for the performance outcomes variable and fits a CFA model to indicate how well the observed constructs explained the latent variable of performance outcomes. There were 87 items used to measure the variable (PA27-SE4-SET8-OCB-13-OPP3-CPE32). Therefore, due to poor fit of the model and the reduced capacity of some of the items to have significant loadings towards performance outcomes, 39 items were excluded and only 49

items with loadings above 0.5 were maintained. Figure 4.9 indicates how these items explained the performance outcomes variable.

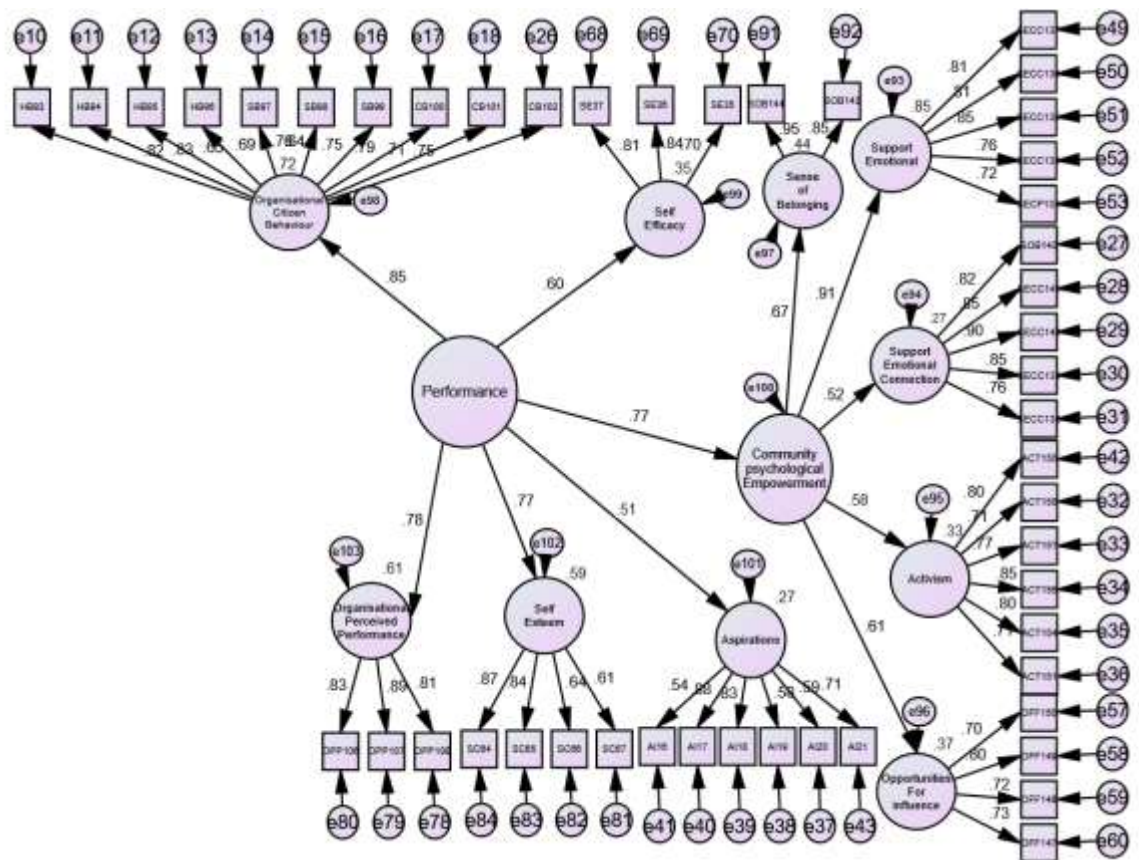


Figure 4.9 3rd Order SEM Model for Performance Outcomes

The SEM fit statistics of the overall measurement model for study variables was then extracted as shown in Figure 4.9. The CFA model fit the data adequately since the fit indices were within an acceptable range (Gold et al., 2001).

Table 4. 17

Model Fit Measures Performance Outcomes of Empowering Leadership in Youth Sports for Development Organizations

Measure	Estimate	Threshold	Interpretation
CMIN	2422.118	--	--
DF	1069	--	--
CMIN/DF	2.266	Between 1 and 3	Excellent
CFI	0.932	>0.95	Acceptable
SRMR	0.070	<0.08	Excellent
RMSEA	0.041	<0.06	Excellent
PClose	0.098	>0.05	Excellent

Findings summarized in Table 4.17 indicate the summary of the fit indices provided by SEM output. The Chi-Square value was 2.266, which was below the recommended value of 3, showing acceptable model fitness. Moreover, the value for CFI, an incremental fit index, was 0.932, which is over the critical value of 0.90 and therefore acceptable. Further, the RMSEA value was 0.041, which is less than the maximum acceptable value of 0.08 and hence indicating the model was a good fit. These results show that the developed paths and coefficients modelling the influence of performance outcomes are reliable and efficient.

Dimensions of Performance Outcomes

The findings confirmed that there were five 1st order components of performance outcome namely organizational citizen behaviour, self-efficacy, aspirations, self-esteem and organizational perceived performance, one 2nd order dimension of performance outcome namely community psychological empowerment and performance outcomes 3rd order as indicated in Table 4.18.

Table 4. 18*3rd Order Regression Weights for Performance Outcomes*

Path		Unstandardized Estimate	Standardized Estimate (Beta)	S.E.	C.R.	P	R ²
Community							.52
Psychological Empowerment (2 nd)	<---	Performance (3 rd)	0.972	0.771	0.093	10.419	***
Organizational							.72
Citizen Behaviour(1 st)	<---	Performance	0.962	0.848	0.053	18.092	***
Self- Efficacy(1 st)	<---	Performance	0.821	0.6	0.094	8.774	***
Aspirations(1 st)	<---	Performance	0.48	0.501	0.071	6.754	***
Self Esteem (1 st)	<---	Performance	0.595	0.765	0.066	8.993	***
Organizational Perceived Performance(1 st)	<---	Performance	0.94	0.783	0.084	11.123	***

*** P<0.05

Table 4.18 indicates that organizational citizen behaviour was the most important dimension of performance (Beta =0.848, p<0.05, R²=0.72), followed by organizational perceived performance (Beta =0.783, p<0.05, R²=0.61), then followed by community psychological empowerment (Beta =0.771, p<0.05, R²=0.52) then self-esteem (Beta =0.765, p<0.05, R²=0.59) which was followed by self-efficacy (Beta =0.6, p<0.05, R²=0.35). The least was aspirations (Beta =0.501, p<0.05, R²=0.27). In particular, the six dimensions of performance outcome, which have been insufficiently addressed in prior studies, are significant for the formation of performance outcomes.

Table 4. 19*Dimensions of Community Psychological Empowerment*

Path		Unstandardized Estimate	Standardized Estimate (Beta)	S.E.	C.R.	P	R ²
Sense of Belonging	<- Community psychological Empowerment	0.902	0.667	0.086	10.449	***	.44
Support Emotional	<- Community psychological Empowerment	1.082	0.907	0.058	18.65	***	.85
Support Emotional Connection	<- Community psychological Empowerment	0.713	0.517	0.089	7.982	***	.27
Activism	<- Community psychological Empowerment	1.094	0.579	0.131	8.379	***	.33
Opportunities For influence	<- Community psychological Empowerment	0.481	0.611	0.059	8.225	***	.37

Table 4.19 indicates that in the second order of support emotional importance was the dimension of community psychological empowerment (Beta =0.907, $p<0.05$, $R^2=0.85$), followed by a sense of belonging (Beta =0.667, $p<0.05$, $R^2=0.44$), then followed by opportunities for influence (Beta =0.611, $p<0.05$, $R^2=0.37$) then activism (Beta =0.579, $p<0.05$, $R^2=0.33$). The least was support emotional connection (Beta =0.517, $p<0.05$, $R^2=0.27$). The dimensions of performance outcome (community psychological empowerment) which have been insufficiently addressed in prior studies are significant for the formation of performance outcomes.

Objective 1: Positive Influence of Active Membership on Performance Outcomes

The first specific objective of this study was to establish the relationship between active membership and performance outcomes in Kenyan youth sports for development organizations. This was achieved by analysing the descriptive statistics for active membership, conducting exploratory factor analysis, confirmatory factor analysis and developing a structural equation model testing the first alternate hypothesis that:

H_{01} : Active membership has no positive influence on performance outcomes.

Descriptive Analysis For Active Membership

The study sought to establish the relationship between active membership and performance outcomes variables. To achieve this, the respondents were asked to respond to items testing their level of agreement with statements on a scale of 1 to 5 where 1 represented strong disagreement and 5 represented strong agreement. The data were analyzed using descriptive statistics of mean and standard deviation. Variables with a mean close to 5.0 represented “strongly agree” while those with a mean close to 3.0 represented “neutral” and those with a mean of 2.0 and below represented disagree and strongly disagree. At the same time, standard deviation was used to indicate the consensus of the respondents. Table 4.20 presents findings of descriptive analysis for active membership in sports for development organizations in Kenya.

Table 4. 20*Descriptive Statistics for Active Membership*

Active Membership		SD				SA		Std.
		%	D %	N %	A %	%	Mean	Deviation
AM1	I consider myself to be an active member of this organization	1.8	5.0	10.3	38.2	44.7	4.19	0.935
AM2	I attend my local area meetings/matches for this organization	0.9	4.7	12.4	43.2	38.8	4.14	0.872
AM3	I attend trainings provided by this organization	1.8	3.2	8.8	41.8	44.4	4.24	0.875
AM4	I perform tasks that are expected of me as a member of this organization	1.2	3.8	7.6	44.9	42.5	4.24	0.840
AM5	I fulfil my responsibilities as a member of this organization	0.6	3.5	9.7	39.4	46.8	4.28	0.825
AM6	I actively participated in this organization during the past two years	1.2	10.9	12.4	36.1	39.4	4.02	1.033
AM7	I am active in the organization currently	1.6	6.1	13.1	42.7	36.6	4.07	0.938
Composite							4.17	0.90

Table 4.20 shows that the respondents agreed with the active membership attribute of I fulfil my responsibilities as a member of this organization as having the highest mean score of (M = 4.28, SD = 0.935), I consider myself to be an active member of this organization (M=4.19 SD = 0.935) I attend my local area meetings/matches for this organization (M=4.14 SD = 0.872), I attend trainings provided by the organization (M = 4.24, SD = 0.875), I perform tasks expected as a member (M = 4.24, SD = 0.840), I fulfil my responsibilities as a member of this organization (M = 4.28, SD = 0.825), I actively participated in this organization during the past two years (M = 4.02, SD = 1.033), and I am active in the organization currently (M = 4.07, SD = 0.938).

The finding implied that the respondents strongly agreed that being active members of the organizations. It can be noted that all questions had a 4.17 mean score for this variable, which strongly represents agreement with it. The finding also indicates that the average standard deviation was below 1 which is 0.9 indicating that the responses closely converged around the mean.

Exploratory Factor Analysis For Active Membership

The second-order latent variable of active membership was measured using 7 items first-order items in the questionnaire. To assess the underlying factors that could explain active membership, the researcher employed Exploratory Factor Analysis. Tests conducted before exploratory factor analysis included the Kaiser-Meyer-Olkin (KMO) and Bartlett test of sphericity, the total variance explained by the components and the pattern matrix of the extracted components. To test goodness fit, the researcher constructed scree plots and employed both absolute and incremental fit indices.

The validity of this measurement model demonstrated that the degree of model was adequate. Table 4.21 summarizes the findings of the KMO and Bartlett's for the constructs of active membership.

Table 4. 21*KMO and Bartlett's Test for Active Membership*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.878
Bartlett's Test of Sphericity	Approx. Chi-Square	1701.818
	Df	21
	Sig.	.000

As indicated in Table 4.21, the KMO measure of sampling was 0.878, which is greater than the acceptable 0.5. This indicated that the data collected was adequate for exploratory factor analysis. Bartlett's test of sphericity was significant (Chi-square = 1701.818, df =21, $p < 0.5$). These findings demonstrated that the correlation patterns of the items to the components were effective, and factor analysis for the items evaluating performance outcomes should provide consistent and dependable factors. Table 4.22 provides a summary of the findings for the total variance explained.

Table 4. 22*Total Variance Explained for Active Membership.*

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.697	67.105	67.105	4.697	67.105	67.105
2	.708	10.120	77.225			
3	.529	7.561	84.785			
4	.376	5.378	90.164			
5	.312	4.460	94.623			
6	.235	3.351	97.975			
7	.142	2.025	100.000			

Table 4.22 shows 7 components were extracted. The 1 component with greater than 1 was responsible for 67.105 percent of the total variance in the active membership variable in the sports for development organizations in Kenya. Further, a Scree plot of the variable of active membership outcome was developed for comparison. Figure 4.10 provides a summary of the results.

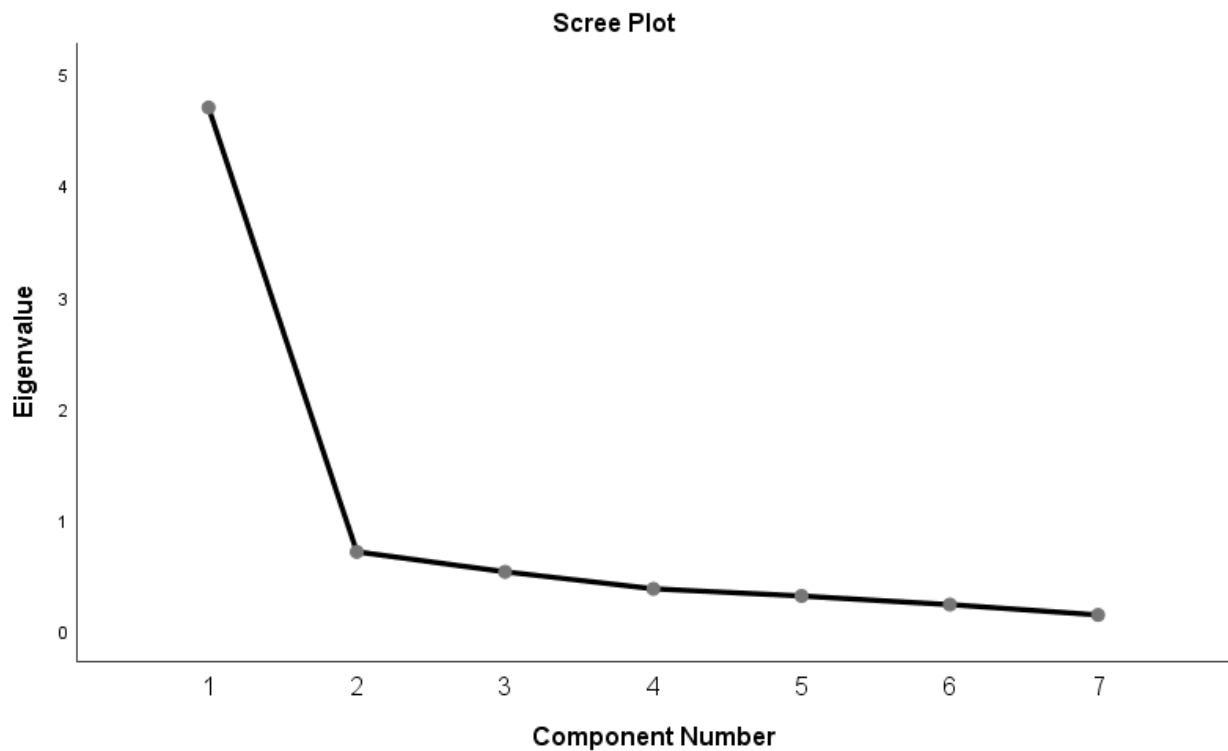


Figure 4. 10 *Scree Plot for Active Membership*

Figure 4.10 shows the scree plot developed indicating the number of components generated from factor analysis. The inflexion point was discovered to be factor 2. This demonstrates that one component in the active membership variable was generated. Table 4.23 shows the pattern matrix for the one factor or component and the items in the questionnaire that relate to them.

Table 4. 23*Pattern Matrix for Active Membership*

	Component
	1
AM109	.872
AM110	.764
AM111	.874
AM112	.863
AM113	.869
AM115	.750
AM116	.726

The results summarized in Table 4.23 show that component 1 had 9 items. The findings implication is that the active membership variable in youth sports for development organizations in Kenya could be measured using one measure; component 1 (active membership).

Confirmatory Factor Analysis For Active Membership

The researcher conducted CFA to examine the extent that the collected data for the active membership variable fitted the study's empirical model. This section provides results of the CFA for the active membership variable and fits a CFA model to indicate how well the observed constructs explained the latent variable of active membership. There were 7 items used to measure the variable (AM1 to AM7). Due to good fit of the model and the capacity of the items having significant loadings towards performance outcomes, all 7 had loadings above 0.5 and were maintained. Figure 4.11 Indicates how these items explained the performance outcomes variable.

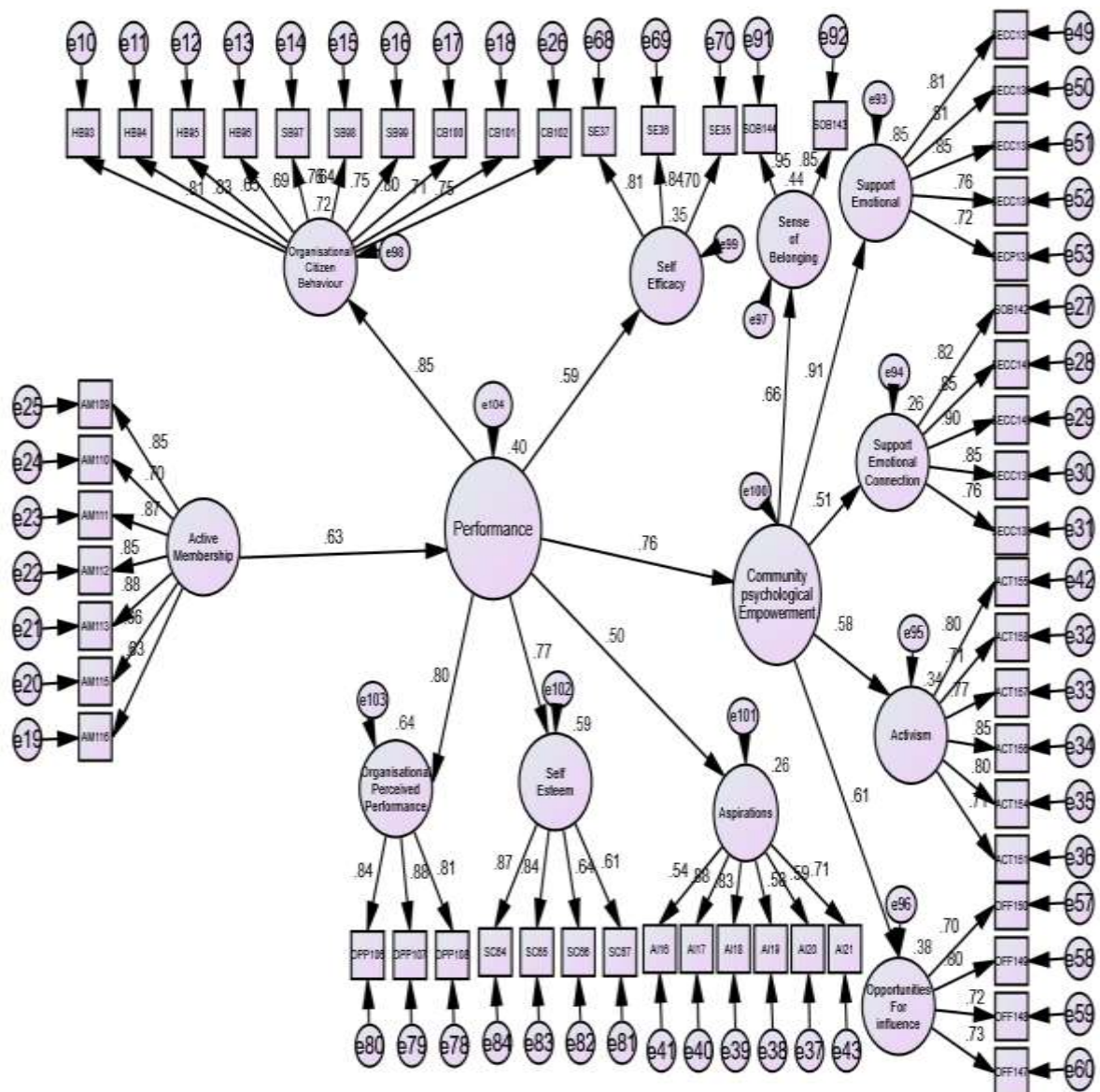


Figure 4. 11 SEM for the Influence of Active Membership on Performance Outcomes

The SEM fit statistics of the overall measurement model for study variables was then extracted as shown in Figure 4.11. The CFA model fit the data adequately since the fit indices were within an acceptable range (Gold et al., 2001).

Table 4. 24*Model Fit Measures Active Membership on Performance Outcomes*

Measure	Estimate	Threshold	Interpretation
CMIN	3201.524	--	--
DF	1418	--	--
CMIN/DF	2.258	Between 1 and 3	Excellent
CFI	0.940	>0.95	Acceptable
SRMR	0.070	<0.08	Excellent
RMSEA	0.040	<0.06	Excellent
PClose	0.089	>0.05	Excellent

The findings summarized in Table 4.24 indicate the summary of the fit indices provided by SEM output. The Chi-Square/df was 2.258 which was below the recommended value of 3, showing acceptable model fitness. Moreover, the value for CFI, an incremental fit index, was 0.940, which is over the critical value of 0.90 and therefore acceptable. Further, the RMSEA value was 0.040, which is less than the maximum acceptable value of 0.08 and hence indicating the model was a good fit. These results show that the developed paths and coefficients modelling the influence of active membership on performance outcomes are reliable and efficient.

Table 4. 25

Regression Weights/ Coefficients for the Relationship between Active Membership and Performance Outcomes

Path		Standardize		S.E.	C.R	P
		Unstandardized Estimate	d Estimate (Beta)			
Active membership	Performance outcomes	0.595	.632	0.069	8.671	**

*** P<0.05

This study found that there was a positive path coefficient (beta = 0.632) between Active membership and Performance outcomes, as shown in Table 4.25. In this regard, the relationship between Active membership and Performance outcomes was significant, Since the T value was 8.671 (p<0.05) as shown in Table 4.28, the study rejects the null hypothesis and concludes that active membership positively and significantly affects performance outcomes in Kenyan youth sport for development organizations. Active membership explained 40% ($R^2=0.40$) of the variance in performance outcomes in Kenyan youth sports for development organizations.

Statistical Model for H1

Influence of active membership on performance outcomes

$$Y = \beta_0 + \beta_1 X_1 + \Sigma$$

$$\text{Performance outcomes} = \text{Constant} + \text{Slope} \times \text{Active Membership} + \Sigma$$

Findings of the study active membership on performance outcomes

The study interrogated the objective which sought to find out the influence of active membership on performance outcomes in Kenyan youth sports for development organizations. The findings indicated that respondents agree to be active members by

indicating that: they fulfil their responsibilities as members of the organization ($M = 4.28$, $SD = 0.935$), they consider themselves to be an active member ($M=4.19$ $SD = 0.935$) they attend their local area meetings/matches for the organization ($M=4.14$ $SD = 0.872$), they attend training provided by the organization ($M = 4.24$, $SD = 0.875$), they perform tasks expected as a member ($M = 4.24$, $SD = 0.840$), they fulfil my responsibilities as a member of this organization ($M = 4.28$, $SD = 0.825$), they have actively participated in the organization during the past two years ($M = 4.02$, $SD = 1.033$), and I am active in the organization currently ($M = 4.07$, $SD = 0.938$). The pattern matrix results also showed that the measures for active membership were classified as 1 component comprising 7 items mainly to do with members' level of involvement in the organization's activities and their perception of it. Structural equation model results showed that active membership had a statistically significant positive influence on performance outcomes ($Beta = 0.632$, $CR = 8.671$, $P < 0.05$) the fit indices provided by the SEM output indicated that the model was a good fit ($Chi-square/DF = 2.258$, $CFI = 0.940$, $RMSEA = 0.040$).

Discussion of Results active membership and performance outcomes

The findings of this study postulate that active membership positively influences performance outcomes of youth sports for development organizations in Kenya. The study, therefore, rejects the null hypothesis hence active membership was found to influence performance outcomes in youth sports for development organizations in Kenya.

Sports for development organizations take the open path of membership in general. According to Dijk et al. (2015), given that these organizations take an open path for membership it is interesting to note that these organizations can make a difference because they allow everyone to participate, and this study has shown that open participation leads to performance outcomes.

According to Osterberg and Nilsson, (2009), active membership leads to social factors, such as organizational culture, open communiqué, conviction, assignation, and inclination to be involved. Whereas this study was not conducted in sports for development organizations, this study has added to this list performance outcomes of organizational citizen behaviours, self-efficacy, aspirations, self-esteem, community psychological empowerment, and organizational perceived performance.

According to Xiao, Khansa & Kim (2018), member commitment represents the strength of the individual's identification and often strengthens a member's identity perception and involvement in the community. This study agrees with the above findings by confirming that performance outcomes (organizational perceived performance) have a positive significant relationship with active membership.

Previous empirical research pointed to member commitment leading to positive engagement, interaction, and prosocial behaviour, for example, volunteering an individual's time and expertise for the organization (Xiao et al., 2018). This study agrees and confirms active membership in antecedents of performance outcomes like organizational citizen behaviour and community psychological empowerment that are related to the above outcomes.

(Zeldin, 2004) posited that youth involvement in organizations process can have a positive impact on youth development while Xiao et al. (2018) concluded that member commitment leads to positive engagement, interaction, and prosocial behaviour and which agrees with the findings of this study.”

Coalter (2013b) posited that change is most likely to occur through social relationships, and these relationships are equally, if not more important than, the role of sport in the development process. While Mwanga (2010) raised the question “Not all sports participation automatically leads to personal level empowerment even as sports has abilities

to facilitate empowerment and it also has the opposite effect” This study has looked at empowerment from the perspective of its leaders and members’ interactions, interactions within youth teams, member to member interactions and not from the perspective of member level of performance in the sports activities.

Objective 2: Positive Influence Of Organizational Justice On Performance Outcomes

The second specific objective of this study was to establish the relationship between organizational justice and performance outcomes in Kenyan youth sports for development organizations. This was achieved by analyzing the descriptive statistics for organizational justice, conducting exploratory factor analysis, and confirmatory factor analysis, and developing a structural equation model testing the first alternate hypothesis that:

H₀₂: Members' perceptions of organizational justice have no positive influence on performance outcomes.

Descriptive Analysis For Organizational Justice

The study sought to establish the relationship between member perception of organizational justice and performance outcomes variables. To achieve this, the respondents were asked to respond to items testing their level of agreement with statements on a scale of 1 to 5 where 1 represented strong disagreement and 5 represented strong agreement. The data were analyzed using descriptive statistics of mean and standard deviation. Variables with a mean close to 5.0 represented “strongly agree” while those with a mean close to 3.0 represented “neutral” and those with a mean of 2.0 and below represented disagree and strongly disagree. At the same time, standard deviation was used to indicate the consensus of the respondents. Table 4.26 presents findings of descriptive analysis for member perception of organizational justice in sports for development organizations in Kenya.

Table 4. 26*Descriptive Analysis for Organizational Justice Procedures*

		SD	D	N %	A %	SA	Mean	Std.
		%	%			%		Deviation
Procedural justice								
OJ1	I am able to express my views during those procedures?	1.5	3.8	14.7	47.8	32.2	4.05	0.869
OJ2	I can influence the decisions arrived at by those procedures?	1.2	5.9	19.8	45.1	28.0	3.93	0.904
OJ3	Are those procedures applied consistently?	1.8	7.4	26.9	39.9	24.0	3.77	0.956
OJ4	Are those procedures free of bias?	2.1	6.3	28.0	45.5	18.2	3.71	0.905
OJ5	Are those procedures based on accurate information?	1.5	5.0	23.0	49.9	20.6	3.83	0.862
OJ6	Are you able to appeal the decisions arrived at by those procedures?	1.8	5.6	22.5	47.3	22.8	3.84	0.902
OJ7	Do those procedures uphold ethical and moral standards?	0.6	2.1	24.6	43.5	29.3	3.99	0.822
	Composite						3.87	0.89

Table 4.26 shows that the respondents had the organizational justice procedural justice of I am able to express my views during those procedures as having the highest mean score of 4.05 out of the possible 5, while the procedures being free of bias had the lowest mean score of 3.71. This shows that most of the respondents strongly agreed that they were able to express my views during organisational procedures was the top for the respondents. The procedures being applied consistently had the highest standard deviation at $SD = 0.956$, while the procedures upholding ethical and moral standards had the lowest standard deviation at $SD = 0.822$.

