



RESEARCH ARTICLE

A Comparative Study on Participation Motives and Psychological Well-being of Female University Student-Athletes in Kenya and Türkiye

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Abstract

In this study, it was aimed to examine the motivation to participate, psychological well-being, harmony in life, and contentment with life assessment of female university student athletes in Kenya and Türkiye. The study was designed with the descriptive and relational survey model as a quantitative research method. The research group consisted of 379 students representing female university athletes in Türkiye (224) and Kenya (155). Motivation to Participate in Sport Scale (Gill et al., 1983), Psychological Well-being Scale (Diener et al., 2010), Harmony in Life Scale (Kjell et al., 2016) and Contentment with Life Assessment Scale (Lavalley et al., 2007) were used as data collection tools. As a result of the findings of the study, there was a significant difference between individual athletes and team athletes studying in Türkiye in motivation to participate in sports and this difference was in favor of team athletes ($p < .05$). As a result, female athlete university students' motives for participation in sports and adaptation in life were in favor of Türkiye, but their psychological well-being levels were against Türkiye. Although the psychological well-being levels of female athlete university students are in favor of Kenya, their motives for sports participation and harmony in life are against Kenya. In this case, it shows that there are issues that both countries should pay attention to in order for female university students to be better and more successful.

Keywords

Sports, Psychological Well-Being, Athlete, Kenya, Türkiye

INTRODUCTION

It is an indisputable fact that there is a relationship between healthy life and sports participation in community life. As a result of this relationship, it has been reported that the health benefits of sports participation extend to physical, mental and social factors (Akpınar & Güler, 2023; Eime et al., 2013). Therefore, maintaining a high level of participation motivation is recognized as one of the most important characteristics that athletes need to develop (Manalo, 2023). Considering the purposes of participation in

sporting activities, it has been reported that individuals participate in sports for competitive or recreational purposes over a long period of time (Cheung et al., 2012).

In the literature, the factors that are thought to affect the motivation of athletes to participate in sports are stated as being in shape, relaxing, developing skills, success/status, belonging to a team, having fun, making friends, and competing (Gill et al., 1983; Zaharidis et al., 2006). On the other hand, Bandura (1997) stated that student athletes are interested in sporting activities for fun, enjoyment, developing skills, learning, being with

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friends, success, winning and health. Similarly, it has been stated in the literature that intrinsic motivation of female athletes increases through sports participation (Gaston-Gayles, 2005; Mouratadis et al., 2008; Waldron & Dieser, 2010).

Female university students involved in sports have to cope with a number of stressors in their daily lives such as education, school, homework, and gender stereotypes (Gillet et al., 2012). This situation can psychologically affect women's general health status. If young adults are psychologically positively affected by the activities they do in their daily lives, it may also change the overall social life of these participants.

Psychological well-being is a micro-level construct and provides information about how a person evaluates himself/herself and the quality of his/her life (Ryff et al., 1999). Ryff (1989) stated that psychological well-being includes self-acceptance, positive relationships with others, autonomy, environmental control, life purpose, and personal development. According to the psychological well-being perspective, human well-being is characterized as living well and doing good things rather than feeling good (Forgeard et al., 2011). Harmony involves balance and flexibility in harmonizing different aspects in the world. Thus, "harmony is inherently relational. It is through mutual support and interdependence that everything flourishes" (Li, 2008). From a psychological well-being perspective, it is argued here that the concept of adaptation promotes a holistic worldview that includes a balanced and flexible approach to personal well-being that takes into account social and environmental contexts. Adaptation can be explained as the individual's ability to achieve and maintain a balance between the self and the environment in terms of the relationship between the self and the environment by using the existing abilities (Kalyencioğlu & Kutlu, 2010). Harmony is basically related to well-being, and there are slight differences in the assessment of well-being (Satici & Gocet-Tekin, 2017). It can be said that individuals who are in harmony with life can also feel psychologically well. In this context, it is thought that individuals' psychological well-being may have an impact in different areas.

Life satisfaction means the degree of positivity that an individual reaches as a result of evaluating his/her own quality of