This shows that the procedures upholding ethical and moral standards were found to be the organizational procedural justice which was the most concentrated around the mean. Most of the scores were neutral approaching 4. This means more effort was required to get them to a mean of 4.

Table 4. 27

Distributive Justice

Distributive justice		S	D	N	A	SA	Me	Std.
		D	%	%	%	%	an	Deviatio
		%					n	n
OJ8	Do those outcomes reflect the effort you have put into your work?	1.8	4.7	19.5	47.2	26.8	3.93	0.899
OJ9	Are those outcomes appropriate for the work you have completed?	1.2	6.2	17.8	47.3	27.5	3.94	0.898
OJ10	Do those outcomes reflect what you have contributed to your work?	1.8	4.1	18.9	46.4	28.7	3.96	0.896
OJ11	Are those outcomes justified, given your performance?	1.2	4.4	20.6	45.7	28.0	3.95	0.877
	Composite						3.94	0.89

Table 4.27 shows that the respondents had the organizational justice attribute distributive justices; the outcomes reflecting what the respondents have contributed to their work as having the highest mean score of 3.96 out of the possible 5, while the outcomes reflecting the effort you have put into your work had the lowest mean score of 3.93. This shows that most of the respondents strongly agree that outcomes reflect what they have contributed to their work was the top for the respondents. The outcomes reflecting the effort you have put into your work had the highest standard deviation at $SD = 0.899$, while the outcomes being justified, given their performance had the lowest standard deviation at $SD = 0.877$. This shows that outcomes being justified, given their performance was found to be the organizational justice outcome which was the most concentrated around the mean. Most of the scores were at 4 mean.

Table 4. 28*Interpersonal Justice*

Interpersonal justice		SD	D	SA			Mean	Std.
		%	%	N %	A %	%		Deviation
OJ12	Does he/she treat you in a polite manner?	0.9	2.4	12.1	43.2	41.5	4.22	0.814
OJ13	Does he/she treat you with dignity?	0.6	2.1	11.5	44.7	41.2	4.24	0.779
OJ14	Does he/she treat you with respect?	0.0	1.8	10.4	45.9	42.0	4.28	0.719
OJ15	Does he/she refrain from improper remarks or comments?	2.1	3.6	17.6	48.8	28.0	3.97	0.887
Composite							4.18	0.80

Table 4.28 shows that the respondents had organizational justice in the interaction with your leaders, being treated with respect as having the highest mean score of 4.28 out of the possible 5 while refraining from improper remarks or comments. Had the lowest mean score of 3.97. This shows that most of the respondents strongly agree being treated with respect was the top for the respondents. On interaction, your leader refrains from improper remarks or comments had the highest standard deviation at $sd = 0.877$, while on interaction, your leader treats you with respect had the lowest standard deviation at $sd = 0.719$. This shows that the interaction of being treated with respect was found to be the organizational justice interaction which was the most concentrated around the mean. Leaders do make an effort to not make improper comments to the respondents.

Table 4. 29*Information Justice*

Informational Justice		SD %	D %	N %	A %	SA %	Mean	Std. Deviation
OJ16	Is he/she candid when communicating with you?	1.8	3.6	17.4	53.9	23.4	3.93	0.843
OJ17	Does he/she refrain from improper remarks or comments?	0.6	5.3	20.7	46.7	26.6	3.93	0.859
OJ18	Does he/she explain decision-making procedures thoroughly?	0.6	3.5	12.4	51.3	32.2	4.11	0.794
OJ19	Are his/her explanations regarding procedures reasonable?	0.3	1.8	13.5	51.8	32.6	4.15	0.735
OJ20	Does he/she communicate details in a timely manner?	0.9	2.4	13.8	47.6	35.3	4.14	0.804
OJ21	Does he/she tailor communications to meet individuals' needs?	0.6	4.4	13.8	49.1	32.1	4.08	0.827
Composite							4.06	0.81

Table 4.29 shows that the respondents had the organizational justice on the communication by your leaders, regarding explanations regarding procedures reasonable as having the highest mean score of 4.15 out of the possible 5, while both leaders being candid when communicating with the respondent and leader refraining from improper remarks or comments, had the lowest mean score with 3.93. This shows that most of the respondents strongly agree explanations by their leaders, regarding procedures being reasonable was the top for the respondents. On communication by your leader refrain from improper remarks or comments had the highest standard deviation at $SD = 0.859$, while the leader's explanations regarding procedures being reasonable had the lowest standard deviation at $SD = 0.735$.

This shows leader communication regarding procedures being reasonable was found to be the organizational justice explanation which was the most concentrated around the mean. Leaders generally do a good job in communicating but can improve on making improper comments and being candid.

Exploratory Factor Analysis For Organizational Justice

The second-order latent variable of organizational justice was measured using 9 first-order items in the questionnaire. To assess the underlying factors that could explain organizational justice variable, the researcher employed Exploratory Factor Analysis. Tests conducted before exploratory factor analysis included Kaiser-Meyer-Olkin (KMO) and Bartlett test of Sphericity, the total variance explained by the components and the pattern matrix of the extracted components. To test goodness fit, the researcher constructed scree plots and employed both absolute and incremental fit indices. The validity of this measurement model demonstrated that the degree of model was adequate. Table 4.30 summarizes the findings of the KMO and Bartlett's for the constructs of organizational justice.

Table 4.30*KMO and Bartlett's Test for Organizational Justice*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.881
Bartlett's Test of Sphericity	Approx. Chi-Square	1427.907
	Df	36
	Sig.	.000

As indicated in Table 4.30, the KMO measure of sampling was 0.881, which is greater than the acceptable 0.5. This indicated that the data collected was adequate for exploratory factor analysis. Bartlett's test of sphericity was significant (Chi-square = 1427.907, $df = 36$, $p < 0.5$). These findings demonstrated that the correlation patterns of the items to the components were effective, and factor analysis for the items evaluating organizational justice variable should provide consistent and dependable factors. Table 4.31 provides a summary of the findings for the total variance explained.

Table 4. 31*Total Variance Explained for Organizational Justice*

Component	Initial Eigenvalues			Extraction Sums of Squared			Rotation
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Sums of
							Squared
							Loadings ^a
							Total
1	4.557	50.638	50.638	4.557	50.638	50.638	4.043
2	1.361	15.124	65.762	1.361	15.124	65.762	3.498
3	.650	7.226	72.988				
4	.542	6.019	79.007				
5	.506	5.622	84.629				
6	.410	4.558	89.187				
7	.375	4.164	93.351				
8	.302	3.358	96.709				
9	.296	3.291	100.000				

Table 4.31 shows 9 components were extracted. The 2 components with a greater than 1 were responsible for 65.762 percent of the total variance in the organizational justice variable in the sports for development organizations in Kenya. Further, a Scree plot of the variable of organizational justice variable was developed for comparison. Figure 4.12 provides a summary of the results.

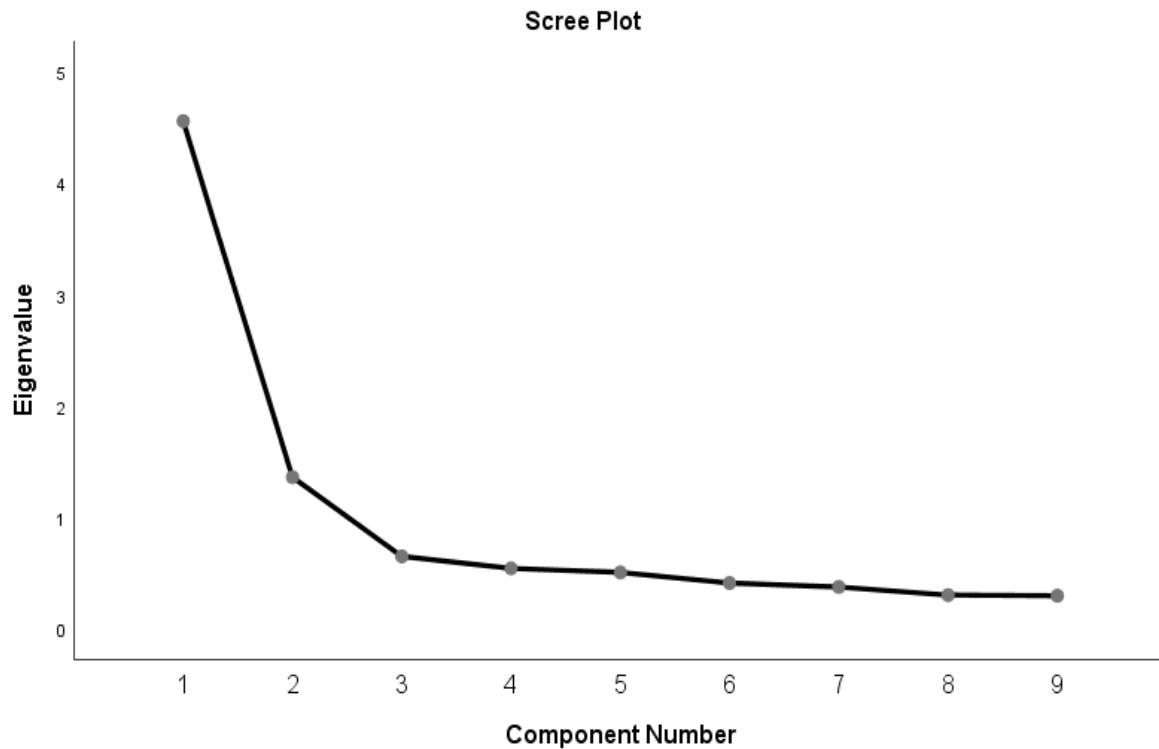


Figure 4. 12 *Scree Plot for Organizational Justice*

Figure 4.12 shows the scree plot that was developed indicating the number of components generated from factor analysis. The inflexion point was discovered to be factor 3. This demonstrates that two components in the organizational justice variable was generated. Table 46 shows the pattern matrix for these two factors or components and the items in the questionnaire that relate to them.

Table 4. 32*Pattern Matrix for Organizational Justice*

	Component	
	1	2
PJ74	.753	
PJ75	.801	
PJ76	.853	
PJ77	.830	
PJ78	.820	
IJ86		.843
INJ87		.848
INJ88		.819
INJ90		.680

The results summarized in Table 4.32 shows that component 1 had five items, while component 2 was comprised four items. The findings implication is that the organizational justice variable of youth sports for development organizations in Kenya could be measured using two measures; component 1 (procedural justice), and component 2 (Information justice).

Confirmatory Factor Analysis For Organizational Justice

The researcher conducted CFA to examine the extent that the collected data for the organizational justice variable fitted the study's empirical model. This section provides results of the CFA for the organizational justice variable and fits a CFA model to indicate how well the observed constructs explained the latent variable of organizational justice.

There were 21 items (OJ1 to OJ 7) used to measure procedural justice, (OJ8 to OJ11) used to

measure rewards or outcome justice, (OJ12 to OJ 15) used to measure interactions Justice, (OJ16 to OJ21) used to measure explanation justice. Scale purification was conducted and items with loadings below 0.5 towards their respective latent variable were eliminated from further analysis. Therefore 12 items were excluded and only 9 items with loadings above 0.5 were maintained. Figure 4.13 Indicates how these items explained the performance outcomes variable.

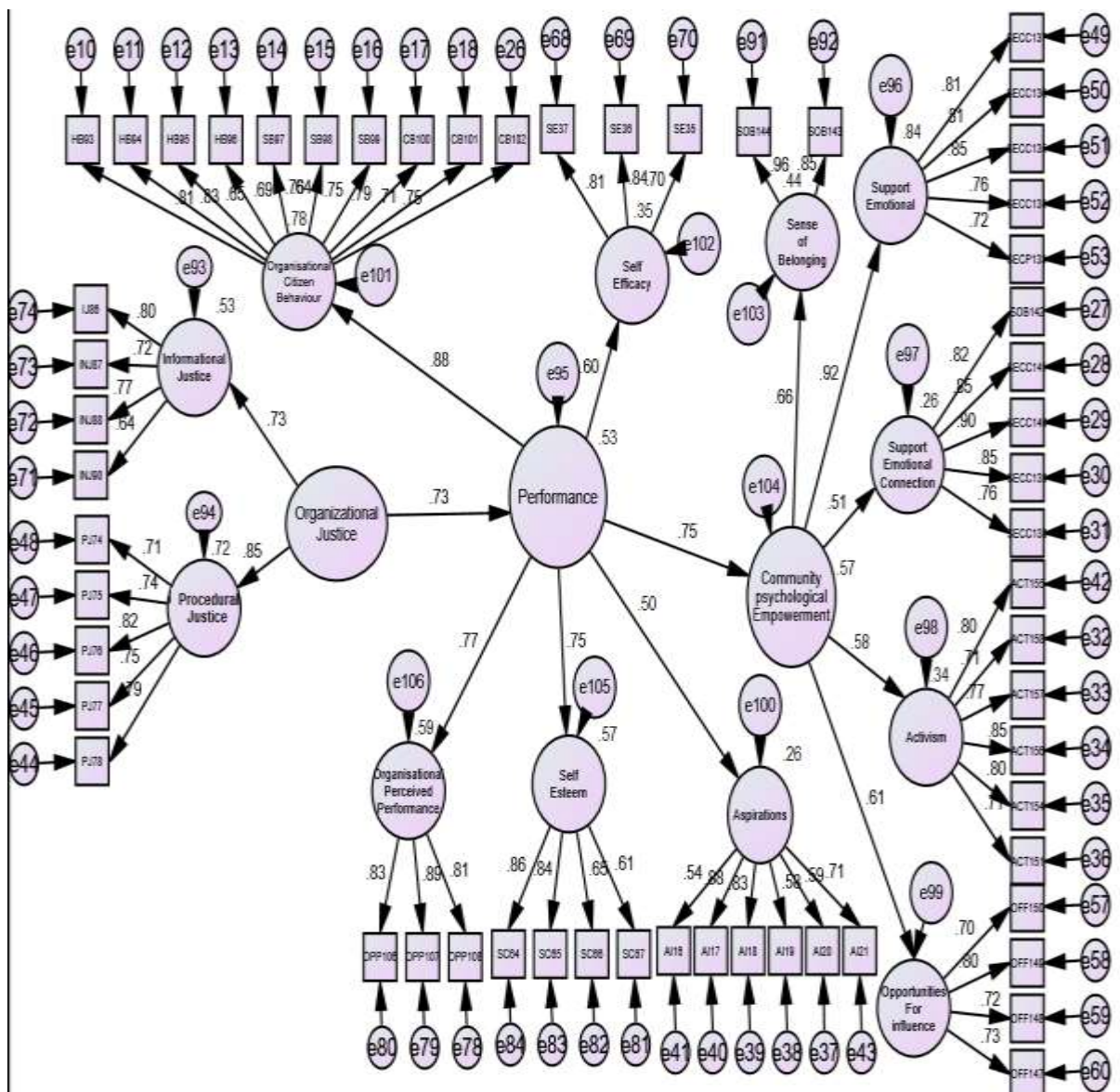


Figure 4. 13 SEM Model for the Relationship between Organizational Justice and Performance

The SEM fit statistics of the overall measurement model for study variables was then extracted as shown in Figure 4.13. The CFA model fit the data adequately since the fit indices were within an acceptable range (Gold et al., 2001).

Table 4.33

Model Fit Measures Organizational Justice

Measure	Estimate	Threshold	Interpretation
CMIN	3375.673	--	--
DF	1525	--	--
CMIN/DF	2.214	Between 1 and 3	Excellent
CFI	0.943	>0.95	Acceptable
SRMR	0.074	<0.08	Excellent
RMSEA	0.059	<0.06	Excellent
PClose	0.095	>0.05	Excellent

The findings summarized in Table 4.33 indicate the summary of the fit indices provided by SEM output. The Chi-Square /df was 2.214 which was below the recommended value of 3, showing acceptable model fitness. Moreover, the value for CFI, an incremental fit index, was 0.943, which is over the critical value of 0.90 and therefore acceptable. Furthermore, the RMSEA value was 0.059, which is less than the maximum acceptable value of 0.08 and hence indicating the model was a good fit. These results show that the developed paths and coefficients modelling the influence of organizational justice on performance outcomes are reliable and efficient.

Table 4. 34*Dimensions for Organizational Justice*

Path			Unstandardi zed Estimate	Standardi zed Estimate (Beta)	S.E.	C.R.	P	R ²
Informational Justice	<- --	organizational justice	1.092	0.729	0.13	8.39 2	** *	.5 3
Procedural Justice	<- --	organizational justice	1.072	0.852	0.07 7	13.8 63	** *	.7 2

*** P<0.05

Table 4.34 indicates that procedural justice was the most important dimension of organizational justice with (Beta = 0.852, $p < 0.05$, $R^2 = 0.72$), followed by informational justice with (Beta = 0.729, $p < 0.05$, $R^2 = 0.53$). The dimensions of organizational justice which have been insufficiently addressed in prior studies, are significant for the formation of performance outcomes.

Table 4. 35*SEM Regression Weights/ Coefficients for the Relationship Between Organizational Justice and Performance*

Path			Unstandardiz ed Estimate	Standardize d Estimate (Beta)	S.E.	C.R.	P
organization al justice	<- -	Performanc e	1.204	.726	0.16 2	7.41 8	** *

*** P<0.05

This study found that there was a positive path coefficient (beta = 0.726) between organizational justice and performance outcomes, as shown in Figure 4.13. In this regard, the relationship between organizational justice and performance outcomes was significant, since the T value was 7.418 ($p < 0.05$) as shown in Table 4.35, the study rejects the null hypothesis

and accepts the alternative hypothesis and concludes that organizational justice positively and significantly affects performance outcomes in Kenyan youth sport for development organizations. organizational justice explained 53% ($R^2=0.53$) of the variance in performance outcomes in Kenyan youth sports for development organizations.

Statistical Model for H2

Influence of organisational justice on performance outcomes

$$Y = \beta_0 + \beta_1 X + \Sigma$$

Performance outcomes = Constant + Slope X organisational justice + Σ

Findings of the Study organizational justice on performance outcomes

The study interrogated the research objective aimed at establishing the influence of organizational justice on performance outcomes in Kenyan youth sports for development organizations. The findings indicated that respondents agree that: they can express their views scoring the highest mean. ($M = 4.05$, $SD = 0.869$) under the procedural justice component, while the outcomes reflecting what the respondents have contributed to their work as having the highest mean score ($M=3.96$ $SD = 0.896$) the second component of distributive justice and, being treated with respect as having the highest mean score ($M=4.28$ $SD = 0.719$) under component 3 interpersonal justice and lastly do leaders provide explanations regarding procedures reasonable ($M=4.15$ $SD = 0.735$).

The pattern matrix results also showed that the measures for organizational justice were classified as 4 components comprising items mainly to do with how members feel about procedural justice, distributive justice, interpersonal justice, and communication justice. Structural equation model results showed that active membership had a statistically significant positive influence on performance outcomes ($Beta = 0.726$, $CR = 7.418$, $P < 0.05$). The fit indices provided by the SEM output indicated that the model was a good fit ($Chi-square/DF = 2.214$, $CFI = 0.943$, $RMSEA = 0.059$).

Discussion of Results of organisational justice and performance outcomes

The findings of this study postulate that organizational justice positively influences performance outcomes of youth sports for development organizations in Kenya. The study, therefore, rejects the null hypothesis hence organizational justice was found to influence performance outcomes in youth sports for development organizations in Kenya.

Organizational justice is concerned with members of an organization's perceptions of activity-related issues, and particularly how unbiased the members see that decision to be in the organization (Sharom 2020), The study confirmed that organizational justice did have a significant relationship with performance outcomes.

Previous research shows the importance of organizational justice, how an organization treats its employees may have a significant impact on their identification with the organization (Edwards, 2009). Sports for development organizations Kenya. The study showed their members' respondent feedback that the organization justice aspect feeling they receive adequate communication justice is significant.

Perceptions of justice help to meet basic psychological needs because justice signals some certainty regarding an organization's commitment to help members satisfy their needs in the context of work (Sharom, 2020). Members who participate in sports for development organizations showed there was a positive influence of organizational justice in the performance outcomes. For example, the psychological need for self-esteem was exhibited by the respondents in this study.

Organizational-based justice, therefore, the extent to which senior managers appear to act consistently, equally, respectfully, and truthfully in decision-making situations, while justice reflects the degree to which his or her supervisor appears to be impartial (Colquitt, 2015). The study showed a positive influence of organizational justice specifically relating to

providing explanations for issues to the members in the performance outcomes sports for development organizations.

Organizations may consider organizational justice climate and perceived organizational support to mitigate turnovers (Samuel, 2019) this was confirmed in this study by a high percentage of beneficiaries who have been with the organization for over 80% have been with the organization for over 4 years.

The construction of operational justice includes; procedural justice, distributed justice, interpersonal justice, and information justice (Colquitt, 2015). The study showed that there was a positive influence of organizational justice constructs of procedural justice, distributed justice, interpersonal justice, and information justice in the performance outcomes of sports for development organizations.

The study also found that the most important dimension for perceptions of organizational justice was informational justice with (Beta = 0.852, $p < 0.05$, $R^2 = 0.72$), followed by Procedural justice with (Beta = 0.729, $p < 0.05$, $R^2 = 0.53$). This means that to achieve the desired level of perceptions of organizational justice informational justice should be prioritized followed by procedural justice in the organization.

Objective 3: Positive Influence Of Divergent Thinking On Performance Outcomes

The third specific objective of this study was to establish the relationship between Divergent Thinking and performance outcomes in Kenyan youth sports for development organizations

This was achieved by analyzing the descriptive statistics for divergent thinking, conducting exploratory factor analysis, and confirmatory factor analysis, and developing a structural equation model testing the first alternate hypothesis that:

H₀₃: Divergent thinking has no positive influence on performance outcomes.

Descriptive Analysis For Divergent Thinking

The study sought to establish the relationship between active membership and performance outcomes variables. To achieve this, the respondents were asked to respond to items testing their level of agreement with statements on a scale of 1 to 5 where 1 represented strong disagreement and 5 represented strong agreement. The data were analyzed using descriptive statistics of mean and standard deviation. Variables with a mean close to 5.0 represented “strongly agree” while those with a mean close to 3.0 represented “neutral” and those with a mean of 2.0 and below represented disagree and strongly disagree. At the same time, the standard deviation was used to indicate the consensus of the respondents. The following table presents findings of descriptive analysis for divergent thinking in sports for development organizations in Kenya.

Table 4. 36*Descriptive Statistics for Divergent Thinking*

	INDIVIDUAL	SD %	D %	N %	A %	SA %	Mean	Std. Deviation
	Divergent Thinking antecedents							
	Factor 1 Divergent thinking attitude-Openness							
DT1	I think everyone should communicate their ideas no matter how usual	1.2	3.0	10.4	44.1	41.4	4.22	0.835
DT2	I feel that people ought to be encouraged to share all their ideas, however unusual the idea Factor 2: Divergent thinking attitude-efficient divergent -> convergent thinking	1.2	5.3	13.0	45.1	35.4	4.08	0.893
DT3	I feel that all people should be given equal time and listened to with an open mind, regardless of how outside-the norm-they seem to be	0.6	2.9	8.6	43.4	44.5	4.28	0.790
DT4	Judgement is needed during idea generation to ensure that only quality ideas are developed	7.1	10.9	14.2	41.6	26.3	3.69	1.177

INDIVIDUAL		SD %	D %	N %	A %	SA	Mean	Std.
Divergent Thinking antecedents							%	Deviation
Factor 1 Divergent thinking attitude-Openness								
DT5	Quality is a lot more important than quantity in general ideas	3.8	7.4	10.4	41.7	36.7	4.00	1.056
DT6	At some point, we should cut off ideas when they get unreasonable and get on with it	6.2	9.7	15.6	41.8	26.8	3.73	1.140
Factor 3: Ideational behaviour- new ideas								
DT7	Friends ask me to help them think of ideas and solutions	1.8	2.4	7.4	49.9	38.6	4.21	0.819
DT8	I come up with a lot of ideas and solutions	0.3	4.1	15.0	48.7	31.9	4.08	0.810
DT9	I am good at combining ideas in a way that other people have not tried	0.6	5.0	20.9	42.9	30.6	3.98	0.877
Factor 4: ideational behaviour-need for cognition								
DT10	I would rather do something that challenges my thinking abilities	4.1	4.7	17.8	43.5	29.9	3.90	1.016
DT11	I seek out situations that require in-depth thinking on my part	4.7	6.8	17.7	42.2	28.6	3.83	1.065
DT12	I would prefer life to be filled with situations that I must solve	6.2	8.3	22.4	35.4	27.7	3.70	1.142
DT13	I prefer complex over simple problems	10.9	14.7	29.0	30.5	15.0	3.24	1.196

INDIVIDUAL		SD %	D %	N %	A %	SA	Mean	Std.	
Divergent Thinking antecedents							%	Deviation	
Factor 1 Divergent thinking attitude-Openness									
DT14	I like the responsibility for handling situations that require lots of thinking	8.8	10.8	24.3	36.0	20.2	3.48	1.183	
Organizational-level divergent thinking antecedents.									
Factor 5: encouragement of divergent thinking-idea freedom									
DT15	This organization encourages a risk-free environment where ideas can be openly expressed	0.6	5.3	10.8	43.9	39.5	4.16	0.861	
DT16	Members' freedom to generate ideas is valued in our organization	0.9	2.9	7.6	44.3	44.3	4.28	0.798	
DT17	This organization actively encourages our people to find external stimuli (e.g., attend conferences and read blogs)	1.2	3.2	9.9	43.1	42.6	4.23	0.842	
Factor 6: encourage divergent thinking-diversity									
DT18	This organization actively engage in cross-communities activities and development practices	1.2	1.5	9.9	45.2	42.3	4.26	0.787	
DT19	This organization openly promotes diversity in its hiring practices.	0.6	2.9	14.4	41.1	41.1	4.19	0.831	

INDIVIDUAL		SD %	D %	N %	A %	SA	Mean	Std.	
Divergent Thinking antecedents							%	Deviation	
Factor 1 Divergent thinking attitude-Openness									
DT20	Different departments in our organization work cooperatively on community development activities	1.2	2.3	8.8	45.3	42.4	4.25	0.805	
Composite							3.99	0.95	

Table 4.36 shows that the respondents strongly agreed with the divergent thinking attitude of openness. I think everyone should communicate their ideas no matter how usual had the highest mean score of 4.22 out of the possible 5. While the only other construct I feel that people ought to be encouraged to share all their ideas, however unusual the idea had a score of 4.08 out of 5. This shows that most of the respondents strongly agree, I think everyone should communicate their ideas no matter how usual had the top score for their divergent thinking openness. Individual divergent thinking attitude of openness appears to be a present characteristic in the respondents.

Table 4.36 shows that the respondents strongly agreed with the divergent thinking attitude of efficient divergent that leads to convergent thinking “I feel that all people should be given equal time and listened to with open mind, regardless of how outside the norm they seem to be” having the highest mean score of 4.28 out of the possible 5. While judgement is needed during idea generation to ensure that only quality ideas are developed, the lowest score of 3.69 representing a neutral response from most respondents. I feel that all people should be given equal time and listened to with an open mind, regardless of how outside the norm they seem to have the lowest standard deviation of 0.79 indicating it was close to the mean of all other indicators. Individual divergent thinking attitude of efficient divergent that leads to convergent thinking appears to be less present characteristic as per the respondents.

Table 4.36 shows that the respondents strongly agreed on the divergent thinking attitude of ideation behaviour – new ideas with “friends ask me to help them think of ideas and solutions” having the highest mean score of 4.21 out of the possible 5. While “I am good at combining ideas in a way that other people have not tried had the lowest of 3.98 representing an agreed mean of 4.00 response from most respondents. While I come up with a lot of ideas and solutions had the lowest standard deviation of 0.810 indicating it was the

closest to the mean of all other indicators. Individual Divergent thinking attitude ideation behaviour–new ideas appear to be well represented in the S&D organizations under review.

Table 4.36 shows that the respondents had a neutral mean average response on individual divergent thinking ideation behaviour–need for cognition. I would rather do something that challenges my thinking abilities had the highest score of 3.90 out of 5. The same construct had the lowest standard deviation of 1.016 indicating it was the closest to the means of all other constructs. I prefer complex over simple problems and had the lowest score of 3.24. All the others had a lower score below 4 mean which indicates that this construct is not well represented in the respondents.

Table 4.36 shows that the respondents had a strongly agree mean average response on organizational divergent thinking of encouragement of divergent-idea freedom. Members' freedom to generate ideas is valued in our organization had the highest score of 4.28 out of 5. The same construct had the lowest standard deviation of 0.842 indicating it was the closest to the mean of all other constructs. The organization encourages risk-free environment where ideas can be openly expressed had the lowest score of 4.16. All the other constructs had above 4 mean which indicates a strongly agree response on this construct by the respondents.

Table 4.36 shows that the respondents had a strongly agree mean average response on organizational divergent thinking of encouragement of divergent- diversity. The organization actively engages in cross-communities activities and development practices had the highest score of 4.26 out of 5. The same construct had the lowest standard deviation of 0.787 indicating it was the closest to the mean of all other constructs. The organization openly promotes diversity in its hiring practices had the lowest score of 4.19. All the other constructs had above 4 mean which indicates a strongly agree response on these constructs by the respondents.

Exploratory Factor Analysis For Divergent Thinking

The second-order latent variable of divergent thinking was measured using 20 items first-order items in the questionnaire. To assess the underlying factors that could explain divergent thinking variables, the researcher employed Exploratory Factor Analysis. Tests conducted before exploratory factor analysis included Kaiser-Meyer-Olkin (KMO) and Bartlett test of Sphericity, the total variance explained by the components and the pattern matrix of the extracted components. To test goodness fit, the researcher constructed scree plots and employed both absolute and incremental fit indices. The validity of this measurement model demonstrated that the degree of model was adequate. Table 4.37 summarizes the findings of the KMO and Bartlett's for the constructs of divergent thinking.

Table 4. 37

KMO and Bartlett's Test for Divergent Thinking

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.816
Bartlett's Test of Sphericity	Approx. Chi-Square	1845.698
	Df	91
	Sig.	.000

As indicated in Table 4.37, the KMO measure of sampling was 0.816, which is greater than the acceptable 0.5. This indicated that the data collected was adequate for exploratory factor analysis. Bartlett's test of sphericity was significant (Chi-square = 1845.698, df = 91, $p < 0.5$). These findings demonstrated that the correlation patterns of the items to the components were effective, and factor analysis for the items evaluating divergent thinking variable should provide consistent and dependable factors. Table 4.38 provides a summary of the findings for the total variance explained.

Table 4. 38*Total Variance Explained for Divergent Thinking*

Component	Initial Eigenvalues			Extraction Sums of Squared			Rotation
	Total	Variance	Cumulative %	Total	Variance	Cumulative %	Sums of
							Squared
							Loadings
		% of	Cumulative		% of	Cumulative	
	Total	Variance	%	Total	Variance	%	Total
1	4.724	33.744	33.744	4.724	33.744	33.744	2.586
2	2.025	14.463	48.207	2.025	14.463	48.207	3.391
3	1.406	10.043	58.250	1.406	10.043	58.250	3.295
4	1.054	7.529	65.780	1.054	7.529	65.780	2.747
5	1.002	7.155	72.935	1.002	7.155	72.935	2.519
6	.603	4.306	77.241				
7	.554	3.960	81.201				
8	.477	3.409	84.610				
9	.470	3.358	87.968				
10	.410	2.927	90.895				
11	.378	2.699	93.594				
12	.324	2.316	95.910				
13	.309	2.208	98.119				
14	.263	1.881	100.000				

Table 4.38 shows 14 components were extracted. The 5 components with greater than 1 were responsible for 72.935 percent of the total variance in the divergent thinking variable

in the sports for development organizations in Kenya. Further Screen plot of the variable of divergent thinking was developed for comparison. Figure 4.14 provides a summary of the results.

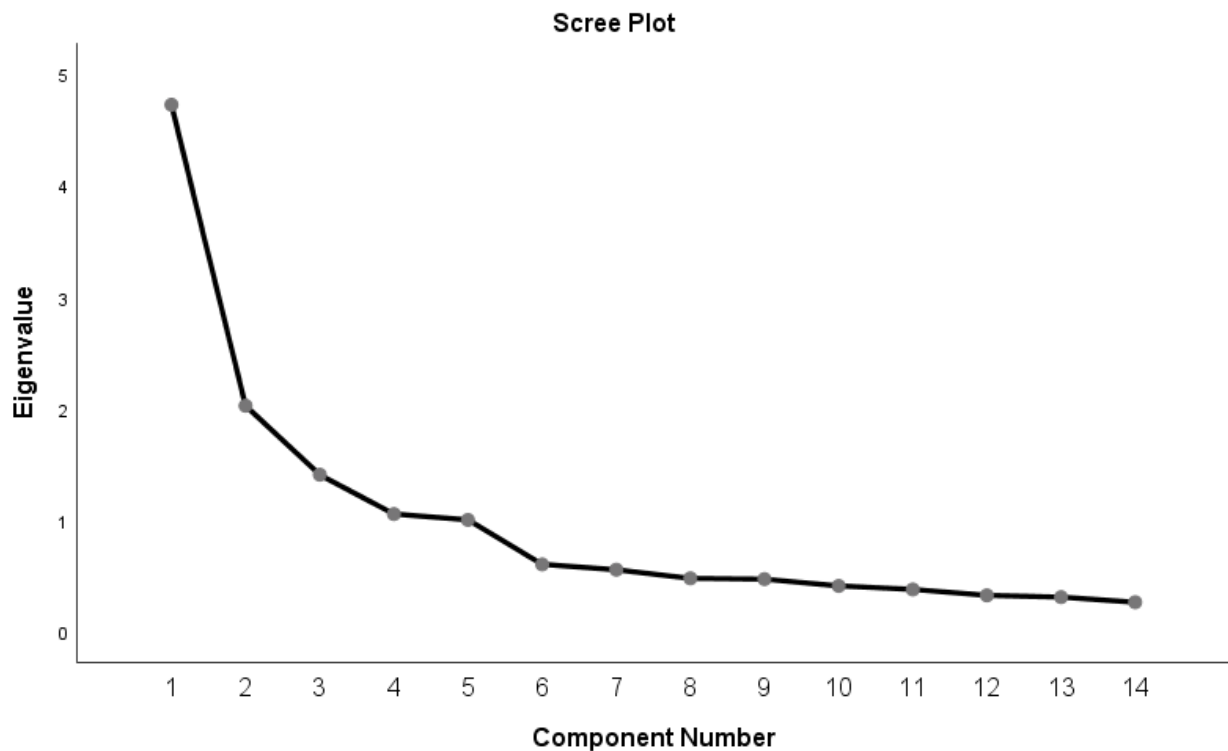


Figure 4. 14 *Scree Plot for Divergent Thinking*

Figure 4.14 shows the scree plot that was developed indicating the number of components generated from factor analysis. The inflexion point was discovered to be factor 6. This demonstrates that five components in the divergent thinking variable were generated. Table 4.39 shows the pattern matrix for these five factors or components and the items in the questionnaire that relate to them.

Table 4. 39*Pattern Matrix for Divergent Thinking*

	Component				
	1	2	3	4	5
OP44		.918			
OP45		.772			
CT46		.816			
NC55	.791				
NC56	.871				
NC57	.864				
IF58			.866		
IF59			.932		
IF60			.678		
CT47				.776	
CT48				.818	
CT49				.782	
NI51					.848
NI52					.845

The results summarized in Table 4.39 shows that component 1 had three items while component 2 comprised three items, component 3 had three, component 4 had three component 5 had two. The findings implication is that the divergent thinking variable of youth sports for development organizations in Kenya could be measured using five measures; component 1 (divergent thinking attitude-openness), component 2 (divergent thinking attitude-efficient divergent-convergent thinking) component 3 (ideation behaviour - new ideas), component 4

(ideation behaviour- need for cognition), component 5 (encouragement of divergent thinking- idea freedom).

Confirmatory Factor Analysis For Divergent Thinking

The researcher conducted CFA to examine the extent that the collected data for the divergent thinking variable fitted the study’s empirical model. This section provides results of the CFA for organizational justice variable and fits a CFA model to indicate how well the observed constructs explained the latent variable of divergent thinking. There were 20 items (DT1 to DT 20) used to measure divergent thinking. However, scale purification was conducted and items with loadings below 0.5 towards their respective latent variable were eliminated from further analysis. Therefore 6 items were excluded and only 14 items with loadings above 0.5 were maintained. Figure 4.15 Indicates how these items explained the performance outcomes variable.

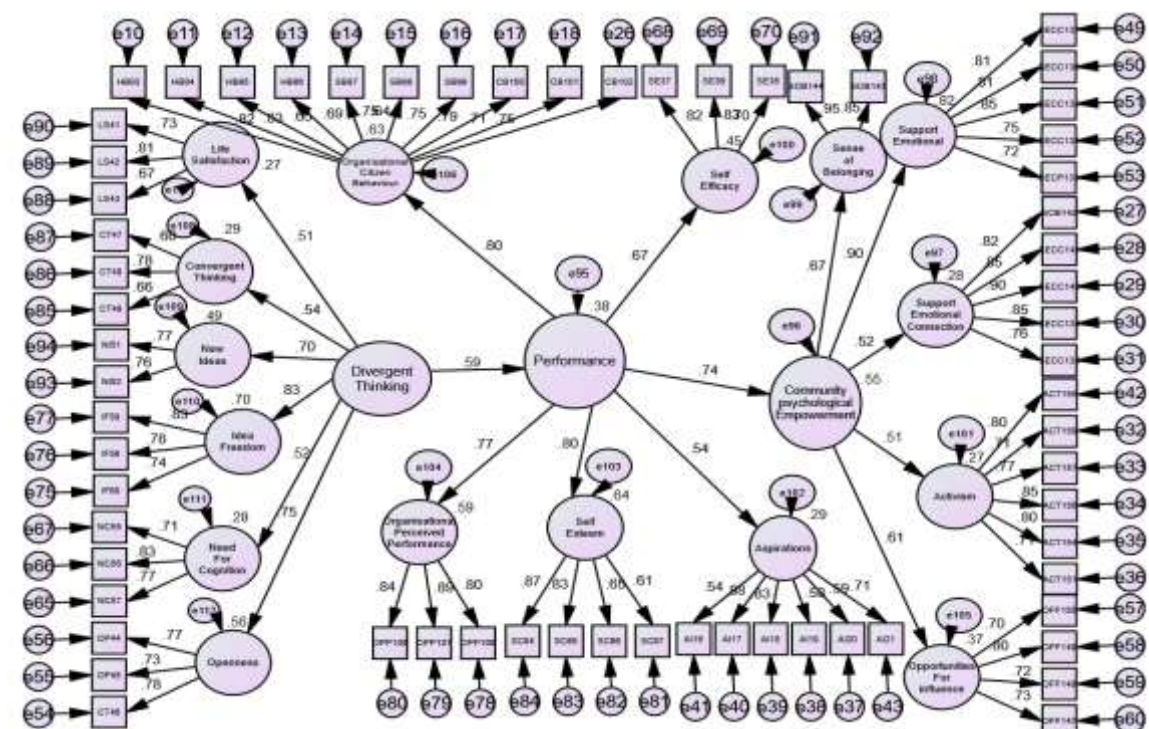


Figure 4. 15 SEM Model for the Relationship between Divergent Thinking and Performance

The SEM fit statistics of the overall measurement model for study variables was then extracted as shown in Figure 4.15. The CFA model fit the data adequately since the fit indices were within an acceptable range (Gold et al., 2001).

Table 4. 40

Model Fit Measures Divergent Thinking

Measure	Estimate	Threshold	Interpretation
CMIN	4291.368	--	--
DF	1997	--	--
CMIN/DF	2.149	Between 1 and 3	Excellent
CFI	0.934	>0.95	Acceptable
SRMR	0.074	<0.08	Excellent
RMSEA	0.058	<0.06	Excellent
PClose	0.099	>0.05	Excellent

The findings summarized in Table 4.40 indicate the summary of the fit indices provided by SEM output. The Chi-Square/df was 2.149 which was below the recommended value of 3, showing acceptable model fitness. Moreover, the value for CFI, an incremental fit index, was 0.934, which is over the critical value of 0.90 and therefore acceptable. Further, the RMSEA value was 0.058, which is less than the maximum acceptable value of 0.08 and hence indicating the model was a good fit. These results show that the developed paths and coefficients modelling the influence of divergent thinking on performance outcomes are reliable and efficient.

Table 4. 41*Dimension of Divergent Thinking (Constructs)*

Path		Unstandardized Estimate	Standardized Estimate (Beta)	S.E.	C.R.	P	R ²
Convergent Thinking	<--	Divergent Thinking	1.515	0.533	0.386	3.928 ***	.29
New Ideas	<--	Divergent Thinking	1.72	0.7	0.408	4.215 ***	.49
Idea Freedom	<--	Divergent Thinking	1.935	0.834	0.443	4.366 ***	.70
Need For Cognition	<--	Divergent Thinking	1.148	0.519	0.328	3.5 ***	.28
Openness	<--	Divergent Thinking	1.713	0.749	0.396	4.328 ***	.56

*** P<0.05

Table 4.41 indicates that for divergent thinking, the most important dimension was Idea Freedom with (Beta = 0.834, $p < 0.05$, $R^2 = 0.70$), followed by Openness with (Beta = 0.749, $p < 0.05$, $R^2 = 0.56$), then followed by New Idea (Beta = 0.7, $p < 0.05$, $R^2 = 0.49$) then followed by Convergent thinking (Beta = 0.533, $p < 0.05$, $R^2 = 0.29$) and lastly followed by Need for Cognition (Beta = 0.519, $p < 0.05$, $R^2 = 0.28$) The dimensions of divergent thinking which has been insufficiently addressed in prior studies, are significant for the formation of performance outcomes.

Table 4. 42

SEM Regression Weights for the Relationship between Divergent Thinking and Performance

Path	Unstandardized Estimate	Standardized Estimate (Beta)	S.E.	C.R.	P
Divergent Thinking <-- Performance	0.911	.574	0.088	10.396	***

*** $P < 0.05$

This study found that there was a positive path coefficient (beta = 0.574) between divergent thinking and performance outcomes, as shown in Table 4.42. In this regard, the relationship between divergent thinking and Performance outcomes was significant, Since the T value was 10.396 ($p < 0.05$) as shown in Table 4.42, the study rejects the null hypothesis and concludes that divergent thinking significantly affects performance outcomes in Kenyan youth sport for development organizations. Divergent thinking explained 37% ($R^2 = 0.37$) of the variance in performance outcomes in Kenyan youth sports for development organizations.

Statistical Model for H3

Influence of divergent thinking on performance outcomes

$$Y = \beta_0 + \beta_3 X_3 + \Sigma$$

$$\text{Performance outcomes} = \text{Constant} + \text{Slope} \times \text{divergent thinking} + \Sigma$$

Findings of the study divergent thinking on performance outcomes

The study interrogated the research objective focused on establishing the influence of divergent thinking on performance outcomes in Kenyan youth sports for development organizations. The descriptive statistics showed that respondents agree everyone should communicate their ideas no matter how usual scoring the highest mean. ($M = 4.22$, $SD = 0.835$) under the individual component, while the “all people should be given equal time and listened to with an open mind, regardless of how outside-the norm-they seem to be” as having the highest mean score ($M=4.28$ $SD = 0.790$) the second component of convergent thinking, “friends ask me to help them think of ideas and solutions” as having the highest mean score ($M=4.21$ $SD = 0.819$) under component 3 new idea, “willingness to do something that challenges my thinking abilities “($M=3.9$ $SD = 1.016$) under the component need for cognition, ‘Members have the freedom to generate ideas is valued in our organization’ ($M=4.28$ $SD = 0.798$) under component idea freedom, the organization actively engage in cross-communities activities development practices ($M=4.26$ $SD = 0.787$), under component covering diversity.

Pattern matrix results also showed that the measures for organizational justice were classified as 6 components comprising items mainly to do with how members feel about divergent thinking and how its application in the organization. Structural equation model results showed that divergent thinking had a statistically significant positive influence on performance outcomes ($Beta = 0.574$, $CR = 10.39$, $P < 0.05$). The fit indices provided by the SEM output indicated that the model was a good fit ($Chi-square/DF = 2.149$, $CFI = 0.934$, $RMSEA = 0.058$)

Discussion of Results of Divergent Thinking and Performance Outcomes

The hypothesis that divergent thinking has a significant influence on performance outcomes in sports for development organizations in Kenya and the null hypothesis was

rejected. This study found that relations between divergent thinking and performance outcomes were positively and statistically significant. Previous studies had confirmed the important role played by divergent thinking in the performance of employees (Janin, 2017; Ozaralli, Chen et al., 2012) however, this study looked at the beneficiaries of sports for development organizations in Kenya.

Divergent thinking involves the four individual and two organizational level constructs. This study reviewed individual constructs of openness, convergent thinking, new ideas, and the need for cognition and the organizational constructs idea of freedom and diversity (Reid et al., 2014). This study found that constructs of openness, convergent thinking, new ideas need for cognition, and idea freedom are present in sports for development organizations in Kenya and failed to confirm the diversity component that fell short in the study confirmatory tests.

Divergent thinking and cognitive flexibility are necessary to think about problems in new ways and to develop innovative solutions previously not envisioned by others (Jiang 2022). However, critics have argued that divergent thinking also allows individuals to develop novel ways to circumvent ethical standards (Jiang 2022). Further research could be undertaken by the sports for development to review the argument within its organization and ensure divergent thinking is applied for the good of the members and the community.

Divergent thinking can help to avoid tunnel vision biases in teams and encourage members to “Speak up” (Martinez 2018). A manager who is empowered and in a positive emotional state is in a better position to promote divergent thinking and promote creative ideas (Udod 2020). Divergent thinking will help come up with multiple unusual approaches to a problem or challenge (Williamson 2020). The study confirmed the divergent thinking in sports for development organizations and the organization’s leadership offers more

opportunities for creativity and problem-solving for the youth given the presence of divergent thinking in the organization.

The study also found that the most important dimension of divergent thinking was Idea Freedom with (Beta = 0.834, $p < 0.05$, $R^2 = 0.70$), followed by Openness with (Beta = 0.749, $p < 0.05$, $R^2 = 0.56$), then followed by New Idea (Beta = 0.7, $p < 0.05$, $R^2 = 0.49$) then followed by Convergent thinking (Beta = 0.533, $p < 0.05$, $R^2 = 0.29$) and lastly followed by Need for Cognition (Beta = 0.519, $p < 0.05$, $R^2 = 0.28$) This means that sports for development organization to achieve desired level of divergent thinking they should give more focus on idea freedom then followed by openness, then new ideas and lastly convergent thinking in their operations.

Objective 4: Positive Influence Of Life Satisfaction On Performance Outcomes

The fourth specific objective of this study was to establish the relationship between members' perceptions of life satisfaction and performance outcomes in Kenyan youth sports for development organizations

This was achieved by analyzing the descriptive statistics for life satisfaction by conducting exploratory factor analysis, and confirmatory factor analysis, and developing a structural equation model testing the first alternate hypothesis that:

H₀₄: Member perception of life satisfaction has no positive influence on performance outcomes.

Descriptive Analysis for Life Satisfaction

The study sought to establish the relationship between life satisfaction and performance outcomes variables. To achieve this, the respondents were asked to respond to items testing their level of agreement with statements on a scale of 1 to 5 where 1 represented strong disagreement and 5 represented strong agreement. The data were analyzed using descriptive statistics of mean and standard deviation. Variables with a mean close to 5.0

represented “strongly agree” while those with a mean close to 3.0 represented “neutral” and those with a mean of 2.0 and below represented disagree and strongly disagree. At the same time, the standard deviation was used to indicate the consensus of the respondents. The following table presents findings of descriptive analysis of life satisfaction in sports for development organizations in Kenya.

Table 4. 43*Descriptive Statistics for Life Satisfaction*

	Life Satisfaction	SD	D %	N %	A %	SA	Mean	Std.
		%				%		Deviation
LS1	In most ways, my life is close to my ideal	3.3	4.7	16.9	42.4	32.6	3.96	0.990
LS2	The conditions of my life are excellent	4.7	18.4	40.6	24.3	12.0	3.20	1.027
LS3	I am satisfied with my life	7.0	19.9	30.7	25.1	17.3	3.26	1.166
LS4	So far I have gotten the important things I want in life	9.3	29.8	24.4	22.0	14.5	3.02	1.214
LS5	If I could live my life over, I would change almost nothing.	17.4	26.3	24.3	14.7	17.4	2.88	1.338

Table 4.43 shows that the respondents had the life satisfaction characteristic stating they are satisfied with their life ($M = 3.26$, $SD = 1.166$), they have so far gotten important things they want in life ($M = 3.02$, $SD = 1.214$), and finally, if they could their life over again they would not change their lives ($M = 2.88$, $SD = 1.338$).

It appears that the participants coming from poor backgrounds did not score well in this construct and this is possibly a reflection of their background/community they come from and not the S&D necessarily the failure of the organizations. It would be interesting to compare the score of the respondents against other community not participants of the S&D activities and see if there is any difference.

Exploratory Factor Analysis For Life Satisfaction

The second-order latent variable of life satisfaction was measured using 5 items of first-order items in the questionnaire. To assess the underlying factors that could explain the life satisfaction variable, the researcher employed exploratory factor analysis. Tests conducted before exploratory factor analysis included Kaiser-Meyer-Olkin (KMO) and Bartlett test of Sphericity, the total variance explained by the components and the pattern matrix of the extracted components. To test goodness fit, the researcher constructed scree plots and employed both absolute and incremental fit indices. The validity of this measurement model demonstrated that the degree of model was adequate. Table 4.44 summarizes the findings of the KMO and Bartlett's for the constructs of life satisfaction.

Table 4. 44*KMO and Bartlett's Test for Life Satisfaction*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.706
Bartlett's Test of Sphericity	Approx. Chi-Square	289.090
	Df	3
	Sig.	.000

As indicated in Table 4.44, the KMO measure of sampling was 0.706, which is greater than the acceptable 0.5. This indicated that the data collected was adequate for exploratory factor analysis. Bartlett's test of sphericity was significant (Chi-square = 289.090, $df = 3$, $p < 0.5$). These findings demonstrated that the correlation patterns of the items to the components were effective, and factor analysis for the items evaluating the life satisfaction variable should provide consistent and dependable factors. Table 4.45 provides a summary of the findings for the total variance explained.

Table 4. 45*Total Variance Explained for Life Satisfaction.*

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.085	69.490	69.490	2.085	69.490	69.490
2	.511	17.039	86.528			
3	.404	13.472	100.000			

Table 4.45 shows 3 components were extracted. The 1 component with greater than 1 was responsible for 69.490 percent of the total variance in the life satisfaction variable in the sports for development organizations in Kenya. Further, a Scree plot of the variable of life

satisfaction variable was developed for comparison. Figure 4.16 provides a summary of the results.

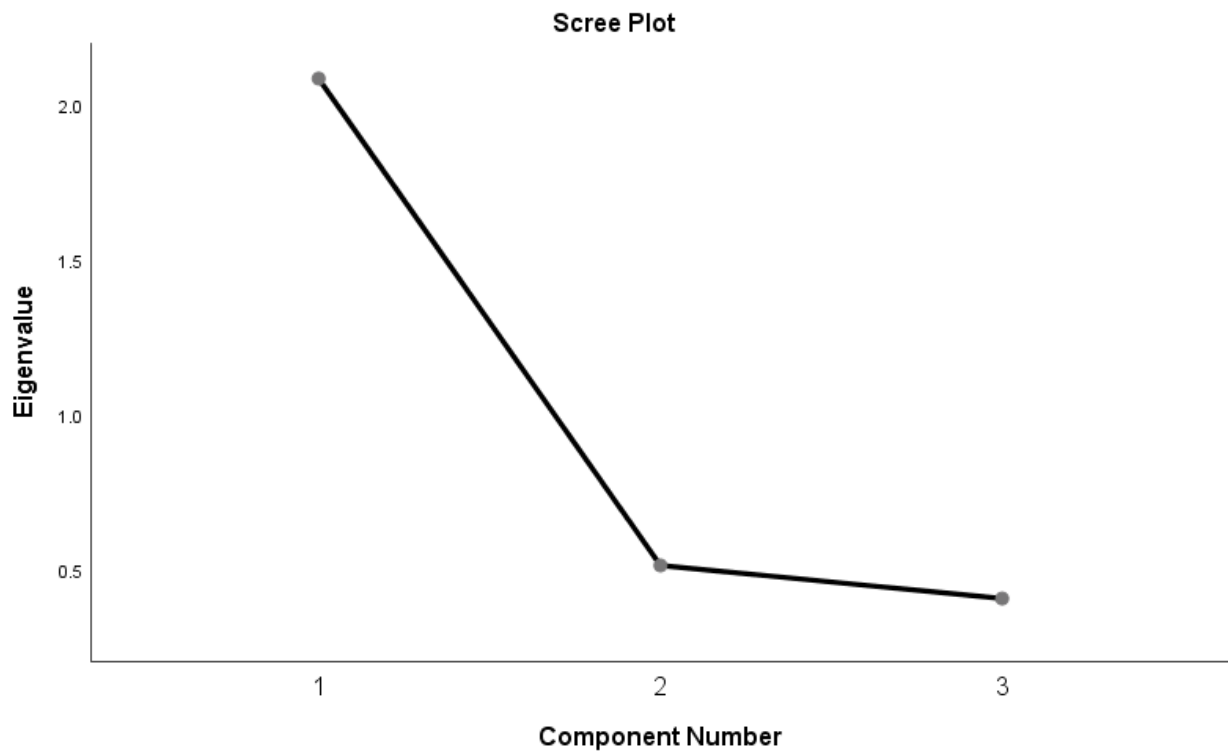


Figure 4. 16 Scree Plot for Life Satisfaction

Figure 4.16 shows the scree plot that was developed indicating the number of components generated from factor analysis. The inflexion point was discovered to be factor 2. This demonstrates that one component in the life satisfaction variable was generated. Table 4.46 shows the pattern matrix for this one factor or component and the items in the questionnaire that relate to them.

Table 4. 46

Pattern Matrix for Life Satisfaction

	Component 1
LS41	.835
LS42	.856
LS43	.809

The results summarized in Table 4.46 shows that component 1 had three items. The findings implication is that the life satisfaction variable of youth sports for development organizations in Kenya could be measured using one measure; component 1 (life satisfaction).

Confirmatory Factor Analysis For Life Satisfaction

The researcher conducted CFA to examine the extent that the collected data for the life satisfaction variable fitted the study’s empirical model. This section provides results of the CFA for the life satisfaction variable and fits a CFA model to indicate how well the observed constructs explained the latent variable of life satisfaction. There were 5 items (LS1 to LS5) used to measure life satisfaction. However, scale purification was conducted and items with loadings below 0.5 towards their respective latent variable were eliminated from further analysis. Therefore 2 items were excluded and only 3 items with loadings above 0.5 were maintained. Figure 4.17 indicates how these items explained the performance outcomes variable.

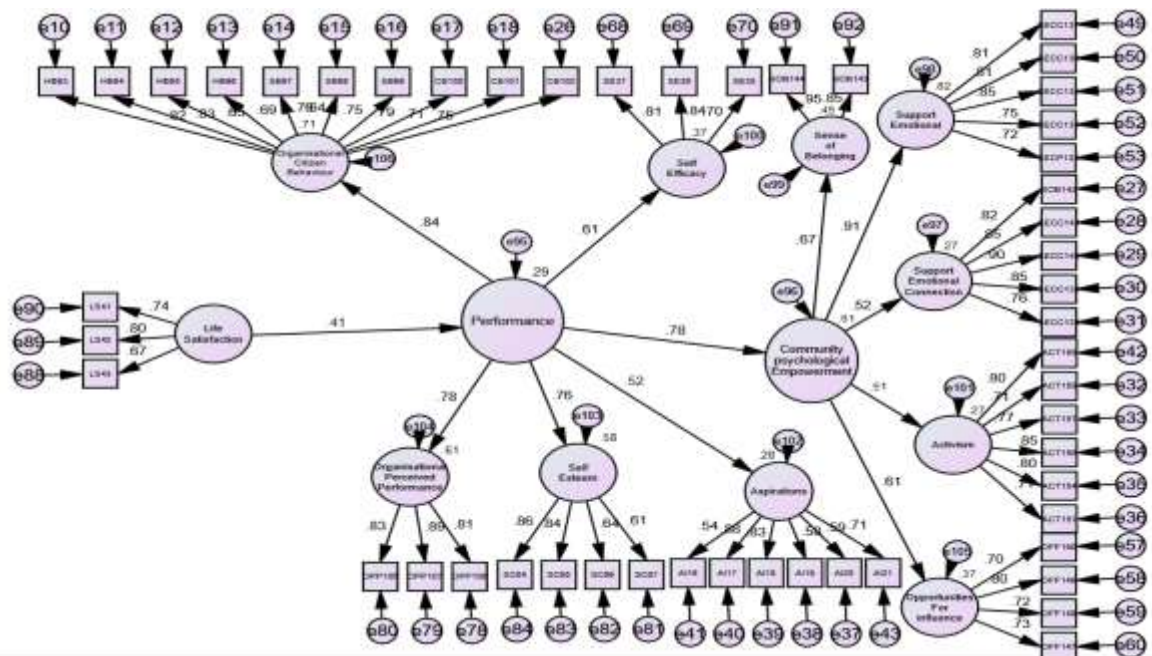


Figure 4. 17 SEM Model for the Relationship between Member Perception of Life Satisfaction and Performance

The SEM fit statistics of the overall measurement model for study variables was then extracted as shown in Figure 4.17. The CFA model fit the data adequately since the fit indices were within an acceptable range (Gold et al., 2001).

Table 4. 47

Model Fit Measures Life Satisfaction

Measure	Estimate	Threshold	Interpretation
CMIN	2738.616	--	--
DF	1212	--	--
CMIN/DF	2.260	Between 1 and 3	Excellent
CFI	0.932	>0.95	Acceptable
SRMR	0.074	<0.08	Excellent
RMSEA	0.054	<0.06	Excellent
PClose	0.068	>0.05	Excellent

The findings summarized in Table 4.47 indicates the summary of the fit indices provided by SEM output. The Chi-Square/df was 2.260 which was below the recommended value of 3, showing acceptable model fitness. Moreover, the value for CFI, an incremental fit index, was 0.932, which is over the critical value of 0.90 and therefore acceptable. Further, the RMSEA value was 0.054, which is less than the maximum acceptable value of 0.08 and hence indicating the model was a good fit. These results show that the developed paths and coefficients modelling the influence of life satisfaction on performance outcomes are reliable and efficient.

Table 4. 48

SEM Regression Weights for The Relationship between Member Perception of Life Satisfaction and Performance Outcomes

Path	Unstandardized Estimate	Standardized			
		Estimate (Beta)	S.E.	C.R.	P
<- Life Performance	0.722	0.405	0.09	8.056	***
-- Satisfaction					

*** P<0.05

This study found that there was a positive path coefficient (beta = 0.405) between Member perception of life satisfaction and performance outcomes, as shown in Figure 4.48. In this regard, the relationship between Member perception of life satisfaction and Performance outcomes was significant, Since the T value was 8.056 (p<0.05) as shown in Table 4.48, the study rejects the null hypothesis member perception of life satisfaction positively and significantly affects performance outcomes in Kenyan youth sport for development organizations. Member perception of life satisfaction explained 29% ($R^2=0.29$) of the variance in performance outcomes in Kenyan youth sports for development organizations.

Statistical Model for H4

Influence of life satisfaction on performance outcomes

$$Y = \beta_0 + \beta_1 X + \Sigma$$

$$\text{Performance outcomes} = \text{Constant} + \text{Slope} \times \text{life satisfaction} + \Sigma$$

Findings of the study life satisfaction on performance outcomes

The study's research objective was to establish the influence of members' perceptions of life satisfaction on performance outcomes in Kenyan youth sports for development

organizations. The findings indicated that respondents agree to have life satisfaction indicating that: they are satisfied with their life ($M = 3.26$, $SD = 1.166$), they have so far gotten important things in life ($M = 3.02$, $SD = 1.214$), and finally if they would not change their lives ($M = 2.88$, $SD = 1.338$). The pattern matrix results also showed that the measures for life satisfaction were classified as 1 component comprising 3 items mainly to do with members' perception of their lives satisfaction. Structural equation model results showed that active membership had a statistically significant positive influence on performance outcomes ($Beta = 0.405$, $CR = 8.056$, $P < 0.05$) the fit indices provided by the SEM output indicated that the model was a good fit ($Chi-square/DF = 2.260$, $CFI = 0.932$, $RMSEA = 0.054$)

Discussion of Results of Life Satisfaction and Performance Outcomes

The findings of this study postulate that Life satisfaction positively influences performance outcomes of youth sports for development organizations in Kenya. The study, therefore, rejects the null hypothesis hence life satisfaction was found to influence performance outcomes in youth sports for development organizations in Kenya.

Life satisfaction has increasingly become an important issue and is beginning to affect the actions of governments, cities, and most of all successful organizations (Sinčić, Pološki, and Tkalac 2020). The study shows that sports for development organizations' performance outcomes are positively and significantly influenced by perceptions of life satisfaction.

Happiness or subjective well-being can be indicated by life satisfaction (Heller, Watson & Ilies, 2004), and can also be defined as the individual liking or disliking of their own lives (Erdogan, Bauer, Truxillo & Mansfield, 2012). This may indicate why as much as the variable stood the test it fared lowest compared to all the other performance outcome variables. The highest score had a mean of 3.36 which basically reflects a neutral response. The standard deviation of 1.214 indicates many responses were spread away from the mean and not converging around the mean at below 1.

Perceptions of Satisfaction judgments are based on comparing human circumstances with what is a reasonable standard (Diener, 2009) the sports for development organizations being in the setting of a low-income community would possibly explain the low score of this component in the questionnaire.

The importance of life satisfaction augmented recently after empirical studies showed it has a positive link to various indicators of performance (Jones, 2006; Duckworth, Quinn & Seligman, 2009; Lyons & Huebner, 2016; Chughtai, 2021). The study finding agrees with the above argument and finds perception of life satisfaction influences the performance of sports positively and significantly for development organizations in Kenya.

It is important to point out that judging how people are and their current situation is based on comparisons with the level at which each person sets themselves; is not externally imposed (Diener, 2009). While this is a key point of caution for sports for development organizations, they could still endeavour to find ways of improving this key performance aspect in their members even if it is an individual-driven issue.

According to Hessels, Arampatzi, Zwan & Burger (2017), a key factor in determining life satisfaction is whether in engaged in an activity or work. Previous studies revealed that organization members who are satisfied with their lives tend to develop high-quality relationships with their group members and therefore tend to perform at a higher level (Chughtai, 2021). This study concurs and confirms the perceptions of life satisfaction positively and significantly influence performance outcomes of sports for development organizations in Kenya.

Amati, (2018) there is ample evidence in the literature that individuals with richer networks of active social relationships appear to have more life satisfaction. This is an important point for S&D organizations to consider for example youth exchange programs and

other programs that allow members to expand their relationships outside their local communities.

Chughtai (2021) studied the relationship between life satisfaction and job performance and recommended further research to “uncover other mediating variables that have the potential to explain linkages between these two constructs.” The study has identified empowering leadership to partially mediate between life satisfaction and performance outcomes in sports for development organizations in Kenya. While Amati (2018) made a conclusion in his research on life satisfaction that social integration and an active lifestyle are key and the more integrated an individual is. Sports for development organizations in the study can take this argument and conduct further study to find how they perform in the point raised in the finding stated above.

Objective 5: Influence of Empowering Leadership on Performance Outcomes

The fifth specific objective of this study is to establish the relationship between empowering leadership and performance outcomes among the youth in Kenya's sports for development organizations. This was achieved by analyzing the descriptive statistics for empowering leadership, conducting exploratory factor analysis, confirmatory factor analysis and developing a structural equation model testing the fifth hypothesis:

H₀₅: Empowering leadership has no positive influence on performance outcomes.

Descriptive Analysis For Empowering Leadership

The study sought to establish the relationship between empowering leadership and performance outcomes variables. To achieve this, the respondents were asked to respond to items testing their level of agreement with statements on a scale of 1 to 5 where 1 represented strong disagreement and 5 represented strong agreement. The data were analyzed using descriptive statistics of mean and standard deviation. Variables with a mean close to 5.0 represented “strongly agree” while those with a mean close to 3.0 represented “neutral” and

those with a mean of 2.0 and below represented disagree and strongly disagree. At the same time, the standard deviation was used to indicate the consensus of the respondents. The following table presents findings of descriptive analysis for empowering leadership in sports for development organizations in Kenya.

Table 4. 49*Team Empowering Leadership.*

Team empowering leadership		SD	D	N	A	SA	Mean	Std.
		%	%	%	%	%		Deviation
TEL1	My team leader encourages me to work together with the others who are part of the team.	0.6	1.9	7.2	48.4	41.9	4.29	0.734
TEL2	My team leader encourages me to work together with the others who are part of the team.	1.5	0.9	5.5	45.1	46.9	4.35	0.761
TEL3	My team leader advises me to coordinate my efforts with the others who are part of the team.	0.3	1.2	6.7	46.0	45.7	4.36	0.687
TEL4	My team leader urges me to work as a team with other individuals who are part of the team.	0.6	0.9	7.3	45.7	45.5	4.35	0.705
TEL5	My team leader expects that the collaboration with the other members of the team works well.	0.3	2.1	5.6	51.0	41.1	4.30	0.695
	composite						4.33	0.72

Table 4.49 shows that the respondents had the team empowering leadership where my team leader advises me to coordinate my efforts with the others who are part of the team had the highest mean score of 4.36 out of the possible 5. While my team leader encourages me to work together with the others who are part of the team, had the lowest mean score with 4.29. This shows that most of the respondents strongly agree that my team leader advises me to coordinate my efforts with the others who are part of the team was the top for the team empowering leadership. My team leader encourages me to work together with the others who are part of the team had the highest standard deviation at $SD = 0.761$, while my team leader advises me to coordinate my efforts with the others who are part of the team had the lowest standard deviation at $SD = 0.687$. The team leader advises me to coordinate my efforts with the others who are part of the team was found to be the team-empowering leadership attribute which was the most concentrated around the mean. All above mean of 4, is good.

Table 4. 50*Individual Empowering Leadership*

	Individual Empowering Leadership	SD %	D %	N %	A %	SA %	Mean	Std. Deviation
IEL1	My teammates encourage me to search for solutions to my problems without supervision.	1.2	6.5	11.7	51.6	29.0	4.01	0.879
IEL2	My teammates urge me to assume responsibilities on my own.	5.0	11.0	9.8	45.4	28.8	3.82	1.118
IEL3	My teammates encourage me to learn new things.	0.0	0.9	8.8	52.5	37.8	4.27	0.654
IEL4	My team leader encourages me to search for solutions to my problems without supervision.	1.8	7.1	13.0	46.6	31.6	3.99	0.944
IEL5	My teammates encourage me to give myself a pat on the back when I meet a new challenge.	2.1	4.4	10.6	49.6	33.4	4.08	0.893
	Composite						4.03	0.90

Table 4.50 shows that the respondents had individual empowering leadership where my teammates encourage me to learn new things had the highest mean score of 4.27 out of the possible 5. While my teammates urge me to assume responsibilities on my own, had the lowest mean score with 3.82. This shows that most of the respondents strongly agree my teammates encourage me to learn new things was the top for the individual empowering leadership. My teammates urge me to assume responsibilities on my own had the highest standard deviation at $SD = 1.118$. While my teammates encourage me to learn new things with the others who are part of the team had the lowest standard deviation at $SD = 0.654$. My teammates encourage me to learn new things was found to be the individual empowering leadership attribute which was the most concentrated around the mean. All above mean of 4, good except for teammates assuming responsibility for me with a mean of 3.82.

Table 4. 50*Team Empowering*

	Team empowering	SD %	D %	N %	A %	SA %	Mean	Std. Deviation
TE1	My teammates encourage me to work together with other individuals, who are part of the team.	0.3	1.2	6.8	52.1	39.7	4.30	0.672
TE2	My teammates advise me to coordinate my efforts with the others and who are part of the team.	0.0	1.8	9.7	50.6	37.9	4.25	0.698
TE3	My teammates urge me to work as a team with others who are part of the team.	0.3	1.2	6.5	55.3	36.8	4.27	0.659
TE4	My teammates expect that the collaboration with the other members of the team works well	0.0	0.9	6.5	51.3	41.3	4.33	0.636
	Composite						4.29	0.67

Table 4.50 shows that the respondents had the team empowering where my teammates expect that the collaboration with the other members of the team works well and had the highest mean score of 4.33 out of the possible 5. While my teammates advise me to coordinate my efforts with the others who are part of the team., had the lowest mean score of 4.25. This shows that most of the respondents strongly agree My teammates expect that the collaboration with the other members in the team works well was the top for the team empowering. My teammates advise me to coordinate my efforts with the others and those who are part of the team had the highest standard deviation at $SD = 0.698$, My teammates expect that collaboration with the other members of the team works well team had the lowest standard deviation at $SD = 0.636$. My teammates expect collaboration with the other members of the team works well was found to be the team-empowering attribute which was the most concentrated around the mean. All the above have a mean of 4.29, which means strongly agree.

Exploratory Factor Analysis For Empowering Leadership

The second-order latent variable of empowering leadership was measured using 13 items first order items in the questionnaire. To assess the underlying factors that could explain empowering leadership, the researcher employed Exploratory Factor Analysis. Tests conducted before exploratory factor analysis included Kaiser-Meyer-Olkin (KMO) and Bartlett test of Sphericity, the total variance explained by the components and the pattern matrix of the extracted components. To test goodness fit, the researcher constructed scree plots and employed both absolute and incremental fit indices. The validity of this measurement model demonstrated that the degree of model was adequate. Table 4.51 summarizes the findings of the KMO and Bartlett's for the constructs of empowering leadership.

Table 4. 51*KMO and Bartlett's Test Empowering Leadership*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.907
Bartlett's Test of Sphericity	Approx. Chi-Square	2247.752
	Df	36
	Sig.	.000

As indicated in Table 4.51, the KMO measure of sampling was 0.907, which is greater than the acceptable 0.5. This indicated that the data collected was adequate for exploratory factor analysis. Bartlett's test of sphericity was significant (Chi-square = 2247.52, df = 36, $p < 0.5$). These findings demonstrated that the correlation patterns of the items to the components were effective, and factor analysis for the items evaluating empowering leadership variable should provide consistent and dependable factors. Table 4.52 provides a summary of the findings for the total variance explained.

Table 4. 52*Total Variance Explained for Empowering Leadership.*

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.756	63.956	63.956	5.756	63.956	63.956
2	.873	9.700	73.656			
3	.572	6.354	80.010			
4	.450	4.995	85.004			
5	.412	4.574	89.578			
6	.313	3.479	93.057			
7	.281	3.123	96.180			
8	.184	2.043	98.223			
9	.160	1.777	100.000			

Extraction Method: Principal Component Analysis.

Table 4.52 shows 9 components were extracted. The 1 component with greater than 1 was responsible for 63.956 percent of the total variance in the empowering leadership variable in the sports for development organizations in Kenya. Further Scree plot of the variable of empowering leadership variable was developed for comparison. Figure 4.18 provides a summary of the results.

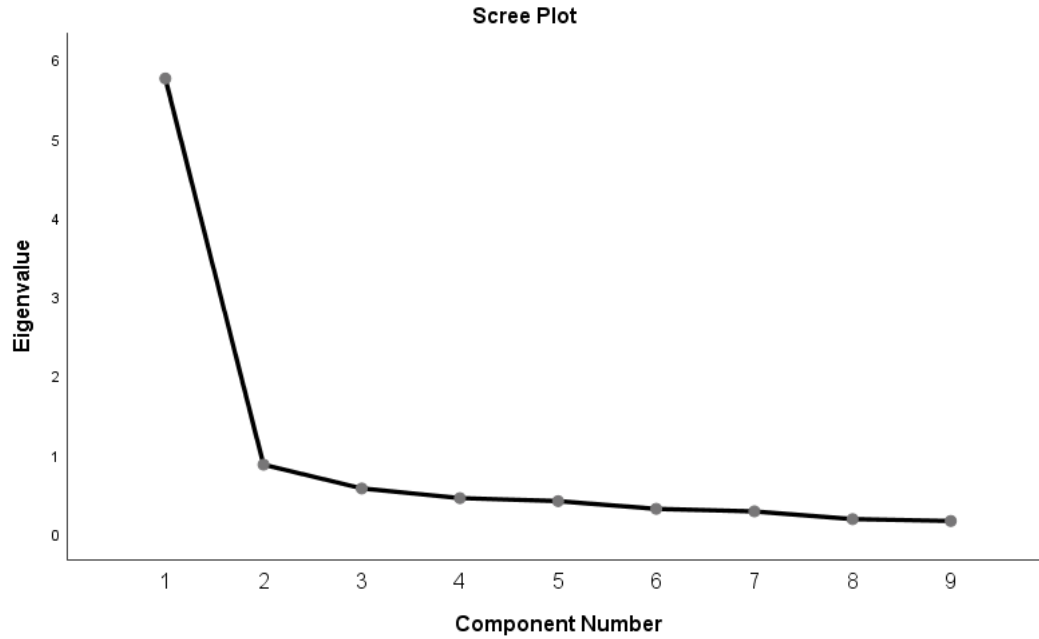


Figure 4. 18 *Scree Plot for Empowering Leadership*

Figure 4.18 shows the scree plot that was developed indicating the number of components generated from factor analysis. The inflexion point was discovered to be factor 2. This demonstrates that one component in the empowering leadership variable was generated. Table 4.53 shows the pattern matrix for this one factor or component and the items in the questionnaire that relate to them.

Table 4. 53*Pattern Matrix for Empowering Leadership*

	Component 1
TEL117	.789
TEL118	.743
TEL119	.838
TEL120	.803
IEL123	.712
TE126	.834
TE127	.863
TE128	.818
TE129	.786

The results summarized in Table 4.53 shows that component 1 had nine items. The findings implication is that empowering leadership variable of youth sports for development organizations in Kenya could be measured using one measure; component 1 (empowering leadership: team empowering leadership-team leader & team empowering- colleague)

Confirmatory Factor Analysis For Empowering Leadership

The researcher conducted CFA to examine the extent that the collected data for the empowering leadership variable fitted the study's empirical model. This section provides results of the CFA for empowering leadership variable and fits a CFA model to indicate how well the observed constructs explained the latent variable of performance outcomes. There were 5 items (TEL1 to TEL5) used to measure team empowering leadership, 5 teams (IEL1 to IEL5) used to measure individual empowering leadership and 4 items (TE1 to TE4) used

to measure team empowering leadership. However, scale purification was conducted and items with loadings below 0.5 towards their respective latent variable were eliminated from further analysis. Therefore, 4 items were excluded and only 9 items with loadings above 0.5 were maintained. Figure 4.19 Indicates how these items explained the performance outcomes variable.

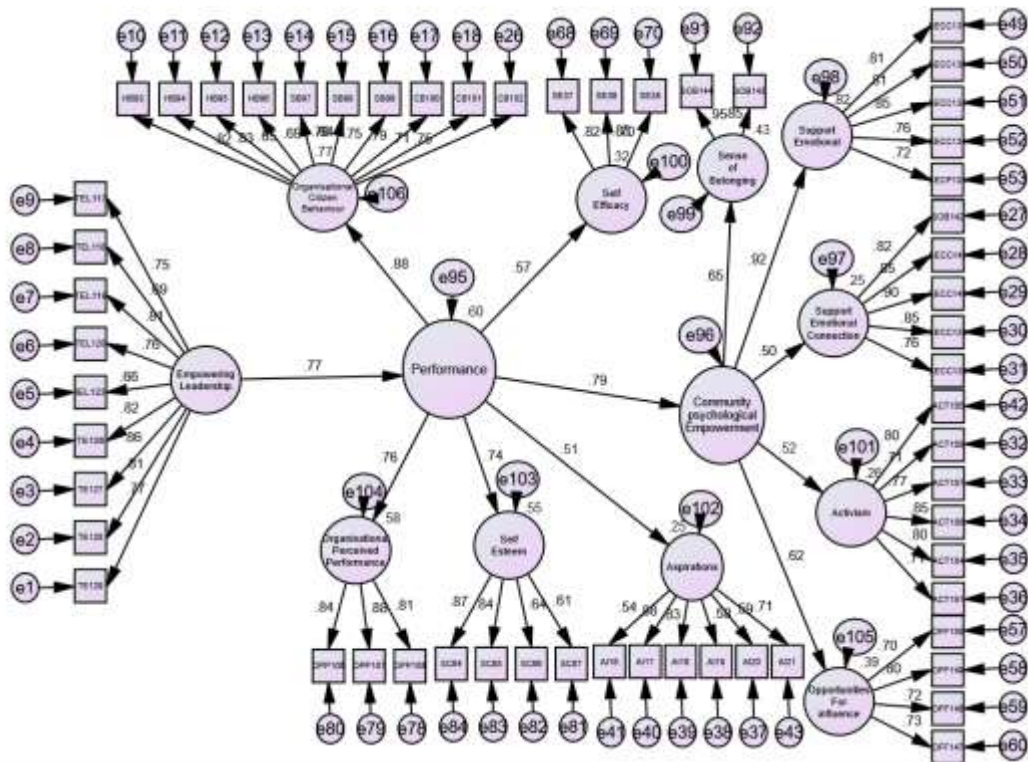


Figure 4. 19 SEM Model for the Relationship between Empowering Leadership and Performance Outcomes

The SEM fit statistics of the overall measurement model for study variables was then extracted as shown in Figure 4.19. The CFA model fit the data adequately since the fit indices were within an acceptable range (Gold et al., 2001).

Table 4. 54*Model Fit Measures the Relationship between Empowering Leadership and Performance**Outcomes*

Measure	Estimate	Threshold	Interpretation
CMIN	3674.535	--	--
DF	1527	--	--
CMIN/DF	2.406	Between 1 and 3	Excellent
CFI	0.941	>0.95	Acceptable
SRMR	0.070	<0.08	Excellent
RMSEA	0.034	<0.06	Excellent
PClose	0.094	>0.05	Excellent

The findings summarized in Table 4.54 indicates the summary of the fit indices provided by SEM output. The Chi-Square/df was 2.406, which was below the recommended value of 3, showing acceptable model fitness. Moreover, the value for CFI, an incremental fit index, was 0.941, which is over the critical value of 0.90 and therefore acceptable. Further, the RMSEA value was 0.034, which is less than the maximum acceptable value of 0.08 and hence indicating the model was a good fit. These results show that the developed paths and coefficients modelling the influence of empowering leadership on performance outcomes are reliable and efficient.

Table 4. 55

SEM Regression weights for the relationship between Empowering Leadership and Performance

Path	Unstandardized Estimate	Standardized Estimate (Beta)	S.E.	C.R	P
Performance < Empowering Leadership	0.885	0.772	0.076	11.677	**

*** P<0.05

This study found that there was a positive path coefficient (beta = 0.772) between empowering leadership and performance outcomes, as shown in Table 4.55. In this regard, the relationship between empowering leadership and performance outcomes was significant, Since the T value was 11.677 (p<0.05) as shown in Table 4.55, empowering leadership explained 60% (R²=0.60) of the variance in performance outcomes in Kenyan youth sport for development organizations.

Statistical Model for H5

Influence of empowering leadership on performance outcomes

$$Y = \beta_0 + \beta_1 Z + \Sigma$$

Performance outcomes = Constant + Slope X empowering leadership + Σ

Findings of the study empowering leadership on performance outcomes

The study's research objective focused on the influence of empowering leadership on performance outcomes in youth sports for development organizations in Kenya. The descriptive statistics for OCB indicated that helping behaviour item 1 showed that

respondents who had the helping behaviours with the highest mean score of 4.22 were respondents who would willingly share their expertise with other members of the organization. ($M = 4.22$, $SD = 0.780$) under component item 2 sportsmanship behaviour showed “all people should be given equal time and listened to with an open mind, regardless of how outside-the norm-they seem to be” as having the highest mean score ($M=4.27$ $SD = 0.746$) the 3rd component item of civic behaviour for OCB showed was that respondents attend and actively participate in team meetings as having the highest mean score ($M=4.28$ $SD = 0.739$).

The descriptive statistics for self-efficacy had only one component and showed that respondents “were able to solve most problems if they invested the necessary effort” had the highest mean ($M = 4.28$ $SD = 0.821$). While both the characteristics of being confident they could deal efficiently with unexpected life events and being resourceful to handle unforeseen situations had the lowest mean score with 4.14 each.

The descriptive statistics for personal aspirations 5 components the first was well-being, which was shown by the respondents’ high level of concern to get a job as the highest score ($M = 4.27$, $SD = 0.895$) the second was security and the respondents indicated to have a high level of concern to have to live in my community with the highest score ($M = 2.99$, $SD = 1.300$), third item Achievement importance and the respondents indicated taking care of parents and rest of family when older as their highest concern ($M = 4.57$, $SD = 0.794$) together having a good job ($M 4.57$, $SD = 0.693$). Item number four high expectations of education by “getting a job that pays well” with the highest score ($M = 4.55$, $SD = 0.710$), fifth item High expectation-quality life respondents indicated that “owning a home” had the highest score ($M = 4.62$, $SD = 0.638$).

The descriptive statistics for self-esteem were shown by the respondents’ taking a positive attitude towards themselves as the highest score ($M = 4.54$, $SD = 0.691$), the second

highest was feeling of having a number of good qualities ($M = 4.55$, $SD = 0.665$) followed by being a person of worth ($M = 4.52$, $SD = 0.738$) and lastly doing things as well as other people ($M = 4.33$, $SD = 0.665$).

The descriptive statistics for organizational perceived performance were shown by the respondents' feeling this year the activities of the organization were meaningful and useful to the community as the highest score ($M = 4.28$, $SD = 0.866$), the second highest feeling that compared with the last year, the activities of this organization have improved with quality ($M = 4.24$, $SD = 0.806$) followed by the feeling compared with the last year, the activities of this organization have grown in size ($M = 4.20$, $SD = 0.874$).

The descriptive statistics community psychological empowerment had two main categories of relational empowerment and behavioural empowerment. Relational empowerment had support and emotional empowerment, support and emotional connection with the community, a sense of belonging and opportunities for influence. While behavioural empowerment had activism and civic engagement.

Respondent for support and emotional empowerment support indicated that In the community where they live, they feel they can share experiences and interests with other youths with the highest mean score ($M = 4.26$, $SD = 0.26$) while under the support and emotional connection with the community, the response with the highest score was people in this community support each other ($M = 4.07$, $SD = 0.880$), under sense of belonging, the respondents highest response was they feel like they belong to this community ($M = 4.09$, $SD = 0.919$), under opportunities for influence, the respondents highest score was they honestly, felt I that if we engage more, the community would have opportunity to improve things for youths ($M = 3.06$, $SD = 1.329$), and for civic engagement response with the highest score was they had attended a meeting to gather information about a neighbourhood issue ($M = 3.36$, $SD = 1.359$).

The pattern matrix results also showed that the measures for performance findings confirmed that there were five 1st order components of performance outcome namely organizational citizen behaviour, self-efficacy, aspirations, self-esteem, and organizational perceived performance and one 2nd order dimension of performance outcome namely community psychological empowerment.

Structural equation model results showed that performance outcomes had a statistically significant positive influence on performance outcomes as follows: organizational citizen behaviour was the most important dimension of performance (Beta =0.848, $p < 0.05$, CR=18.092), followed by organizational perceived performance (Beta =0.783, $p < 0.05$, CR=11.123), then followed by community psychological empowerment (Beta =0.771, $p < 0.05$, CR=10.419) and then self-esteem (Beta =0.765, $p < 0.05$, CR =8.993) which was followed by self-efficacy (Beta =0.6, $p < 0.05$, CR=88.774) and the least was aspirations (Beta =0.501, $p < 0.05$ CR =6.754). The fit indices provided by the SEM output indicated that the model was a good fit (Chi-square/DF = 2.266, CFI =0.932, RMSEA =0.041).

Discussion of Results of Empowering Leadership and Performance Outcomes

The findings of this study postulate that empowering leadership positively influences performance outcomes of youth sports for development organizations in Kenya. The study, therefore, rejects the null hypothesis hence empowering leadership was found to influence performance outcomes in youth sports for development organizations in Kenya.

Li, Chiaburu, and Kirkman (2017) in their study “at the highest level of empowering leadership in national ethics: the climate of organization as a two-edged sword” focuses on high-level design and reliance on event process used to understand empowerment. A leadership, research looking at the role of mediation for psychological empowerment at each

level and inter-team relationships aimed at empowering leadership and both compatible forms of citizenship at each level: corporate citizenship ethics and management.

Both studies applied the same tool and method to measure empowering leadership, and both found a positive and significant influence of empowering leadership on performance outcomes. The earlier research was done from data of 98 organizations' work teams in one large organization in China. The current research is done in Kenya and within sports for development organizations focusing on youth beneficiaries which are different settings.

Another study on empowering leadership study entitled, *When and Why Empowering Leadership Increases Adoption Management: A multilevel study in China* (Li, L., He, W., Yam, C., and Long, L. R. 2015). Their research was based on the dual-nature model, this study assessed why and when empowering leadership has a diverse impact on employee performance. This includes job performance and creative performance.

This study come up with a different result that field research data from 69 groups and 266 employees depicted that leadership empowerment has a negative impact on job performance through cooperative enthusiasm and negative direct work relationships with employee overwork. This study goes a long way to encourage the importance of antecedents of active membership, organizational justice, divergent thinking and life satisfaction to be in place for empowering leadership to produce a positive influence on performance outcomes.

Hoch's (2012) leadership research and innovation: the role of direct leadership and employee integrity examined. examine the relationship between shared leadership, such as collective leadership within the group, and new behaviours, as well as shared leadership challenges. In terms of team formation and direct transformation and empowerment

Leadership. (Research done in the United States of America) The study used the same tool for measuring empowering leadership as this study. The study explored two key predictors of shared leadership, transformational and empowering leadership, and agreed

there are few antecedents. This study did try to fill this gap and looked at the antecedents and performance outcomes of sports for development organizations in Kenya.

Impact of empowering leadership on KMS adoption (Kuo, Lai & Lee2011) is another study on empowering leadership which focused on examining the impact of empowerment on the adoption of the information management system (KMS) through its effects on technology and cooperation and conducted in Taiwan. To test the proposed research model, data were collected through a survey of queries sent to IT executives of 500 major organizations in Taiwan. To test the proposed research model, data were collected through a survey of queries sent to IT executives of 500 major organizations in Taiwan. This study used a survey data collection method and concluded empowering leadership had a positive effect on KMS. The current study also used a survey method and was conducted in Kenya and in three different sports for development organizations and looked at the empowering leadership relationship with performance outcomes of organizational citizen behaviour, self-efficacy, aspirations, self-esteem, organizational perceived performance, and community psychological empowerment.

Objective 6: Mediating Effect of Empowering Leadership on the Relationship between Antecedents and Performance Outcomes

The sixth research objective focused on determining the mediating effect of empowering leadership on the relationship between antecedents and performance outcomes among youth in sports for development organizations in Kenya.)The first antecedent was a)active membership, followed by, b)organizational justice, c)divergent thinking and finally d)life satisfaction. To achieve the task of establishing the mediating effect of empowering leadership, descriptive statistics were done using, exploratory factor analysis, confirmatory factor analysis and developing a structural equation model testing the sixth a) alternate hypothesis that:

H₀ 6a). There is no mediating effect of empowering leadership on the relationship between the antecedents and performance outcomes.

Descriptive Analysis For Empowering Leadership and Active Membership

The study investigated empowering leadership via a survey in three Kenyan sports for development organizations who participated in the study. To achieve this, the respondents were asked to respond to items testing their level of agreement with statements on a scale of 1 to 5 where 1 represented strong disagreement and 5 represented strong agreement. The data were analyzed using descriptive statistics of mean and standard deviation. Variables with a mean close to 5.0 represented “strongly agree” while those with a mean close to 3.0 represented “neutral” and those with a mean of 2.0 and below represented disagree and strongly disagree. At the same time, the standard deviation was used to indicate the consensus of the respondents. The following Table 4.56 presents the findings of inferential analysis for the mediating role of empowering Leadership on the relationship between active membership and performance outcomes in Kenyan youth sport for development organizations.

Table 4. 56

SEM Regression Weights for Mediating Role of Empowering Leadership on the Relationship between Active Membership and Performance Outcomes

Path		Unstandardized	Standardized		C.R.	P
		Estimate	Estimate	S.E.		
Empowering Leadership	<--- Active Membership	0.477	0.562	0.056	8.461	***
Performance	<--- Empowering Leadership	0.701	0.614	0.074	9.442	***
Performance	<--- Active Membership	0.272	0.281	0.054	5.01	***

*** P<0.05, Sobel test: Z=6.334, p=0.000<0.05

Results indicated that Active Membership was a significant predictor of performance, Beta = .272, T = 5.01, p < .05, and that Empowering Leadership was a significant predictor of performance, Beta = .701, T = 9.442, p < .05. These results support the mediational hypothesis.

Active Membership was a significant predictor of Empowering Leadership after controlling for the mediator, Perceived value, B = .477, T = 8.461, p < .05. Approximately 65% of the variance in Active Membership was accounted for by the predictors ($R^2 = .65$).

A Sobel test was conducted and found partial mediation in the model (z = 6.334, p < .05). These results rejected the null hypothesis and concluded that Empowering Leadership partially mediated the relationship between active membership and performance outcomes in Kenyan youth sport for development organizations.

Statistical Model for H6a

Mediating Effect of Empowering Leadership on the Relationship between Antecedents of active membership and Performance Outcomes

Three Models

(Independent) to (Dependent)

$$X \rightarrow Y$$

$$Y = \beta_0 + \beta_1 X + \Sigma$$

(Independent) to (Mediating)

$$Z = \beta_0 + \beta X + \Sigma$$

$$X + Z \rightarrow Y$$

$$Y = \beta_0 + \beta_1 X + \Sigma + \beta_2 Z + \Sigma$$

Confirmatory Factor Analysis for Empowering Leadership and Active Membership

The researcher conducted CFA to examine the extent that the collected data for the empowering leadership variable fitted the study's empirical model. This section provides results of the CFA for empowering leadership variable and fits a CFA model to indicate how well the observed constructs explained the latent variable of antecedents and those of performance outcomes. There were 5 items (TEL1 to TEL5) used to measure team empowering leadership, 5 items (IEL1 to IEL5) used to measure individual empowering leadership and 4 items (TE1 to TE4) used to measure team empowering leadership. However, scale purification was conducted and items with loadings below 0.5 towards their respective latent variable were eliminated from further analysis. Therefore 4 items were excluded and only 9 items with loadings above 0.5 were maintained. Figure 4.20 Indicates how these items explained the antecedents and performance outcomes variable of empowering leadership.

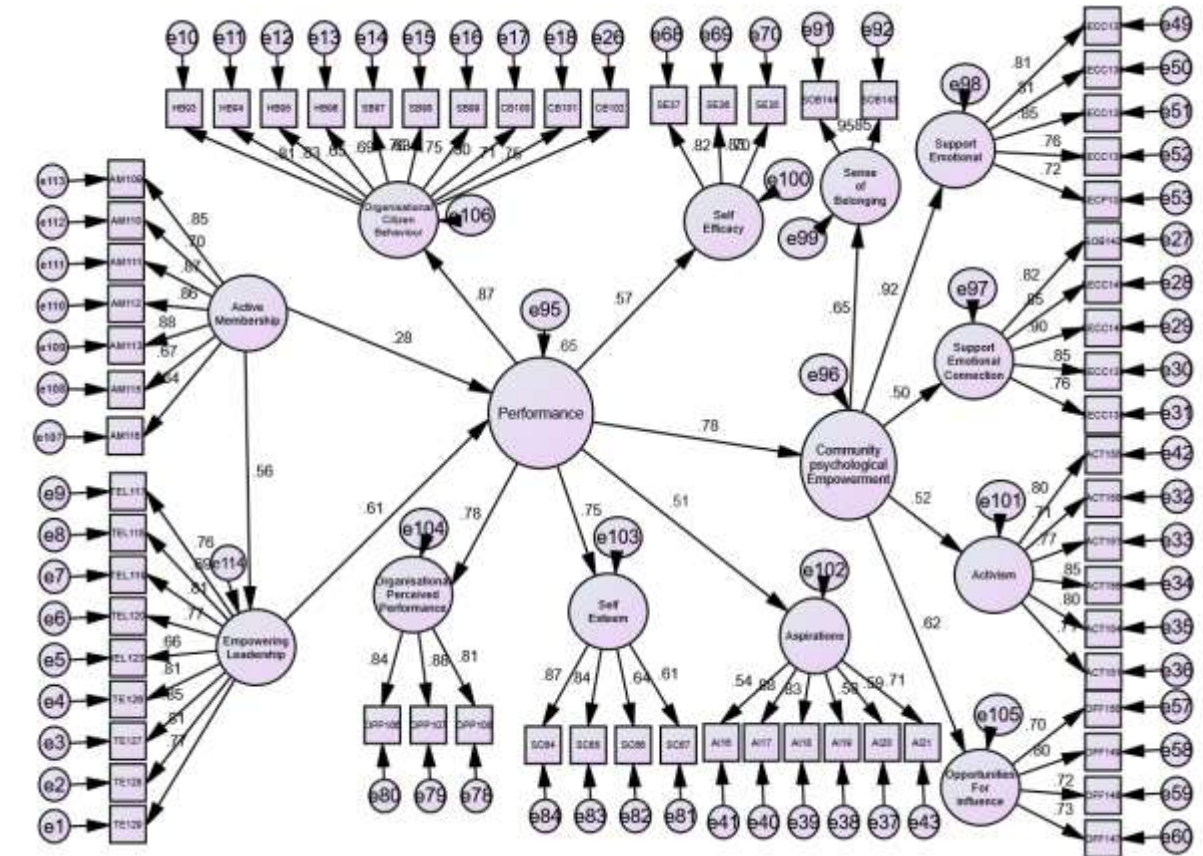


Figure 4. 20 SEM Model for the Mediating Role of Empowering Leadership on the Relationship between Active Membership and Performance Outcomes

The SEM fit statistics of the overall measurement model for study variables was then extracted as shown in Figure 4.20. The CFA model fit the data adequately since the fit indices were within an acceptable range (Gold et al., 2001).

Table 4. 57

Model Fit Measures Mediating of Empowering Leadership between Active Membership and Performance Outcomes

Measure	Estimate	Threshold	Interpretation
CMIN	4596.272	--	--
DF	1938	--	--
CMIN/DF	2.372	Between 1 and 3	Excellent
CFI	0.931	>0.95	Acceptable
SRMR	0.070	<0.08	Excellent
RMSEA	0.033	<0.06	Excellent
PClose	0.120	>0.05	Excellent

The finding summarized in Table 4.57 indicates the summary of the fit indices provided by SEM output. The Chi-Square/df was 2.372 which was below the recommended value of 3, showing acceptable model fitness. Moreover, the value for CFI, an incremental fit index, was 0.931, which is over the critical value of 0.90 and therefore acceptable. Further, the RMSEA value was 0.033, which is less than the maximum acceptable value of 0.08 and hence indicating the model was a good fit. These results show that the developed paths and coefficients modelling the influence of empowering leadership between active membership and performance outcomes are reliable and efficient.

H06. b) There is no mediating effect of empowering leadership on the relationship between the antecedents of organizational justice and performance outcomes.

Descriptive Analysis For Empowering Leadership and organisational justice

The study investigated empowering leadership via a survey of three Kenyan sports development organizations that participated in the study. To achieve this, the respondents

were asked to respond to items testing their level of agreement with statements on a scale of 1 to 5 where 1 represented strong disagreement and 5 represented strong agreement. The data were analyzed using descriptive statistics of mean and standard deviation. Variables with a mean close to 5.0 represented “strongly agree” while those with a mean close to 3.0 represented “neutral” and those with a mean of 2.0 and below represented disagree and strongly disagree. At the same time, the standard deviation was used to indicate the consensus of the respondents. The following Table 4.58 presents findings of inferential analysis for the mediating role of empowering Leadership on the relationship between organizational justice and performance outcomes in Kenyan youth sport for development organizations.

Table 4. 58

SEM Regression Weights for Mediating Role of Empowering Leadership on the Relationship between Organizational Justice and Performance Outcomes

	Path	Unstandardiz ed Estimate	Standardiz ed Estimate (Beta)	S.E.	C.R.	P
Empoweri ng Leadership	<-- Organization	0.829	0.599	0.12	6.92	**
	- al Justice				8	*
Performan ce	<-- Organization	0.686	0.425	0.13	5.29	**
	- al Justice				4	*
Performan ce	<-- Empowering Leadership	0.604	0.517	0.07 9	7.60 7	** *

*** $P < 0.05$, Sobel test: $Z = 5.126$, $p = 0.000 < 0.05$

Results indicated that organizational justice was a significant predictor of performance, Beta = .425, T = 5.294, $p < .05$ and that empowering leadership was a significant predictor of performance, Beta = .517, T = 7.607, $p < .05$. These results support the mediational hypothesis. Organizational justice was a significant predictor of Empowering

Leadership after controlling for the mediator, Perceived value, $B = .599$, $T = 6.928$, $p < .05$.

Approximately 71% of the variance in organizational justice was accounted for by the predictors ($R^2 = .71$).

A Sobel test was conducted and found partial mediation in the model ($z = 5.126$, $p < .05$). These results rejected the null hypothesis and concluded that Empowering Leadership partially mediated the relationship between organizational justice and performance outcomes in Kenyan youth sport for development organizations.

Statistical Model for H6b

Mediating Effect of Empowering Leadership on the Relationship between organizational justice and performance outcomes

Three Models

(Independent) to (Dependent)

$$X \rightarrow Y \qquad Y = \beta_0 + \beta X + \Sigma$$

(Independent) to (Mediating)

$$Z = \beta_0 + \beta X + \Sigma$$

$$X + Z \rightarrow Y$$

$$Y = \beta_0 + \beta_1 X + \Sigma + \beta_2 Z + \Sigma$$

Confirmatory Factor Analysis for Empowering Leadership and organizational justice

The researcher conducted CFA to examine the extent that the collected data for the empowering leadership variable fitted the study's empirical model. This section provides results of the CFA for empowering leadership variables and fits a CFA model to indicate how well the observed constructs explained the latent variable of organizational justice and performance outcomes. There were 5 items (TEL1 to TEL5) used to measure team empowering leadership, 5 items (IEL1 to IEL5) used to measure individual empowering leadership and 4 items (TE1 to TE4) used to measure team empowering leadership. However, scale purification was conducted and items with loadings below 0.5 towards their respective latent variable were eliminated from further analysis. Therefore 4 items were excluded and

only 9 items with loadings above 0.5 were maintained. Figure 4.21 Indicates how these items explained the organizational justice and performance outcomes variable.

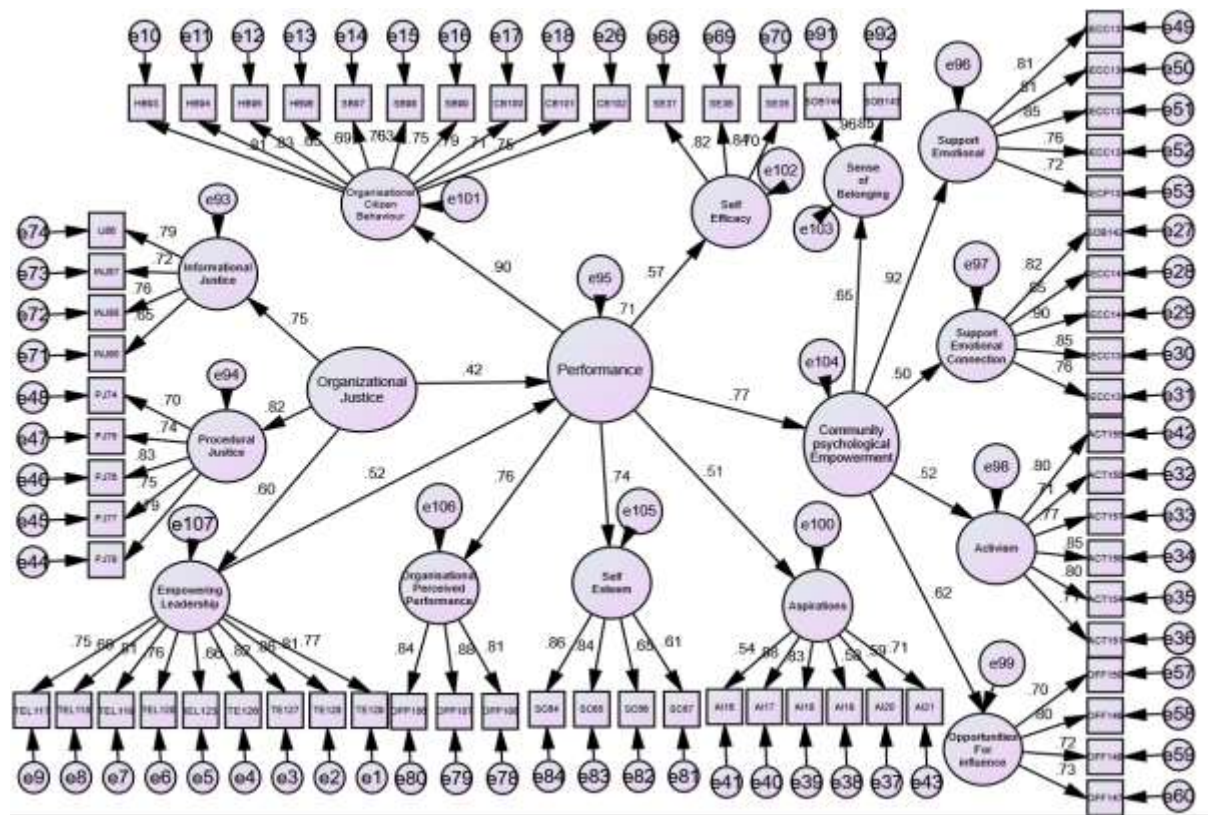


Figure 4. 21 SEM Model for the Mediating Role of Empowering Leadership on the Relationship between Organizational Justice and Performance Outcomes

The SEM fit statistics of the overall measurement model for study variables was then extracted as shown in Figure 4.21. The CFA model fit the data adequately since the fit indices were within an acceptable range (Gold et al., 2001).

Table 4. 59

Model Fit Measures Empowering Leadership Relationship between Organizational Justice and Performance Outcomes

Measure	Estimate	Threshold	Interpretation
CMIN	4783.434	--	--
DF	2063	--	--
CMIN/DF	2.319	Between 1 and 3	Excellent
CFI	0.926	>0.95	Acceptable
SRMR	0.074	<0.08	Excellent
RMSEA	0.032	<0.06	Excellent
PClose	0.109	>0.05	Excellent

The finding summarized in Table 4.59 indicates the summary of the fit indices provided by SEM output. The Chi-Square/df was 2.319 which was below the recommended value of 3, showing acceptable model fitness. Moreover, the value for CFI, an incremental fit index, was 0.926, which is over the critical value of 0.90 and therefore acceptable. Further, the RMSEA value was 0.032, which is less than the maximum acceptable value of 0.08 and hence indicating the model was a good fit. These results show that the developed paths and coefficients modelling the influence of empowering leadership between organizational justice and performance outcomes are reliable and efficient.

H06. c) There is no mediating effect of empowering leadership on the relationship between the antecedents and performance outcomes.

Descriptive Analysis For Empowering Leadership and divergent thinking

The study investigated empowering leadership via a survey of three Kenyan sports development organizations that participated in the study. To achieve this, the respondents

were asked to respond to items testing their level of agreement with statements on a scale of 1 to 5 where 1 represented strong disagreement and 5 represented strong agreement. The data were analyzed using descriptive statistics of mean and standard deviation. Variables with a mean close to 5.0 represented “strongly agree” while those with a mean close to 3.0 represented “neutral” and those with a mean of 2.0 and below represented disagree and strongly disagree. At the same time, the standard deviation was used to indicate the consensus of the respondents. The following Table 4.60 presents the findings of inferential analysis for the mediating role of empowering leadership on the relationship between divergent thinking and performance outcomes in Kenyan youth sport for development organizations.

Table 4. 60

SEM Regression Weights for Mediating Role of Empowering Leadership on the Relationship between Divergent Thinking and Performance Outcomes in Kenyan Youth Sport for Development Organizations

Path	Unstandardized Estimate	Standardized Estimate (Beta)	S.E.	C.R.	P	
Empowering Leadership	<-- Divergent Thinking	0.734	0.604	0.12	5.99	**
Performance	- Leadership	0.341	0.313	0.06	5.59	**
	- g Leadership			1		*
Performance	<-- Divergent Thinking	0.989	0.747	0.15	6.24	**
	- Thinking			8	1	*

*** P<0.05, Sobel test: Z=4.095, p=0.000<0.05

Results indicated that divergent thinking was a significant predictor of performance, Beta = .747, T = 6.241, $p < .05$ and that empowering leadership was a significant predictor of performance, Beta = .313, T = 5.59, $p < .05$. These results support the mediational hypothesis. Divergent thinking was a significant predictor of empowering leadership after controlling for the mediator, perceived value, B = .604, T = 5.999, $p < .05$. Approximately 54% of the variance in divergent thinking was accounted for by the predictors ($R^2 = .54$).

A Sobel test was conducted and found partial mediation in the model ($z = 4.095$, $p < .05$). These results rejected the null hypothesis and concluded that Empowering Leadership partially mediated the relationship between divergent thinking and performance outcomes in Kenyan youth sport for development organizations.

Statistical Model for H6c

Mediating Effect of Empowering Leadership on the Relationship between divergent thinking and Performance Outcomes

Three Models

(Independent) to (Dependent)

$$X \rightarrow Y \qquad Y = \beta_0 + \beta X + \Sigma$$

(Independent) to (Mediating)

$$Z = \beta_0 + \beta X + \Sigma$$

$$X + Z \rightarrow Y \qquad Y = \beta_0 + \beta_1 X + \Sigma + \beta_2 Z + \Sigma$$

Confirmatory Factor Analysis for Empowering Leadership and divergent thinking

The researcher conducted CFA to examine the extent that the collected data for the empowering leadership variable fitted the study's empirical model. This section provides results of the CFA for empowering leadership variables and fits a CFA model to indicate how well the observed constructs explained the latent variable of the divergent thinking and performance outcomes. There were 5 items (TEL1 to TEL5) used to measure team empowering leadership, 5 items (IEL1 to IEL5) used to measure individual empowering leadership and 4 items (TE1 to TE4) used to measure team empowering leadership. However,

scale purification was conducted and items with loadings below 0.5 towards their respective latent variable were eliminated from further analysis. Therefore 4 items were excluded and only 9 items with loadings above 0.5 were maintained. Figure 4.22 Indicates how these items explained the divergent thinking and performance outcomes variable.

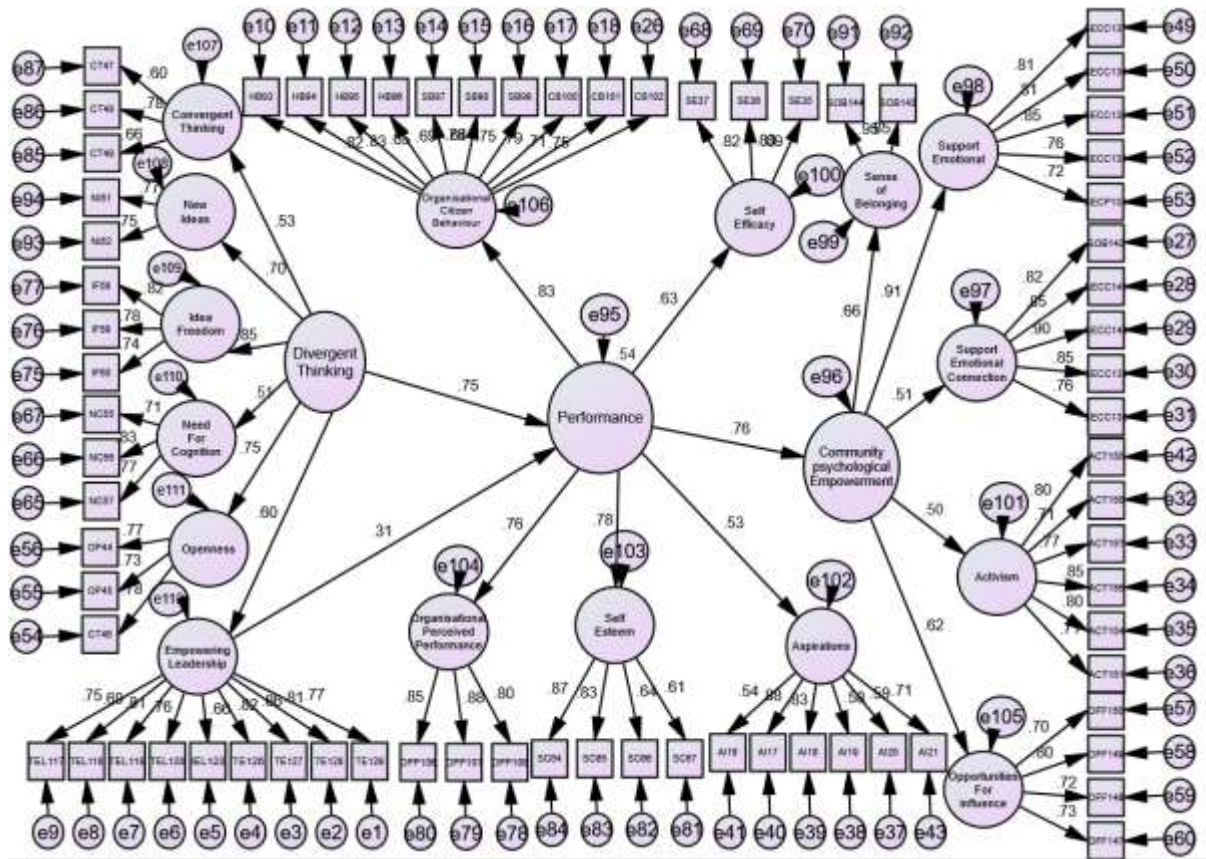


Figure 4. 22 SEM Model for the Mediating Role of Empowering Leadership on the Relationship between Divergent Thinking and Performance Outcomes

The SEM fit statistics of the overall measurement model for study variables was then extracted as shown in Figure 4.22. The CFA model fit the data adequately since the fit indices were within an acceptable range (Gold et al., 2001).

Table 4. 61

Model Fit Measures for Empowering Leadership Relationship between Divergent Thinking and Performance Outcomes

Measure	Estimate	Threshold	Interpretation
CMIN	5362.573	--	--
DF	2395	--	--
CMIN/DF	2.239	Between 1 and 3	Excellent
CFI	0.918	>0.95	Acceptable
SRMR	0.071	<0.08	Excellent
RMSEA	0.030	<0.06	Excellent
PClose	0.089	>0.05	Excellent

The findings summarized in Table 4.61 indicate the summary of the fit indices provided by SEM output. The Chi-Square/df was 2.239 which was below the recommended value of 3, showing acceptable model fitness. Moreover, the value for CFI, an incremental fit index, was 0.918, which is over the critical value of 0.90 and therefore acceptable.

Furthermore, the RMSEA value was 0.030, which is less than the maximum acceptable value of 0.08 and hence indicating the model was a good fit. These results show that the developed paths and coefficients modelling the influence of empowering leadership between divergent thinking and performance outcomes are reliable and efficient.

H06. d) There is no mediating effect of empowering leadership on the relationship between the antecedents and performance outcomes.

Descriptive Analysis for Empowering Leadership and life satisfaction

The study investigated empowering leadership via a survey of three Kenyan sports development organizations that participated in the study. To achieve this, the respondents were asked to respond to items testing their level of agreement with statements on a scale of 1 to 5 where 1 represented strong disagreement and 5 represented strong agreement. The data were analyzed using descriptive statistics of mean and standard deviation. Variables with a mean close to 5.0 represented “strongly agree” while those with a mean close to 3.0 represented “neutral” and those with a mean of 2.0 and below represented disagree and strongly disagree. At the same time, the standard deviation was used to indicate the consensus of the respondents. The following Table 4.63 presents findings of inferential analysis for the mediating role of empowering leadership on the relationship between life satisfaction and performance outcomes in Kenyan youth sport for development organizations.

Table 4. 62

SEM Regression Weights for Mediating Role of Empowering Leadership on the Relationship between Member Perception of Life Satisfaction and Performance Outcomes

Path		Unstandardized Estimate	Standardized Estimate (Beta)	S.E.	C.R.	P
Empowering Leadership	<--- Life Satisfaction	0.455	0.172	0.067	6.793	***
Performance	<--- Life Satisfaction	0.142	0.232	0.031	4.654	***
Performance	<--- Empowering Leadership	0.854	0.751	0.074	11.619	***

*** P<0.05, Sobel test: Z=5.853, p=0.000<0.05

Results indicated that member perception of life satisfaction was a significant predictor of performance, Beta = .232, T = 4.654, p < .05 and that empowering leadership was a significant predictor of performance, Beta = .751, T = 11.619, p < .05. These results support the mediational hypothesis. Member perception of life satisfaction was a significant predictor of empowering leadership after controlling for the mediator, perceived value, B = .172, T = 6.793, p < .05. Approximately 45% of the variance in member perception of life satisfaction was accounted for by the predictors ($R^2 = .45$).

A Sobel test was conducted and found partial mediation in the model ($z = 5.853$, $p < .05$). These results rejected the null hypothesis and concluded that Empowering Leadership partially mediated the relationship between Member perception of life satisfaction and performance outcomes in Kenyan youth sport for development organizations.

Statistical Model for H6d

Mediating Effect of Empowering Leadership on the Relationship between life satisfaction and Performance Outcomes

Three Models

(Independent) to (Dependent)

$$X \rightarrow Y \qquad Y = \beta_0 + \beta_1 X + \Sigma$$

(Independent) to (Mediating)

$$Z = \beta_0 + \beta_1 X + \Sigma$$

$$X + Z \rightarrow Y \qquad Y = \beta_0 + \beta_1 X + \Sigma + \beta_2 Z + \Sigma$$

Confirmatory Factor Analysis for Empowering Leadership and life satisfaction

The researcher conducted CFA to examine the extent that the collected data for the empowering leadership variable fitted the study's empirical model. This section provides results of the CFA for empowering leadership variables and fits a CFA model to indicate how well the observed constructs explained the latent variable of life satisfaction and performance outcomes. There were 5 items (TEL1 to TEL5) used to measure team empowering leadership, 5 items (IEL1 to IEL5) used to measure individual empowering leadership and 4 items (TE1 to TE4) used to measure team empowering leadership. However, scale purification was conducted and items with loadings below 0.5 towards their respective latent variable were eliminated from further analysis. Therefore 4 items were excluded and only 9 items with loadings above 0.5 were maintained. Figure 4.23 Indicates how these measurement items explained the life satisfaction and performance outcomes variable.

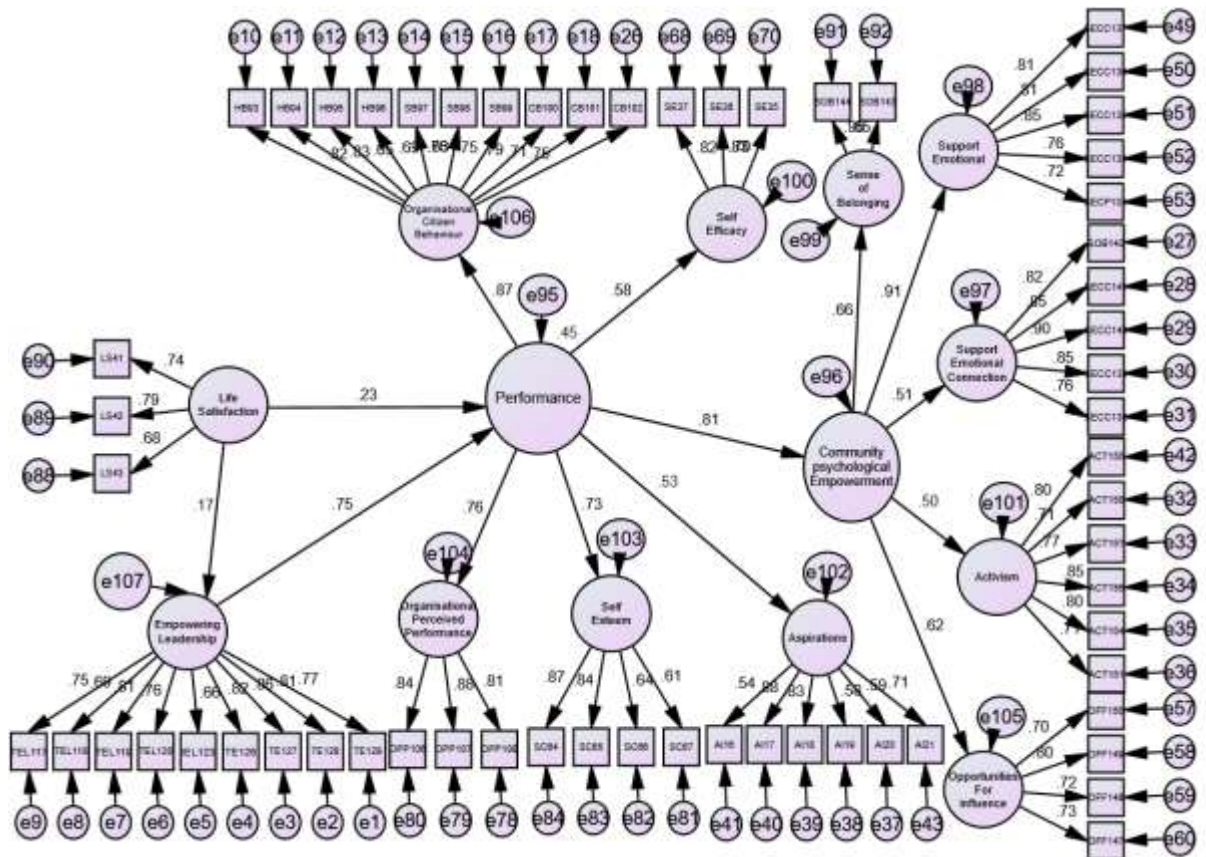


Figure 4. 23 SEM Model for the Mediating Role of Empowering Leadership on the Relationship between Life Satisfaction and Performance Outcomes

The SEM fit statistics of the overall measurement model for study variables was then extracted as shown in Figure 4.23. The CFA model fit the data adequately since the fit indices were within an acceptable range (Gold et al., 2001).

Table 4. 63

Model Fit Measures for Empowering Leadership Relationship between Life Satisfaction and Performance Outcomes

Measure	Estimate	Threshold	Interpretation
CMIN	4038.742	--	--
DF	1696	--	--
CMIN/DF	2.381	Between 1 and 3	Excellent
CFI	0.933	>0.95	Acceptable
SRMR	0.073	<0.08	Excellent
RMSEA	0.043	<0.06	Excellent
PClose	0.097	>0.05	Excellent

Table 4.63 indicates the summary of the fit indices provided by SEM output. The Chi-Square/df was 2.381 which was below the recommended value of 3, showing acceptable model fitness. Moreover, the value for CFI, an incremental fit index, was 0.933, which is over the critical value of 0.90 and therefore acceptable. Furthermore, the RMSEA value was 0.043, which is less than the maximum acceptable value of 0.08 and hence indicating the model was a good fit. These results show that the developed paths and coefficients modelling the influence of empowering leadership between life satisfaction and performance outcomes are reliable and efficient.

SEM Model for Performance Outcomes

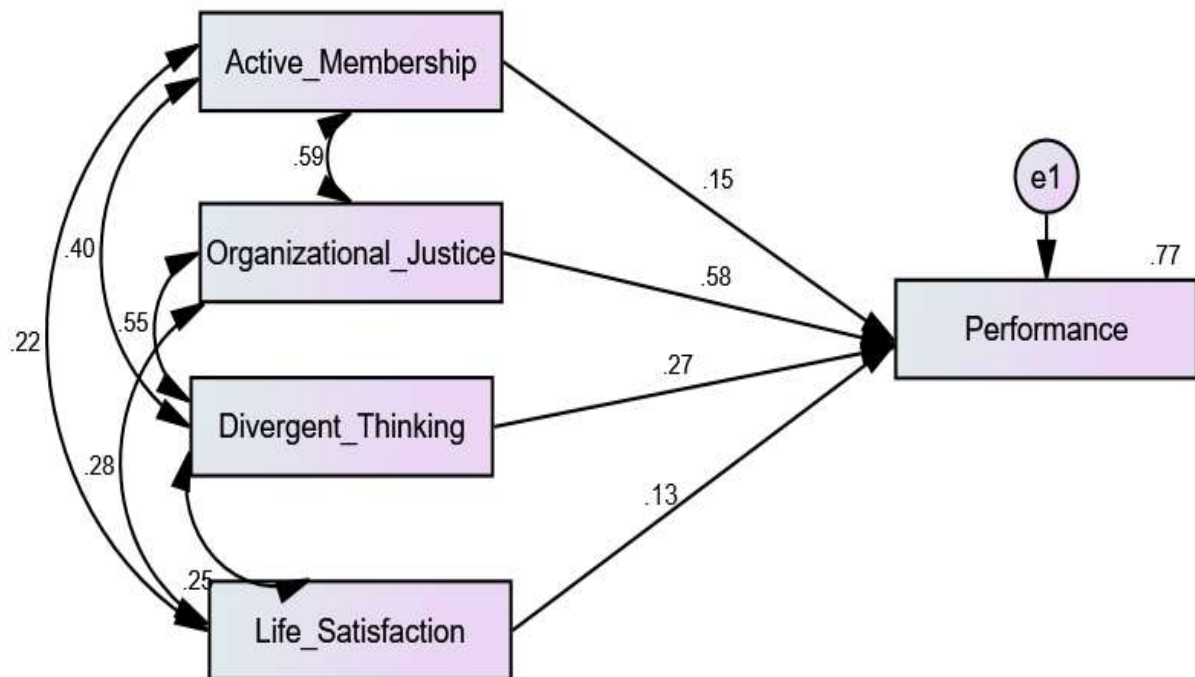


Figure 4. 24 SEM Model for the Performance Outcomes in Kenyan Youth Sport for Development Organizations

The SEM fit statistics of the overall measurement model for study variables was then extracted as shown in Figure 4.24. The CFA model fit the data adequately since the fit indices were within an acceptable range (Gold et al., 2001).

Model Fit Measures for the Overall Study Variables

Table 4. 64

Model Fit Measures for the Overall Study Variables

Measure	Estimate	Threshold	Interpretation
CMIN	5077.788	--	--
DF	2234	--	--
CMIN/DF	2.273	Between 1 and 3	Excellent
CFI	0.945	>0.95	Acceptable
SRMR	0.065	<0.08	Excellent
RMSEA	0.055	<0.06	Excellent
PClose	0.076	>0.05	Excellent

Table 4.64 indicate the summary of the fit indices provided by SEM output. The Chi-Square value was 2.273 which was below the recommended value of 3, showing acceptable model fitness. Moreover, the value for CFI, an incremental fit index, was 0.945, which is over the critical value of 0.90 and therefore acceptable. Furthermore, the RMSEA value was 0.055, which is less than the maximum acceptable value of 0.08 and hence indicating the model was a good fit. These results show that the developed paths and coefficients modelling the influence between antecedents and performance outcomes are reliable and efficient.

Regression weights for overall model.

Table 4. 65

SEM Regression Weights for Overall Model

Path	Unstandardi zed Estimate	Standard ized Estimate (Beta)	S.E.	C.R.	P
Performance <-- Life - Satisfaction	1.322	0.129	0.113	11.675	** *
Performance <-- Divergent - Thinking	0.248	0.272	0.028	8.734	** *
Performance <-- Organizational - Justice	1.024	0.58	0.063	16.358	** *
Performance <-- Active - Membership	0.145	0.153	0.03	4.78	** *

*** P<0.05

This study found that there was a positive path coefficient (beta = 0.153) between the antecedents of active membership, (beta = 0.58) organizational justice, (beta = 0.272) divergent thinking, (beta = 0.129) life satisfaction and performance outcomes, as shown in figure 4.24. In this regard, the relationship between antecedents of active membership, organizational justice, divergent thinking, and life satisfaction was significant, Since T Value was 4.78 (p<0.05), 16.358 (p<0.05) 8.734 (p<0.05) and 11.675 (p<0.05) as shown on table 4.65. The study rejected the null hypothesis and concluded that antecedents of active membership, organizational justice, divergent thinking, and life satisfaction positively and significantly influence the relationship performance outcomes among youth in sports for development organizations in Kenya.

Overall Mediated model

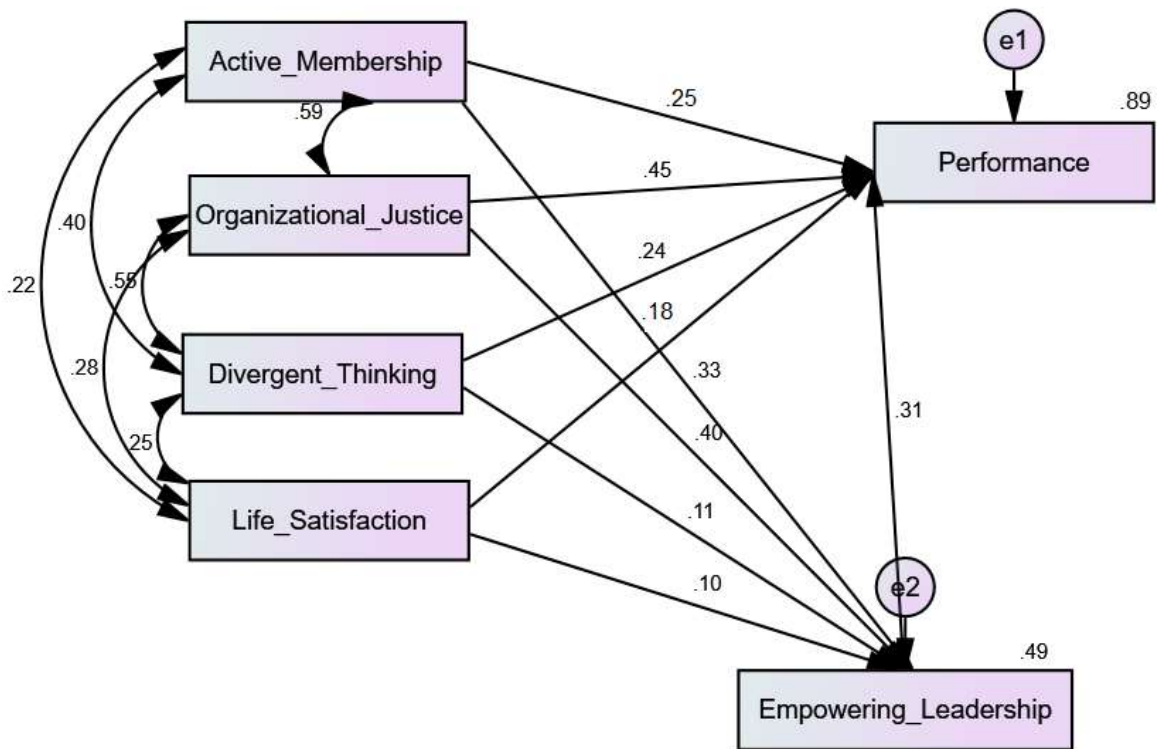


Figure 4. 25 Overall Mediated Model

Overall Model Fit Measures

Table 4. 66

Overall Model Fit Measures

Measure	Estimate	Threshold	Interpretation
CMIN	61123.345	--	--
DF	3125	--	--
CMIN/DF	2.273	Between 1 and 3	Excellent
CFI	0.941	>0.95	Acceptable
SRMR	0.059	<0.08	Excellent
RMSEA	0.049	<0.06	Excellent
PClose	0.081	>0.05	Excellent

Table 4.66 indicate the summary of the fit indices provided by SEM output. The Chi-Square/df was 2.273 which was below the recommended value of 3, showing acceptable model fitness. Moreover, the value for CFI, an incremental fit index, was 0.941, which is over the critical value of 0.90 and therefore acceptable. Furthermore, the RMSEA value was 0.049, which is less than the maximum acceptable value of 0.08 and hence indicating the model was a good fit. These results show that the developed paths and coefficients modelling the influence between empowering leadership, antecedents and performance outcomes are reliable and efficient.

Regression Weights For Overall Mediated Model

Table 4. 67

SEM Regression Weights for Overall Mediated Model

	Path	Unstandardized Estimate	Standardized Estimate (Beta)	S.E.	C.R.	P
Empowering Leadership	<--- Organizational Justice	0.647	0.405	0.085	7.636	***
Empowering Leadership	<--- Divergent Thinking	0.092	0.111	0.039	2.391	0.017
Empowering Leadership	<--- Life Satisfaction	0.061	0.101	0.024	2.507	0.012
Empowering Leadership	<--- Active Membership	0.285	0.333	0.041	6.929	***
Performance	<--- Life Satisfaction	0.052	0.178	0.016	3.245	0.001
Performance	<--- Divergent Thinking	0.217	0.237	0.025	8.532	***
Performance	<--- Organizational Justice	0.803	0.455	0.06	13.38	***
Performance	<--- Active Membership	0.448	0.251	0.129	3.473	0.001
Performance	<--- Empowering Leadership	0.341	0.309	0.035	9.675	***

This study found that there was a positive path coefficient ($\beta = 0.333$) between the antecedents of active membership, ($\beta = 0.405$) organizational justice, ($\beta = 0.111$) divergent thinking, ($\beta = 0.101$) life satisfaction and empowering leadership, as shown in figure 4.25. In this regard, the mediated relationship between antecedents of active membership, organizational justice, divergent thinking, and life satisfaction was significant, Since T Value was 9.675 ($p < 0.05$) as shown in Table 4.68.

At the same time, this study found that there was a positive path coefficient ($\beta = 0.251$) between the antecedents of active membership, ($\beta = 0.455$) organizational justice, ($\beta = 0.237$) divergent thinking, ($\beta = 0.178$) life satisfaction and performance outcomes, as shown in figure 4.25. In this regard, the mediated relationship between antecedents of active membership, organizational justice, divergent thinking, and life satisfaction was significant, Since T Value was 9.675 ($p < 0.05$) as shown in Table 4.68. The study rejected the null hypothesis and concluded that empowering leadership partially mediates the relationship between the antecedents and performance outcomes among youth in sports for development organizations in Kenya.

Findings of the study mediating role of empowering leadership between antecedents and performance outcomes.

The study research objective was to assess the mediating role of empowering leadership between antecedents of a) active membership b) organizational Justice c) Life satisfaction d) Divergent thinking and performance outcomes of (organizational citizen behaviour, self-efficacy, aspirations, self-esteem, organizational perceived performance, and community psychological empowerment) in youth sport for development organizations in Kenya.

The findings indicated that respondents agree that my team leader advises me to coordinate my efforts with others who are part of the team had the highest mean. ($M = 4.36$,

SD = 0.687) under the team empowering component, while my teammates encourage me to learn new things having the highest mean score (M=4.27 SD = 0.654) the second component of individual empowering leadership and, my team members expect collaboration with other members in the team works well as having the highest mean score (M=4.33 SD = 0.636) under component 3 team empowering.

The pattern matrix results also showed that the measures for empowering leadership were classified as 3 components comprising items mainly to do with how members feel about team leaders empowering within the organization, individuals in the organization empowering each other and the team members empowering each other. Structural equation model results showed that empowering leadership had a statistically significant positive influence on performance outcomes (Beta = 0.772, CR = 11.677, $P < 0.05$). The fit indices provided by the SEM output indicated that the model was a good fit (Chi-square/DF = 2.406, CFI = 0.941, RMSEA = 0.034).

Structural equation model results showed that empowering leadership had a statistically significant positive influence on active membership and performance outcomes (Beta = 0.562, CR = 8.461, $P < 0.05$). The fit indices provided by the SEM output indicated that the model was a good fit (Chi-square/DF = 2.372, CFI = 0.931, RMSEA = 0.033).

Structural equation model results showed that empowering leadership had a statistically significant positive influence on organizational justice and performance outcomes (Beta = 0.599, CR = 6.928, $P < 0.05$). The fit indices provided by the SEM output indicated that the model was a good fit (Chi-square/DF = 2.319, CFI = 0.926, RMSEA = 0.032).

Structural equation model results showed that empowering leadership had a statistically significant positive influence on divergent thinking and performance outcomes (Beta = 0.604, CR = 5.999, $P < 0.05$). The fit indices provided by the SEM output indicated that the model was a good fit (Chi-square/DF = 2.239, CFI = 0.918, RMSEA = 0.030).

Structural equation model results showed that empowering leadership had a statistically significant positive influence on life satisfaction and performance outcomes (Beta = 0.172, CR = 6.793, $P < 0.05$). The fit indices provided by the SEM output indicated that the model was a good fit (Chi-square/DF = 2.381, CFI = 0.933, RMSEA = 0.043).

These findings indicate that empowering leadership had a positive and partial mediating effect on the relationship between antecedents of (active membership, organizational justice, divergent thinking, and life satisfaction) and performance outcomes (organizational citizen behaviour, self-efficacy, aspirations, self-esteem, organizational perceived performance, and community psychological empowerment) of sports for development organizations in Kenya.

Discussion of results of the mediating effects of empowering leadership between antecedents and performance outcomes.

The findings of this study postulate that empowering leadership mediates the relationship between antecedents and performance outcomes of youth sports for development organizations in Kenya. The study, therefore, rejects the null hypothesis hence empowering leadership was found to partially mediate the relationship between antecedents and performance outcomes in youth sports for development organizations in Kenya.

The study empowerment, mentoring, and staff outcomes: exploring a multidisciplinary mediation model: leadership and empowerment (Fong & Snape 2015). Examined the results of empowering employees in the customer service organization, using data from 266 employees and their supervisors from 41 employee groups in Hong Kong's largest communications organization. They explored multiple levels of a model in which psychological reinforcement was considered to mediate relationships between both within the group and within-group empowering leadership and individual outcomes.

Concluded that empowerment of leadership was associated with mental empowerment at both levels. There was evidence of significant mediation effects at both levels and in the group. These findings underscore the importance of analyzing differences between groups and between groups in empowering leadership and their implications for individual attitudes and behaviours. This was the gap the researcher undertook to fill in this study by examining the antecedents and performance outcomes of empowering leadership in sports for development organizations in Kenya. The study also looked at empowering leadership mediating effect of the above antecedents and performance outcomes with positive outcomes.

Fong & Snape (2015) developed a model of antecedents of empowering leadership, where they had external factors (organizational culture, power distance, employee readiness, task structure, and immediate supervisors' leadership behaviours) and personal factors (Global self-esteem, locus of control and managers believe about people). This research has developed a model of antecedents (active membership, organizational justice, and life satisfaction) and performance outcomes of (organizational citizen behaviour, self-efficacy, aspirations, self-esteem, organizational perceived performance, and community psychological empowerment) empowering leadership.

This study confirmed that empowering leadership partially mediates between active membership and performance outcomes in sports for development organizations in Kenya. Previous empirical research pointed to member commitment leading to positive engagement, interaction, and prosocial behaviour, for example, volunteering an individual's time and expertise for the organization (Xiao et al., 2018). This study goes further to include leadership aspects in the discussion and confirms that the leadership approach adopted together with active membership will have positive performance outcomes for the organizations under review.

In his study, Chow (2017) posits that via empowering leadership learning, an individual encounters different viewpoints and divergent ways of thinking and ultimately new ideas, which in turn foster individual creativity and improve their performance in different approaches to problem-solving. This study confirmed that divergent thinking positively and significantly influences performance outcomes and at the same time empowering leadership partially mediates the relationship between divergent thinking and performance outcomes in sports for development organizations.

Perceptions of justice help to meet basic psychological needs because justice signals some certainty regarding an organization's commitment to help members satisfy their needs in the context of work (Sharom 2020). This study agreed with the above finding on organizational justice and further confirms that empowering leadership partially mediates between perceptions of organizational justice and performance outcomes in sports for development organizations in Kenya.

The importance of life satisfaction augmented recently after empirical studies showed it has a positive link to various indicators of performance (Jones, 2006; Duckworth, Quinn & Seligman, 2009; Lyons & Huebner, 2016; Chughtai, 2021). This study agreed with the above finding on perceptions of life satisfaction and goes further to confirm that empowering leadership partially mediates between perceptions of organizational justice and performance outcomes in sports for development organizations in Kenya.

Summary of The Hypotheses Tests and Operational Framework

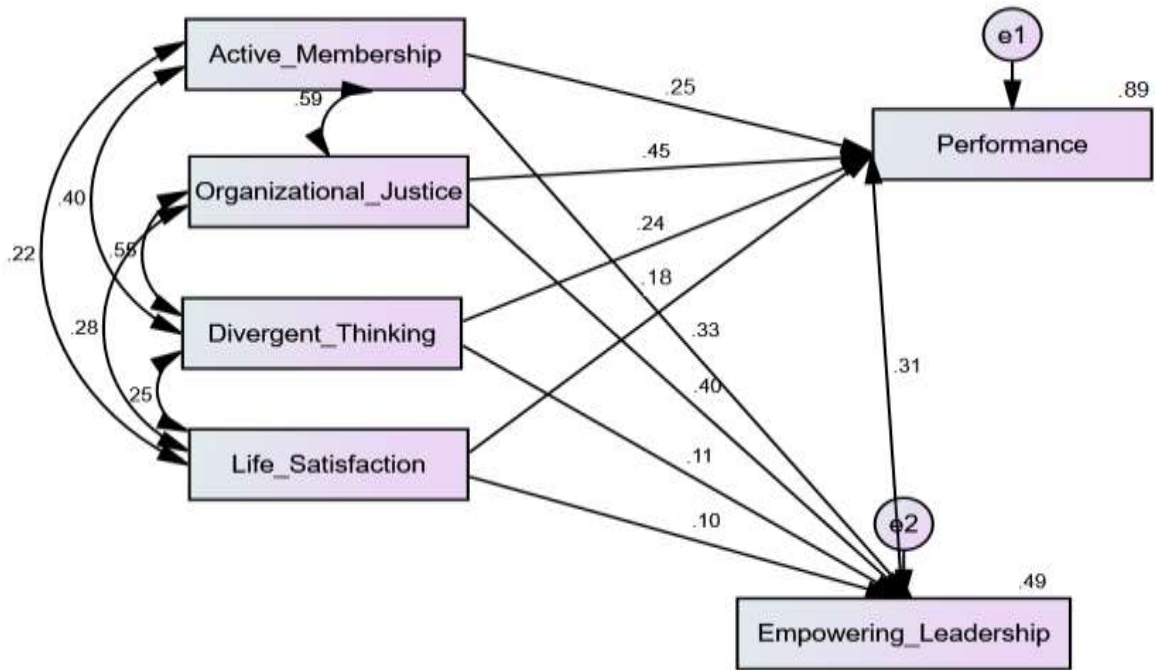
This section provides a summary of the hypothesis test results and the new road map that was derived from the hypothesis tests. The summary of the hypothesis and the tests conducted is provided in Table 4.69.

Table 4. 68*Summary of the Study Models*

Study variable	Study Hypothesis	Type of Analysis	Hypothesis Test Results
Active membership	H01: Active membership has no positive influence on performance outcomes	Structural Equation modelling (SEM)	Reject H01 ($p < 0.05$).
Perceptions of organizational justice	H02: Member perceptions of organizational justice has no positive influence on performance outcomes.	Structural Equation modelling (SEM)	Reject H02 ($p < 0.05$).
Divergent Thinking	H03: Divergent thinking has no positive influence on performance outcomes.	Structural Equation modelling (SEM)	Reject H03 ($p < 0.05$).
Perceptions of Life satisfaction	H03: Member perception of life satisfaction has no positive influence	Structural Equation modelling (SEM)	Reject H04 ($p < 0.05$).

Study variable	Study Hypothesis	Type of Analysis	Hypothesis Test Results
	on performance outcomes.		
Empowering leadership	H05: Empowering leadership has no positive influence on performance outcomes.	Structural Equation modelling (SEM)	Reject H05 ($p < 0.05$).
Influence of empowering leadership on antecedents and performance outcomes	H06: There is no mediating effect of empowering leadership on the relationship between the antecedents and performance outcomes.	Structural Equation modelling (SEM)	Reject H06 ($p < 0.05$).

New Operational Framework



Independent variables Mediating variable Dependent Variable.

Figure 4. 26 *New Operational Framework*

A new operational framework was provided after the hypothesis tests. This framework is provided in Figure 4.26.

Chapter Five

Summary of Findings, Discussion, Conclusions, Recommendations and Areas for Further Research

Introduction

This chapter gives a summary of the key findings drawn from the study and a discussion of the findings based on the objectives and hypothesis. It also provides the conclusions arrived at based on the findings and recommendations for practice and policy as well as suggestions for further research related to the topic under study. The contribution of the study to general knowledge is also given.

Summary of the Findings of the Study

The purpose of this study was to examine the antecedents and performance outcomes of empowering leadership among Kenyan youth sports for development organizations. To achieve this, the study had six research objectives which were as follows:

To establish the influence of active membership on performance outcomes in Kenyan youth sport for development organizations. a) to establish the influence of organizational justice on performance outcomes in Kenyan youth sports for development organizations b) to establish the effects of divergent thinking on performance outcomes in Kenyan youth sports for development organizations c) to establish the effects of members' perceptions life satisfaction on performance outcomes in Kenyan youth sport for development organizations d) to determine the influence of empowering leadership on performance outcomes among youth in sports for development organizations in Kenya. e) to assess empowering leadership mediating role between antecedents and performance outcomes among youth in sport for development organizations in Kenya.

The study was grounded on the leaders member exchange theory (LMX) and the servant leadership theory to explain the relationship between the study variables. An empirical review was conducted to examine the literature related to the research variables from authoritative and peer-reviewed sources. The study utilized positivistic research philosophy and descriptive survey research design to explain the relationship among the study variables.

The target population of the study was three sports for development organizations members of the Beyond Sports Network Sports for Development global forum. There were 2,993 beneficiaries/members respondents of the study and a sample size of 352 was involved in the study. The findings indicated that the antecedents of active membership, organizational justice, divergent thinking, and life satisfaction had a significant positive influence on performance outcomes. At the same time, empowering leadership had a significant influence on performance outcomes, and partially mediated between antecedents and performance outcomes among youth in sports for development organizations in Kenya.

The findings are arranged in line with the six research objectives of the study.

Objective 1: Active Membership on Performance Outcomes

The objective of the study was to establish the influence of active membership on performance outcomes, while the null hypothesis was active membership has no positive influence on performance outcomes. The findings of this study postulate that active membership positively influences performance outcomes of youth sports for development organizations in Kenya. The study, therefore, rejects the null hypothesis hence active membership was found to influence performance outcomes in youth sports for development organizations in Kenya. The descriptive statistics supported these findings.

Objective 2: Organizational Justice on Performance Outcomes

The objective of the study was to establish the influence of organizational justice on performance outcomes, while the null hypothesis was members' perceptions of organizational justice have no positive influence on performance outcomes. The findings of this study postulate that organizational justice positively influences performance outcomes of youth sports for development organizations in Kenya. The study, therefore, rejects the null hypothesis hence organizational justice was found to influence performance outcomes in youth sports for development organizations in Kenya. The descriptive statistics supported these findings.

Objective 3: Divergent Thinking on Performance Outcomes

The hypothesis that divergent thinking has a significant influence on performance outcomes in sports for development organizations in Kenya and the null hypothesis was rejected. This study found that relations between divergent thinking and performance outcomes were positively and statistically significant. The descriptive statistics supported these findings.

Objective 4: Members' Perceptions of Life Satisfaction on Performance Outcomes

The findings of this study postulate that members' perceptions of life satisfaction positively influence performance outcomes of youth sports for development organizations in Kenya. The study, therefore, rejected the null hypothesis hence life satisfaction was found to influence performance outcomes in youth sports for development organizations in Kenya. The descriptive statistics supported these findings.

Objective 5: Empowering Leadership on Performance Outcomes

The findings of this study postulate that empowering leadership positively influences performance outcomes of youth sports for development organizations in Kenya. The study, therefore, rejects the null hypothesis hence empowering leadership was found to influence

performance outcomes in youth sports for development organizations in Kenya. The descriptive statistics supported these findings.

Objective 6: Mediating Role of Empowering Leadership Between Antecedents and Performance Outcomes

The study sought to determine the mediating effect of empowering leadership on the relationship between antecedents and performance outcomes. The findings of this study postulate that empowering leadership mediates the relationship between antecedents and performance outcomes of youth sports for development organizations in Kenya. The study, therefore, rejects the null hypothesis hence empowering leadership was found to partially mediate the relationship between antecedents and performance outcomes in youth sports for development organizations in Kenya. The descriptive statistics supported this finding.

Conclusions

On the influence of active membership on performance outcomes, this study concludes that active membership has a positive and significant influence on performance outcomes among youth in sports for development organizations in Kenya. In particular, the study concludes that the youth beneficiaries of sports for development organizations being active, attending local matches/meetings, attending training, performing tasks expected of members, fulfilling responsibilities as members, anticipation for at least 2 years, being active in the organization, positively affects performance outcomes of organizational citizen behaviour, self-efficacy, aspirations, self-esteem, organizational perceived performance, and community psychological empowerment.

This study concluded that organizational justice has a positive and significant influence on performance outcomes among youth in sports for development organizations in Kenya. Specifically, the study concludes that the youth beneficiaries of sports for development organizations being exposed to procedural justice, outcomes rewards justice,

interaction justice and communication or explanation justice influences success in achieving performance outcomes of organizational citizen behaviour, self-efficacy, aspirations, self-esteem, organizational perceived performance, and community psychological empowerment.

This study concluded that divergent thinking has a positive and significant influence on performance outcomes among youth in sports for development organizations in Kenya. In particular, the study concludes that by the youth beneficiaries of sports for development organizations having leadership that offers divergent thinking factors of divergent thinking attitude-openness, thinking attitude-convergent thinking, ideation behaviour- new ideas, ideation behaviour- need for cognition and encouragement of divergent thinking- idea freedom in the organizations. There will be a positive effect on performance outcomes of organizational citizen behaviour, self-efficacy, aspirations, self-esteem, organizational perceived performance, and community psychological empowerment.

This study concluded that life satisfaction has a positive and significant influence on performance outcomes among youth in sports for development organizations in Kenya. In particular, the study concludes that by the youth beneficiaries in Kenya sports for development organizations have shown the existence of the perception of life satisfaction attributes of being satisfied with their lives, feeling they have important things in life so far, and lastly should they live their lives over again they would not change anything, this attributes of perception of life satisfaction have a positive relationship with performance outcomes of organizational citizen behaviour, self-efficacy, aspirations, self-esteem, organizational perceived performance, and community psychological empowerment.

On the influence of empowering leadership on performance outcomes, this study concludes that empowering leadership has a positive and significant influence on performance outcomes among youth in sports for development organizations in Kenya. In particular, the study concludes that leaders' sports for development organizations should seek

to apply team-empowering leadership and team-empowering components of empowering leadership which will affect positively the relationship with performance outcomes of organizational citizen behaviour, self-efficacy, aspirations, self-esteem, organizational perceived performance, and community psychological empowerment.

This study concludes that empowering leadership partially mediates the relationship between the antecedents of active membership, organizational justice, divergent thinking, perceptions of life satisfaction and performance outcomes of performance outcomes of (organizational citizen behaviour, self-efficacy, aspirations, self-esteem, organizational perceived performance, and community psychological empowerment).

Recommendations

Suggestions for Improvement

This study will help practitioners in sports for development sector in Kenya and globally, national government, county government, sports for development sector funders and researchers, donor agencies, religious organizations interested in using sports, and civil society understand the antecedents of active membership, organisational justice required before they set out to support or run a sports for development organisation. Further, for the achievement of performance outcomes of organizational citizen behaviour, self-efficacy, aspirations, self-esteem, organizational perceived performance, and community psychological empowerment the organisations have to adopt empowering leadership attributes by their leaders.

The study offers an opportunity for a rethink of the “development” aspect of sports and development and looks at it as performance outcomes which are intrinsic in nature. “Development” for sports and development organizations should not be viewed only as infrastructural development but rather the change achieved in the youth beneficiaries in terms of behaviour and character development.

The study further recommends that sports for development organizations re-look at how they define “performance.” Instead of the organizations evaluating their success based only on how well their members perform in sporting activities, they should look at performance as performance outcomes rather than sporting outputs or results. The measure of success should be assessed based on “performance outcomes” such as organizational citizen behaviour, self-efficacy, aspirations, self-esteem, organizational perceived performance, and community psychological empowerment among their members.

Finally, the finding of this study can be used as a framework to guide interested sports for development stakeholders on how to engage the youth using the antecedents of active membership, organisational justice, divergent thinking and life satisfaction. Further analysis of the data can be undertaken to identify relationships among individual antecedents and performance outcomes and the mediating role of empowering leadership.

This study has shown that empowering leadership partially mediates between the antecedents and performance outcomes in sports for development organizations in Kenya. Empowering leadership should be encouraged to be applied by youth-focused sports organizations and even others that work with the youth to adopt the antecedents (active membership, perceptions of organizational justice, divergent thinking, and life satisfaction) of empowering leadership to achieve performance outcomes are organizational citizen behaviour, self-efficacy, aspirations, self-esteem, organizational perceived performance, and community psychological empowerment.

It is further recommended that organizing the activities of youth in sports for development organizations should ensure that there is regular participation. The leaders should monitor the activity level of their members to ensure that they are actively engaged for at least two years. The organizations need to incorporate all the 7 indicators of active membership as confirmed in this study as follows: active membership attribute of fulfilling

responsibilities as a member of this organization, considering themselves to be an active member of this organization, attending local area meetings/matches for this organization, attending training provided by the organization, performing tasks expected as a member, fulfilling their responsibilities as a member of this organization, actively participating in this organization during the past two years, and finally being an active in the organization currently

To achieve performance outcomes of organizational citizen behaviour, self-efficacy, aspirations, self-esteem, organizational perceived performance, and community psychological empowerment. Particularly focus on the indicators that comprise active membership that were tested and confirmed in this study and outlined above.

It is recommended that leaders in the sports for development organizations ensure they have systems and policies in place that entrench organization justice attributes of procedural justice, outcomes rewards justice, interaction justice and communication or explanation justice to be able to achieve performance outcomes of organizational citizen behaviour, self-efficacy, aspirations, self-esteem, organizational perceived performance, and community psychological empowerment. Particularly focus on the indicators that comprise organizational justice that were tested and confirmed in this study.

It is recommended that leaders of the youth beneficiaries in the sports for development organizations ensure they have systems and policies in place that entrench divergent thinking factors mentioned above and focus on these indicators that were tested and confirmed in this study.

It is recommended that leaders of the youth beneficiaries in the sports for development organizations, encourage beneficiaries on life satisfaction factors of being satisfied with their lives, feeling they have important things in life so far, and lastly should they live their lives over again they would not change anything because they positively and

significantly affect performance outcomes of organizational citizen behaviour, self-efficacy, aspirations, self-esteem, organizational perceived performance, and community psychological empowerment. Organizations can conduct studies to assess this key component of the well-being of their youth members and find solutions to improve if required. Focus on the constructs that comprise members' perceptions of life satisfaction that were tested and confirmed in this study and listed above.

The study recommended that leaders of the youth beneficiaries in the sports for development organizations adopt empowering leadership approach and ensure they encourage it across the organization at all levels. There is a positive and significant influence of empowering leadership on performance outcomes of organizational citizen behaviour, self-efficacy, aspirations, self-esteem, organizational perceived performance, and community psychological empowerment.

The study recommended that leaders in the sports for development organizations adopt empowering leadership approach and particularly ensure they encourage it across the organization at all levels. There is a partially mediating influence of empowering leadership between antecedents and performance outcomes.

Contribution to Knowledge

This study has added knowledge on the model of antecedents and performance outcomes of empowering leadership among youth in youth sports for development organisations in Kenya.

Suggestions for Further Research

The researcher suggests a comparative study to see if youth living in the same environment such as the community, families, schools, and others who don't participate in the activities of sports for development organizations have a different score on the individual focused variables like perceptions of life satisfaction and aspiration.

The study was conducted in organizations that only use football and operate largely in settings with poor populations in Kenya. The same research can be undertaken in other contexts and cultures for example in Europe and North America where there are many sports for development organisations initiatives.

Further review of the data to break down the finding into gender, urban setting and rural setting can be conducted. More research can be carried out exploring individual relationships between the various variables and the mediating variable of empowering leadership.

A qualitative study can be considered to interrogate the findings further because this study was exclusively a cross-sectional study, that applied a survey data collection method and therefore fully quantitative, no interviews were done to follow up or clarify the questions presented to the respondents.

Finally, because this study is one of the first studies of empowering leadership in sports for development organizations in Kenya, there remains a need to cross-validate the findings in future research.

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Appendices

Appendix I: List of Sports for Development Organizations in Kenya

SPORTS AND DEVELOPMENT ORGANIZATIONS IN KENYA			
#	Name	Focus area	Description
1	ACAKORO Football C.B.O.	Sport For Social Inclusion Award	We provide elite football training in Nairobi, Kenya. At ACAKORO players get the preparation for a future professional career in Football.
2	Alive & Kicking	Unemployment/HIV AIDS	Alive and Kicking takes a practical approach to tackling unemployment by establishing social enterprises that manufacture sports balls using local..
3	Aspire Mega Soccer Academy (AMSA)	Sports and Education	Aspire Mega Soccer Academy (AMSA) is a sports centred charitable organization established to transform through sports and education.
4	Boxgirls Kenya	Dadaprenuers	Boxing is only a part of the Boxgirls programme. However, it is an important

			and innovative tool, among others, to.
5	Brighter Futures	Brighter Futures	63% of the Ndhiwa population lives in absolute poverty. This breeds an environment of misogyny and prejudice, which results in.
6	Community Foundation Western Province	Providing structured recreational opportunities to disadvantaged young.	A community foundation engaging the people of western Kenya to help themselves through facilitating self-help initiatives.
7	Community Resource Development Agency	Sports to Curb Drug Abuse	The project involves arranging local athletics events which allows youths out of school to participate and create a local network.
8	Cricket Without Boundaries	Batting FGM out of Kenya	Using Cricket as an analogy, FGM messages were integrated into the delivery sessions. The BAT Acronym: B – Break the.

9	Friends Of The Needy Foundation	Friends Of The Needy Foundation	Friends of the Needy Foundation –Kenya is a Non Governmental Organization (NGO) registered in Kenya under the NGOs act No.
10	Futbol Mas	Education and Sports	Changing Lives Through play and sport
11	Githunguri Youth Sports Association	Kick Drugs out of Kenya	In line with the SDG goal for Education for sustainable development, EPUKA project aims at empowering 1,000 young girls from.
12	Horn Of Africa Development Initiative - HODI	Shoot to Score	As HODI we use sports as a unifying factor in blood fields of Marsabit to help them break free of.
13	Humanity Plight Community Based Organization	Humanity Plight Community Based Organization	Humanity Plight Community Based Organization uses sports (Soccer and Athletics) to create awareness on social, economic and environmental pertinent issues.
14	International Youth	Sport for Kenyan Youth Employment (SKYE)	With inherent appeal that takes at-risk youth off the streets,

	Foundation (IYF)		sport can serve as an effective mechanism for social and.
15	Kenya Community Sports Foundation	Sport-Based Youth Initiative For Sustainable Management Of Informal Settlements' Environment In North Rift Kenya	The program uses the medium of sports to mobilize youths, men and women to participate in community environmental conservation.
16	Kenya Homeless Street Soccer Association	Kenya Homeless Street Soccer Association	Team Kenya to the Homeless World Cup is organized by the Kenya Homeless Street Soccer Association. This street soccer programme.
17	Kenya Youth Soccer Events (KYSE)	Kenya Youth Soccer Events (KYSE)	Kenya Youth Soccer Events (KYSE) Is are company which organize soccer events in Mombasa and it has been started in.
18	Kenyan Riders	Kenyan Riders	Kenyan Riders wants to have the first black cycling team in the Tour de France.
19	Kilimanjaro Initiative	Kilimanjaro Initiative Climbs	Kilimanjaro Initiative (KI) organizes annual climbs of Mt Kilimanjaro to raise awareness

			on social issues affecting disenfranchised youth and to.
20	Koinonia Community Kenya	Koinonia Kenya	This project will use sporting tournaments as an effective tool to mobilize the community, not only focusing on youth sensitization.
21	Mariners Outreach	Mariners Outreach	Focused on developing at-risk communities locally and globally with sustainable projects. We are involved locally in Santa Ana, Costa Mesa.
22	Mathare Youth Sports Association	Youth & sports activities	Mathare Youth Sports Association (MYSA) is sports for development organization which uses sports to tackle social issues on quality education.
23	Moving The Goalposts	Sports and youth Activities	Moving the Goalposts (MTG) is a unique Community Based Organization, that since 2001 has used football as tool to empower.

24	Nutritionists Without Borders (NWB)	Promoting Healthy and Active Lifestyles in Urban Secondary Schools in Nairobi, Kenya	The project intends to involve urban schools with this initial focus on secondary schools to place emphasis on healthy eating.
25	Old Is Gold	Engaging Girls in Sports for Development	In many slums, young girls are not engaged positively as a way of building their self-esteem. This impacts on girls.
26	Seeds Of Peace Africa	Kenya /Netherlands Sports For Development Partnership	Sport represents a significant source of potential for enhancing and even accelerating development and peace efforts worldwide, particularly those related.
27	Shamas Rugby Foundation (SRF)	Life Skills Project	We are a Sport for Development program that uses the sport of rugby and its values to teach Life Skills.
28	Shoe4Africa	Refusing Limits	Handicapped and Deaf children in Kenya are often chained to beds, locked in back rooms, it is extremely rare to.
29	Smile4life	Smile4life	Smile 4 Life is a small organization based in the slum

			of Korgocho, Nairobi, Kenya with the aim of eradicating poverty through.
30	Sport for Kenyan Youth Employment (SKYE)	Sport for Kenyan Youth Employment (SKYE)	The Sport for Kenyan Youth Employment (SKYE) project harnesses the power of football and partnerships to equip marginalized young people.
31	TackleAfrica	HIV Education Through Football Coaching in Mathare, Kenya	Rates of HIV infection in Kenya currently stand at 6.2%, with 40% of new infections in young people occurring before.
32	Tegla Loroupe Peace Foundation	Crossborder Peace Building Through Sports	TLPF is a registered charity in Kenya set up in 2013 to support and further agendas that promote conflict resolution.
33	The Coexist Initiative	Safe Masaai Angels in Kenya	The Shield project is a grassroots initiative that is participatory in nature and utilizes the expertise and tools that are.

34	Transforming Youth Stars of Africa (TYSA)	Youth & sports activities	TYSA is sports for development organization which uses sports to tackle social issues in Rural Kenya setting.
35	UNICEF Kenya	Football for quality education and skills development	UNICEF Kenya works together with ACAKORO Football (a community-based Organization) and the Kenya Academy of Sports (a parastatal).
36	University Of Nairobi	Disability Sports	Disability sports at Universities in Kenya.
37	Vijana Amani Pamoja	Football and Cutting-edge HIV Research	By using the power of football, VAP trains local role models as community change agents. Through football themed manuals.
38	YouthHope Sports Project	Youth Hope Sports Project	YouthHope Sports Project is a Community Based Organization working with Children and Youth living in the informal settlements in the.

Source: <https://www.beyondsport.org/Network>

Appendix II Letter of Introduction

November 30, 2022

Dear Survey Participant,

REQUEST TO PARTICIPATE IN RESEARCH SURVEY

I am a Ph.D. candidate in Organizational Leadership at the Pan African Christian University (PACU). I am conducting field research titled “the antecedents and performance outcomes of empowering leadership in sports for development organizational in Kenya.” Sports for development organizations are critical drivers in grassroots youth development worldwide. Youth empowerment is an area of interest, and stakeholders can apply the research findings in their operations.

To collect this information, we kindly request you to complete the physical questionnaire shared with you by the research assistants or me. The respondents will be members/beneficiaries of selected sports for development organizations. Completion of the survey is voluntary, and you may withdraw at any time without any consequence.

Data collected is anonymous, strictly confidential, and will be kept in a secure place. If you are willing to participate, please read the questionnaire carefully and answer all questions to the best of your knowledge. If you would like to receive a summary of the research results when available, please send me a request to the address below. Should you have any queries about the survey, please do not hesitate to contact me at the address given below.

Thank you very much for your time, and I highly appreciate your contribution to the work.

Kind Regards,

David Thiru
Email:
Cell Phone:

Appendix III: Research Questionnaire

Background Information:

Questions in this section relates to you as an individual

1. What is your gender? Male[] Female[]

2. What is your role in the organization?
 Member[] Coach[] Youth leader[] Volunteer [] Other.....

3. What is your highest academic qualification?
 KCPE [] KCSE [] Certificate [] Diploma[] Bachelor-degree [] Masters &
 beyond [] Other.....

4. Do you have any specialized training in organization management?
 none [] some [] a lot [] certification []

5. How many years have you been in this organization? Please circle the correct one
 0-1 2-3 4-5 6-8 9-11 12-15 16-20 21 &
 beyond

6. How old are you? 18-21 years[] 22-30 years[] 31-35years []
 36 & beyond []

7. How much time do you spend in this organizations related activities per week?
 1-10 hours [] 11-30 hour[] 31 & beyond[]

Questions in this section relates to you as an individual and are to be answered from a personal perspective.

I expect that...		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
8	I will have enough to eat	1	2	3	4	5
9	I will get a good job	1	2	3	4	5
10	I will get (someone) pregnant	1	2	3	4	5
11	I will experience insecurity	1	2	3	4	5
My life in the future I think the following will happen to me:		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
12	Police harassment	1	2	3	4	5
13	Being unable to complete education	1	2	3	4	5
14	Having to live in my community	1	2	3	4	5
15	Not getting married	1	2	3	4	5

	Achieving the following is very important to me in my life:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
16	Going to university	1	2	3	4	5
17	Owning my own home	1	2	3	4	5
18	Taking care of parents and rest of family when older	1	2	3	4	5
19	Moving out of my area	1	2	3	4	5
20	Being admired and respected by friends	1	2	3	4	5
21	Having a good job	1	2	3	4	5
22	Having children	1	2	3	4	5
23	Getting married or finding partner	1	2	3	4	5
	In my life, I have high expectations of:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
24	Finishing primary school	1	2	3	4	5

25	Joining secondary school	1	2	3	4	5
26	Finishing secondary school	1	2	3	4	5
27	Joining University	1	2	3	4	5
	In my life, I have high expectations of:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
28	Getting a job that pays well	1	2	3	4	5
29	Owning home	1	2	3	4	5
30	Getting an enjoyable job	1	2	3	4	5
31	Having a happy family life	1	2	3	4	5
32	Staying in good health most of the time	1	2	3	4	5
33	Getting HIV/AIDS	1	2	3	4	5
34	Not being able to leave the slum	1	2	3	4	5
	Reflecting my life:		Disagree	Neutral	Agree	Strongly

		Strongly Disagree				Agree
35	It is easy for me to stick to my aims and accomplish my goals	1	2	3	4	5
36	I am confident that I could deal efficiently with unexpected life events	1	2	3	4	5
37	Thanks to my resourcefulness, I know how to handle unforeseen situations	1	2	3	4	5
38	I can solve most problems if I invest the necessary effort	1	2	3	4	5
39	In most ways my life is close to my ideal	1	2	3	4	5
	Reflecting my life:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
40	The conditions of my life are excellent	1	2	3	4	5
41	I am satisfied with my life	1	2	3	4	5
42	So far I have gotten the important things I want in life	1	2	3	4	5
43	If I could live my life over, I would change almost nothing.	1	2	3	4	5

44	I think everyone should communicate their ideas no matter how usual	1	2	3	4	5
45	I feel that people ought to be encouraged to share all their ideas, however unusual the idea	1	2	3	4	5
46	I feel that all people should be given equal time and listened to with an open mind, regardless of how outside-the norm-they seem to be	1	2	3	4	5
47	Judgement is needed during idea generation to ensure that only quality ideas are developed	1	2	3	4	5
48	Quality is a lot more important than quantity in general ideas	1	2	3	4	5
49	At some point, we should cut off ideas when they get ridiculous and get on with it	1	2	3	4	5
	Reflecting my life:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
50	Friends ask me to help them think of ideas and solutions	1	2	3	4	5

51	I come up with a lot of ideas and solutions	1	2	3	4	5
52	I am good at combining ideas in a way that other people have not tried	1	2	3	4	5
53	I would rather do something that challenges my thinking abilities	1	2	3	4	5
54	I seek out situations that require in-depth thinking on my part	1	2	3	4	5
55	I would prefer life to be filled with situations that I must solve	1	2	3	4	5
56	I prefer complex over simple problems	1	2	3	4	5
57	I like the responsibility for handling situations that require lots of thinking	1	2	3	4	5
	As relates to this organization:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

58	This organization encourages a risk-free environment where ideas can be openly expressed	1	2	3	4	5
	As relates to this organization:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
59	Members freedom to generate ideas is valued in our organization	1	2	3	4	5
60	This organization actively encourage our people to find external stimuli (e.g., attend conferences and read blogs)	1	2	3	4	5
61	This organization actively engage in cross-communities activities development practices	1	2	3	4	5
62	This organization openly promotes diversity in its hiring practices.	1	2	3	4	5
63	Different departments in our organization work cooperatively on community development activities	1	2	3	4	5

	About myself:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
64	I am a person of worth	1	2	3	4	5
65	I have a number of good qualities	1	2	3	4	5
66	I do things as well as other people	1	2	3	4	5
67	I take a positive attitude towards myself	1	2	3	4	5
	About myself:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
68	I am satisfied with myself	1	2	3	4	5
69	I am inclined to feel I'm a failure	1	2	3	4	5
70	I certainly feel useless at times	1	2	3	4	5
71	At times I think I am no good at all	1	2	3	4	5

The questions below refer to the procedures your leader uses to make decisions about Rewards- (Periderms, facilitations payments, allowances,) evaluations, promotions, assignments, trips, trainings participations etc.

To what extent:		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
72	I am able to express my views during those procedures?	1	2	3	4	5
73	I can influence the decisions arrived at by those procedures?	1	2	3	4	5
74	Are those procedures applied consistently?	1	2	3	4	5
75	Are those procedures free of bias?	1	2	3	4	5
76	Are those procedures based on accurate information?	1	2	3	4	5
To what extent:		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
77	Are you able to appeal the decisions arrived at by those procedures?	1	2	3	4	5
78	Do those procedures uphold ethical and moral standards?	1	2	3	4	5

The questions below refer to the outcomes you receive from your leader/leaders, such as pay. Rewards-(Periderms, facilitations payments, allowances,) evaluations, promotions, assignments, trips, trainings participations etc.

To what extent:		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
79	Do those outcomes reflect the effort you have put into your work?	1	2	3	4	5
80	Are those outcomes appropriate for the work you have completed?	1	2	3	4	5
81	Do those outcomes reflect what you have contributed to your work?	1	2	3	4	5
82	Are those outcomes justified, given your performance?	1	2	3	4	5

The questions below refer to the interactions you have with your leader as decision-making procedures (about Rewards-Periderms, facilitations payments, allowances, evaluations, promotions, assignments, trips, trainings participations etc. are implemented.

To what extent:		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
83	Does he/she treat you in a polite manner?	1	2	3	4	5
84	Does he/she treat you with dignity?	1	2	3	4	5
85	Does he/she treat you with respect?	1	2	3	4	5
86	Does he/she refrain from improper remarks or comments?	1	2	3	4	5

The questions below refer to the explanations your leader offers as decision-making procedures (About Rewards-Periderms, facilitations payments, allowances, evaluations, promotions, assignments, trips, trainings participations etc) are implemented.

To what extent:		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
87	Is he/she candid when communicating with you?	1	2	3	4	5
88	Does he/she refrain from improper remarks or comments?	1	2	3	4	5
89	Does he/she explain decision-making procedures thoroughly?	1	2	3	4	5
To what extent:		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
90	Are his/her explanations regarding procedures reasonable?	1	2	3	4	5
91	Does he/she communicate details in a timely manner?	1	2	3	4	5
92	Does he/she tailor communications to meet individuals' needs?	1	2	3	4	5
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

	In this organization members do the following:					
93	Help each other out if someone falls behind in his/her work	1	2	3	4	5
94	Willingly share their expertise with other members of the organization	1	2	3	4	5
95	Try to act like peacemakers when other members have disagreements	1	2	3	4	5
96	Take steps to try to prevent problems with other members	1	2	3	4	5
97	Willingly give of their time to help organization members who have work-related problems	1	2	3	4	5
98	"Touch base" with other organization members before initiating actions that might affect them	1	2	3	4	5
99	Encourage each other when someone is down	1	2	3	4	5

100	Provide constructive suggestions about how the crew can improve its effectiveness	1	2	3	4	5
	In this organization members do the following:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
101	Are willing to risk disapproval to express their beliefs about what's best for the organization	1	2	3	4	5
102	Attend and actively participate in team meetings	1	2	3	4	5
103	Always focus on what is wrong with our situation, rather than the positive side	1	2	3	4	5
104	Consume a lot of time complaining about trivial matters	1	2	3	4	5
105	Always find fault with what other organization members are doing	1	2	3	4	5
	In this organization:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
106	This year the activities of the organization were meaningful and useful to the community	1	2	3	4	5

107	Compared with the last year, the activities of this organization have grown in size	1	2	3	4	5
108	Compared with the last year, the activities of this organization have improved with quality	1	2	3	4	5
109	I consider myself to be an active member of this organization	1	2	3	4	5
	In this organization:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
110	I attend zonal meetings/matches for this organization.	1	2	3	4	5
111	I attend trainings provided by this organization.	1	2	3	4	5
112	I perform tasks that are expected of me as a member of this organization.	1	2	3	4	5
113	I fulfil my responsibilities as a member of this organization.	1	2	3	4	5

114. Please circle which fits you most. I was present at how many committee meetings during the past two years

1 2 3 4 5 6 7 8+

	In this organization:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
115	I actively participated in this organization during the past two years?	1	2	3	4	5
116	I am active in the organization currently?	1	2	3	4	5
117	My team leader encourages me to work together with the others who are part of the team.	1	2	3	4	5
118	My team leader advises me to coordinate my efforts with the others who are part of the team.	1	2	3	4	5
	In this organization:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
119	My team leader urges me to work as a team with other individuals who are part of the team.	1	2	3	4	5
120	My team leader expects that the collaboration with the other members in the team works well.	1	2	3	4	5

121	My colleagues encourage me to search for solutions to my problems without supervision.	1	2	3	4	5
122	My colleagues urge me to assume responsibilities on my own.	1	2	3	4	5
123	My colleagues encourage me to learn new things.	1	2	3	4	5
124	My team leader encourages me to search for solutions to my problems without supervision.	1	2	3	4	5
125	My colleagues encourage me to give myself a pat on the back, when I meet a new challenge.	1	2	3	4	5
126	My colleagues encourage me to work together with other individuals, who are part of the team.	1	2	3	4	5
127	My colleagues advise me to coordinate my efforts with the others and who are part of the team.	1	2	3	4	5
128	My colleagues urge me to work as a team with the others and who are part of the team.	1	2	3	4	5

	In this organization:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
129	My colleagues expect that the collaboration with the other members in the team works well	1	2	3	4	5
	In this community:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
130	I like to stay with other youths that live in this community	1	2	3	4	5
131	In the community where I am living, I feel I can share experiences and interests with other youths	1	2	3	4	5
132	When I feel like talking, I can generally find someone to talk to	1	2	3	4	5
133	I spend a lot of time with other youths that live in my community	1	2	3	4	5
134	I get support and emotional connection in the community	1	2	3	4	5
135	People in this community support each other	1	2	3	4	5
136	Many people in this community are willing to help each other	1	2	3	4	5

137	People in my community work together to improve things	1	2	3	4	5
138	In my community there is satisfaction of needs and opportunities for involvement	1	2	3	4	5
	In this community:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
139	In the community where I am living, there are many initiatives to youths with my age	1	2	3	4	5
140	In the community where I am living, there are enough initiatives for youths	1	2	3	4	5
141	In the community where I am living, there are enough opportunities to meet other young men and young women	1	2	3	4	5
142	In this place youth can find many opportunities to amuse themselves	1	2	3	4	5
143	This is a pretty community	1	2	3	4	5
144	I think this is a good place to live in	1	2	3	4	5

145	I feel like I belong to this community	1	2	3	4	5
146	As compared to others my community has many advantages	1	2	3	4	5
147	If the people here were to organize, they would have good chance of reaching their goals	1	2	3	4	5
148	Honestly, I feel that if we engage more, we would have opportunity to improve things for youths	1	2	3	4	5
	In this community:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
149	If given the opportunity to youths, I think that we could be able to organize something great for our community	1	2	3	4	5
150	People who live in this community could change things that are not working well	1	2	3	4	5
	I have taken the following actions:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
151	Written a letter or made a telephone call or public appeal on	1	2	3	4	5

	radio to influence a policy or issue					
152	Attended an event that provided information about community services	1	2	3	4	5
153	Attended a meeting to pressure for County policy change	1	2	3	4	5
154	Arranged an agenda for a public meeting	1	2	3	4	5
155	Signed a petition	1	2	3	4	5
156	Complained on social media to influence a policy issue	1	2	3	4	5
157	Participated in a protest demonstrations	1	2	3	4	5
	I have taken the following actions:	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
158	Attended a public meeting to pressure for a policy change affecting in my community	1	2	3	4	5
159	Had an in-depth, face-to-face conversation about an issue affecting your community	1	2	3	4	5

160	Attended a meeting to gather information about a neighborhood issue	1	2	3	4	5
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THE END

Appendix IV: Normality Test

Variable	min	max	skew	c.r.	kurtosis	c.r.
NI51	1.000	5.000	-.749	-5.689	.489	1.857
NI52	1.000	5.000	-.622	-4.724	.034	.130
SOB143	1.000	5.000	-.801	-6.086	.247	.937
SOB144	1.000	5.000	-.786	-5.966	.171	.651
LS41	1.000	5.000	-.122	-.928	-.802	-3.045
LS42	1.000	5.000	.129	.980	-.925	-3.512
LS43	1.000	5.000	.218	1.653	-1.032	-3.917
CT47	1.000	5.000	-.839	-6.375	-.110	-.417
CT48	1.000	5.000	-1.179	-8.951	.945	3.589
CT49	1.000	5.000	-.870	-6.607	.063	.238
SC64	1.000	5.000	-1.883	-14.298	1.535	17.219
SC65	1.000	5.000	-1.794	-13.624	1.782	18.157
SC66	1.000	5.000	-1.504	-11.417	1.079	7.893
SC67	1.000	5.000	-1.709	-12.980	1.580	13.592
OPP106	1.000	5.000	-1.375	-10.441	2.139	8.120
OPP107	1.000	5.000	-1.051	-7.982	.918	3.486
OPP108	1.000	5.000	-1.010	-7.669	1.109	4.212
IF58	1.000	5.000	-1.044	-7.930	.945	3.590
IF59	1.000	5.000	-1.318	-10.007	1.347	8.913
IF60	1.000	5.000	-1.250	-9.489	1.919	7.285
IJ86	1.000	5.000	-.984	-7.470	1.397	5.303

Variable	min	max	skew	c.r.	kurtosis	c.r.
INJ87	1.000	5.000	-.977	-7.422	1.684	6.393
INJ88	1.000	5.000	-.614	-4.663	.192	.729
INJ90	1.000	5.000	-.704	-5.342	.865	3.283
SE35	1.000	5.000	-1.290	-9.800	1.255	4.766
SE36	1.000	5.000	-1.283	-9.743	1.768	6.714
SE37	1.000	5.000	-1.089	-8.269	1.209	4.591
NC55	1.000	5.000	-.743	-5.644	-.080	-.304
NC56	1.000	5.000	-.329	-2.497	-.696	-2.644
NC57	1.000	5.000	-.582	-4.421	-.429	-1.628
OFF147	1.000	5.000	-1.298	-9.860	1.014	11.445
OFF148	1.000	5.000	-1.400	-10.632	1.079	15.489
OFF149	1.000	5.000	-.870	-6.609	1.694	6.432
OFF150	1.000	5.000	-1.046	-7.940	1.689	6.412
OP44	1.000	5.000	-1.231	-9.350	1.994	7.573
OP45	1.000	5.000	-1.021	-7.751	1.021	3.877
CT46	1.000	5.000	-1.208	-9.174	1.855	7.042
SECP133	1.000	5.000	-.791	-6.008	.221	.838
SECC134	1.000	5.000	-.732	-5.559	.275	1.046
SECC135	1.000	5.000	-.822	-6.240	.365	1.386
SECC136	1.000	5.000	-.735	-5.578	.242	.917
SECC137	1.000	5.000	-.867	-6.582	.728	2.762
PJ74	1.000	5.000	-.532	-4.040	-.024	-.092

Variable	min	max	skew	c.r.	kurtosis	c.r.
PJ75	1.000	5.000	-.600	-4.558	.458	1.739
PJ76	1.000	5.000	-.703	-5.335	.727	2.759
PJ77	1.000	5.000	-.729	-5.535	.610	2.315
PJ78	1.000	5.000	-.464	-3.526	.008	.030
AI21	1.000	5.000	-1.880	-14.276	1.193	15.921
ACT155	1.000	5.000	.185	1.407	-.974	-3.699
AI16	1.000	5.000	-1.236	-9.388	.823	3.125
AI17	1.000	5.000	-1.508	-19.042	1.924	30.088
AI18	1.000	5.000	-1.463	-18.703	1.900	26.198
AI19	1.000	5.000	-1.160	-8.806	1.022	3.882
AI20	1.000	5.000	-1.746	-13.261	2.182	10.561
ACT151	1.000	5.000	.347	2.634	-1.021	-3.878
ACT154	1.000	5.000	.225	1.712	-.974	-3.698
ACT156	1.000	5.000	.215	1.634	-1.152	-4.374
ACT157	1.000	5.000	.550	4.180	-.668	-2.538
ACT158	1.000	5.000	-.137	-1.041	-1.158	-4.396
SECC138	1.000	5.000	-.502	-3.809	-.656	-2.489
SECC139	1.000	5.000	-.393	-2.987	-.768	-2.916
SECC140	1.000	5.000	-.199	-1.510	-.976	-3.706
SECC141	1.000	5.000	-.310	-2.351	-.916	-3.478
SOB142	1.000	5.000	-.363	-2.755	-.623	-2.366
CB102	1.000	5.000	-1.171	-8.892	1.588	9.828

Variable	min	max	skew	c.r.	kurtosis	c.r.
AM109	1.000	5.000	-1.287	-9.776	1.523	5.783
AM110	1.000	5.000	-1.040	-7.895	1.026	3.896
AM111	1.000	5.000	-1.419	-10.774	2.426	9.211
AM112	1.000	5.000	-1.345	-10.213	2.271	8.624
AM113	1.000	5.000	-1.205	-9.149	1.478	5.613
AM115	1.000	5.000	-.914	-6.939	.063	.238
AM116	1.000	5.000	-1.091	-8.286	1.234	4.685
CB101	1.000	5.000	-1.111	-8.434	2.087	7.925
CB100	1.000	5.000	-1.047	-7.949	2.006	7.616
SB99	1.000	5.000	-1.127	-8.559	2.117	8.036
SB98	1.000	5.000	-1.042	-7.914	2.106	7.996
SB97	1.000	5.000	-1.030	-7.820	2.030	7.707
HB96	2.000	5.000	-.576	-4.377	.593	2.251
HB95	1.000	5.000	-.835	-6.338	.974	3.699
HB94	2.000	5.000	-.811	-6.158	.649	2.465
HB93	1.000	5.000	-.931	-7.072	1.055	4.006
TEL117	1.000	5.000	-1.696	-12.881	1.920	18.682
TEL118	1.000	5.000	-1.042	-7.911	1.818	6.901
TEL119	1.000	5.000	-1.165	-8.843	2.492	9.462
TEL120	1.000	5.000	-1.078	-8.183	2.207	8.381
IEL123	2.000	5.000	-.541	-4.105	.195	.739
TE126	1.000	5.000	-.907	-6.886	1.863	7.072

Variable	min	max	skew	c.r.	kurtosis	c.r.
TE127	2.000	5.000	-.697	-5.293	.483	1.834
TE128	1.000	5.000	-.856	-6.504	2.028	7.700
TE129	2.000	5.000	-.624	-4.742	.439	1.665
Multivariate					1903.771	137.592

Appendix V: Communalities Test

	Initial	Extraction
AM109	1.00	0.81
AM110	1.00	0.81
AM111	1.00	0.85
AM112	1.00	0.85
AM113	1.00	0.86
AM115	1.00	0.74
AM116	1.00	0.78
PJ74	1.00	0.72
PJ75	1.00	0.77
PJ76	1.00	0.78
PJ77	1.00	0.80

	Initial	Extraction
PJ78	1.00	0.85
IJ86	1.00	0.83
INJ87	1.00	0.74
INJ88	1.00	0.78
INJ90	1.00	0.78
LS41	1.00	0.73
LS42	1.00	0.74
LS43	1.00	0.77
OP44	1.00	0.79
OP45	1.00	0.71
CT46	1.00	0.77

	Initial	Extraction
CT47	1.00	0.68
CT48	1.00	0.82
CT49	1.00	0.72
NI51	1.00	0.74
NI52	1.00	0.78
NC55	1.00	0.74
NC56	1.00	0.81
NC57	1.00	0.85
IF58	1.00	0.82
IF59	1.00	0.80
IF60	1.00	0.77

	Initial	Extraction
HB93	1.00	0.79
HB94	1.00	0.78
HB95	1.00	0.79
HB96	1.00	0.80
SB97	1.00	0.76
SB98	1.00	0.70
SB99	1.00	0.85
CB100	1.00	0.81
CB101	1.00	0.73
CB102	1.00	0.77
SE35	1.00	0.74

	Initial	Extraction
SE36	1.00	0.81
SE37	1.00	0.80
AI16	1.00	0.57
AI17	1.00	0.85
AI18	1.00	0.81
AI19	1.00	0.68
AI20	1.00	0.72
AI21	1.00	0.71
SC64	1.00	0.77
SC65	1.00	0.82
SC66	1.00	0.71

	Initial	Extraction
SC67	1.00	0.75
SECP133	1.00	0.74
SECC134	1.00	0.74
SECC135	1.00	0.76
SECC136	1.00	0.80
SECC137	1.00	0.72
SECC138	1.00	0.77
SECC139	1.00	0.77
SECC140	1.00	0.84
SECC141	1.00	0.77
SOB142	1.00	0.78

	Initial	Extraction
SOB143	1.00	0.85
SOB144	1.00	0.77
SOB146	1.00	0.81
OFF147	1.00	0.72
OFF148	1.00	0.79
OFF149	1.00	0.82
OFF150	1.00	0.73
ACT151	1.00	0.71
ACT154	1.00	0.77
ACT155	1.00	0.74
ACT156	1.00	0.83

	Initial	Extraction
ACT157	1.00	0.76
ACT158	1.00	0.79
OPP106	1.00	0.81
OPP107	1.00	0.83
OPP108	1.00	0.82
TEL117	1.00	0.85
TEL118	1.00	0.79
TEL119	1.00	0.84
TEL120	1.00	0.81
IEL123	1.00	0.77
TE126	1.00	0.87

	Initial	Extraction
TE127	1.00	0.90
TE128	1.00	0.88
TE129	1.00	0.87

Appendix VI: Mahalanobis Distance

Observation number	Mahalanobis d-squared	p1	p2
343	23.412	0	0.051
325	20.922	0.001	0.061
128	18.193	0.004	0.072
91	14.342	0.016	0.169
86	12.867	0.029	0.328
340	12.708	0.031	0.214
78	12.162	0.038	0.224
307	12.109	0.038	0.131
302	11.669	0.045	0.139
71	11.54	0.047	0.093
239	10.886	0.06	0.164
339	10.279	0.075	0.272
266	9.967	0.083	0.295
328	9.883	0.086	0.232
176	9.794	0.088	0.182
244	9.552	0.096	0.192
47	9.487	0.098	0.145
42	9.054	0.114	0.237
87	8.797	0.125	0.275
104	8.206	0.152	0.526
169	8.162	0.154	0.458
151	8.093	0.158	0.408

Observation number	Mahalanobis d-squared	p1	p2
41	7.977	0.164	0.392
74	7.697	0.179	0.488
10	7.427	0.195	0.587
247	7.31	0.203	0.583
188	7.256	0.206	0.536
308	7.156	0.213	0.525
12	6.901	0.231	0.631
45	6.836	0.235	0.6
262	6.836	0.235	0.518
65	6.504	0.26	0.693
126	6.404	0.268	0.695
259	6.404	0.268	0.622
213	6.404	0.268	0.545
50	6.35	0.273	0.511
174	6.221	0.283	0.542
182	6.026	0.3	0.631
85	5.847	0.316	0.706
160	5.73	0.327	0.731
223	5.714	0.329	0.678
225	5.599	0.339	0.705
189	5.518	0.347	0.707
167	5.455	0.354	0.694
315	5.439	0.355	0.641

Observation number	Mahalanobis d-squared	p1	p2
165	5.439	0.355	0.571
48	5.352	0.364	0.581
59	5.16	0.384	0.688
144	5.016	0.399	0.748
64	4.982	0.403	0.717
122	4.878	0.414	0.745
62	4.872	0.415	0.691
129	4.837	0.419	0.659
231	4.804	0.422	0.625
291	4.691	0.435	0.669
186	4.605	0.445	0.687
267	4.264	0.485	0.892
83	4.21	0.492	0.888
238	4.205	0.493	0.854
245	4.078	0.508	0.892
229	4.078	0.508	0.856
252	4.025	0.515	0.85
329	3.97	0.522	0.847
49	3.937	0.526	0.827
77	3.937	0.526	0.779
135	3.834	0.539	0.814
206	3.652	0.562	0.897
9	3.594	0.57	0.897

Observation number	Mahalanobis d-squared	p1	p2
280	3.558	0.575	0.885
214	3.529	0.578	0.866
321	3.494	0.583	0.852
130	3.12	0.633	0.98
24	3.061	0.641	0.98
55	3.022	0.646	0.978
241	3.022	0.646	0.967
332	2.941	0.657	0.973
150	2.934	0.658	0.962
157	2.912	0.661	0.952
170	2.888	0.664	0.941
141	2.86	0.668	0.93
75	2.823	0.673	0.922
205	2.823	0.673	0.892
124	2.823	0.673	0.854
117	2.823	0.673	0.808
72	2.674	0.693	0.883
67	2.646	0.697	0.864
43	2.646	0.697	0.82
227	2.644	0.697	0.769
333	2.572	0.707	0.786
237	2.48	0.719	0.822
212	2.365	0.735	0.871

Observation number	Mahalanobis d-squared	p1	p2
195	2.303	0.743	0.877
73	2.264	0.748	0.866
298	2.22	0.754	0.857
29	2.182	0.759	0.843
177	2.134	0.765	0.837
265	2.118	0.767	0.8
13	2.118	0.767	0.739
5	2.099	0.77	0.694
134	2.082	0.772	0.642

Appendix VII: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings ^a
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total
1	22.337	24.547	24.547	22.337	24.547	24.547	13.763
2	6.154	6.762	31.309	6.154	6.762	31.309	15.742
3	5.091	5.594	36.903	5.091	5.594	36.903	9.866
4	4.407	4.843	41.747	4.407	4.843	41.747	5.486
5	3.87	4.253	46	3.87	4.253	46	6.107
6	3.643	4.004	50.003	3.643	4.004	50.003	5.512

Component	Initial Eigenvalues			Extraction Sums of Squared			Rotation
				Loadings			Sums of Squared Loadings ^a
7	3.223	3.542	53.545	3.223	3.542	53.545	8.101
8	2.556	2.809	56.354	2.556	2.809	56.354	11.258
9	2.335	2.566	58.92	2.335	2.566	58.92	5.417
10	2.153	2.366	61.286	2.153	2.366	61.286	5.368
11	1.979	2.175	63.461	1.979	2.175	63.461	5.937
12	1.809	1.987	65.449	1.809	1.987	65.449	5.339
13	1.637	1.798	67.247	1.637	1.798	67.247	6.57
14	1.586	1.742	68.989	1.586	1.742	68.989	9.426
15	1.4	1.539	70.528	1.4	1.539	70.528	8.634
16	1.37	1.505	72.033	1.37	1.505	72.033	8.86
17	1.277	1.404	73.437	1.277	1.404	73.437	2.439
18	1.148	1.262	74.699	1.148	1.262	74.699	2.407
19	1.097	1.205	75.904	1.097	1.205	75.904	3.506
20	1.022	1.124	77.028	1.022	1.124	77.028	1.731
21	1.002	1.102	78.129	1.002	1.102	78.129	4.28
22	0.932	1.024	79.154				
23	0.894	0.983	80.136				
24	0.836	0.919	81.055				
25	0.813	0.894	81.949				
26	0.76	0.835	82.784				
27	0.723	0.795	83.579				

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings	Rotation
					Sums of Squared Loadings ^a
28	0.677	0.744	84.322		
29	0.643	0.707	85.029		
30	0.607	0.667	85.696		
31	0.59	0.649	86.345		
32	0.569	0.625	86.971		
33	0.535	0.588	87.559		
34	0.527	0.579	88.137		
35	0.502	0.552	88.689		
36	0.49	0.538	89.227		
37	0.461	0.507	89.734		
38	0.444	0.488	90.222		
39	0.432	0.475	90.698		
40	0.413	0.453	91.151		
41	0.387	0.425	91.576		
42	0.367	0.404	91.98		
43	0.353	0.388	92.368		
44	0.344	0.378	92.746		
45	0.325	0.357	93.103		
46	0.314	0.345	93.448		
47	0.303	0.333	93.782		
48	0.298	0.328	94.109		

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings	Rotation
					Sums of Squared Loadings ^a
49	0.279	0.307	94.416		
50	0.269	0.295	94.711		
51	0.254	0.279	94.99		
52	0.243	0.267	95.258		
53	0.234	0.257	95.515		
54	0.229	0.251	95.766		
55	0.221	0.243	96.009		
56	0.215	0.236	96.245		
57	0.207	0.227	96.472		
58	0.205	0.225	96.698		
59	0.192	0.211	96.909		
60	0.184	0.203	97.111		
61	0.178	0.196	97.307		
62	0.168	0.185	97.492		
63	0.156	0.171	97.663		
64	0.149	0.164	97.827		
65	0.141	0.155	97.982		
66	0.135	0.149	98.131		
67	0.128	0.14	98.271		
68	0.118	0.13	98.401		

Component	Initial Eigenvalues		Extraction Sums of Squared Loadings	Rotation
				Sums of Squared Loadings ^a
69	0.112	0.123	98.524	
70	0.11	0.12	98.644	
71	0.102	0.112	98.756	
72	0.099	0.108	98.865	
73	0.096	0.105	98.97	
74	0.093	0.103	99.072	
75	0.084	0.093	99.165	
76	0.079	0.087	99.252	
77	0.075	0.083	99.335	
78	0.069	0.076	99.411	
79	0.069	0.076	99.487	
80	0.059	0.065	99.552	
81	0.054	0.059	99.611	
82	0.053	0.058	99.669	
83	0.052	0.057	99.727	
84	0.047	0.052	99.778	
85	0.04	0.044	99.823	
86	0.036	0.04	99.862	
87	0.034	0.037	99.899	
88	0.027	0.03	99.929	
89	0.024	0.027	99.955	

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings	Rotation
					Sums of Squared Loadings ^a
90	0.021	0.023	99.979		
91	0.019	0.021	100.00		

Component							
1	2	3	4	5	6	7	8
<hr/>							
CT47							
CT48							
CT49							
NI51							
NI52							
NC55							
NC56							
NC57							
IF58							
IF59							
IF60							
HB93	0.63						
HB94	0.592						
HB95	0.958						
HB96	1.007						
SB97	0.714						
SB98	0.871						
SB99	0.675						
CB100	0.66						
CB101	0.725						
CB102	0.562						
SE35							
SE36							

	Component							
	1	2	3	4	5	6	7	8
SOB146								
OFF147								
OFF148								
OFF149								
OFF150								
ACT151					0.654			
ACT154					0.631			
ACT155					0.744			
ACT156					0.899			
ACT157					0.858			
ACT158					0.836			
OPP106								
OPP107								
OPP108								
TEL117	0.765							
TEL118	0.687							
TEL119	0.865							
TEL120	0.795							
IEL123	0.74							
TE126	0.873							
TE127	0.88							
TE128	0.851							
TE129	0.825							

	Component									
	1	2	3	4	5	6	7	8		
CT48										0.825
CT49										0.597
NI51										
NI52										
NC55				0.754						
NC56				0.873						
NC57				0.889						
IF58						0.86				
IF59						0.816				
IF60						0.586				
HB93										
HB94										
HB95										
HB96										
SB97										
SB98										
SB99										
CB100										
CB101										
CB102										
SE35					0.827					
SE36					0.884					
SE37					0.729					

Component							
1	2	3	4	5	6	7	8
<hr/>							
CT49							
NI51			0.606				
NI52			0.768				
NC55							
NC56							
NC57							
IF58							
IF59							
IF60							
HB93							
HB94							
HB95							
HB96							
SB97							
SB98							
SB99							
CB100							
CB101							
CB102							
SE35							
SE36							
SE37							
AI16							

Component							
1	2	3	4	5	6	7	8
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OFF148							
OFF149							
OFF150							
ACT151							
ACT154							
ACT155							
ACT156							
ACT157							
ACT158							
OPP106							
OPP107							
OPP108							
TEL117							
TEL118							
TEL119							
TEL120							
IEL123							
TE126							
TE127							
TE128							
TE129							

Appendix VIII: Ethical Approval Pac University.

12TH SEPTEMBER, 2022

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION & ETHICS CLEARANCE LETTER FOR NJIHIA DAVID THIRU REG. NO: POLD/8393/0/16

Greetings! This is an introduction letter for the above named person a final year student at Pan Africa Christian University (PAC University), pursuing the degree of Doctor of Philosophy in Organizational Leadership Development.


He is at the final stage of the programme and is preparing to collect data to enable him finalise on the Dissertation. The dissertation title is ***“The Antecedent and Performance Outcomes of Empowering Leadership in Sports for Development Organisations in Kenya”***.

We kindly request that you allow him obtain a research permit so as to proceed and conduct research amongst selected groups within Sports for Development Organisations in Kenya.

Warm Regards,

Lilian Vikiru

Dr. Lilian Vikiru
Registrar Academic Affairs
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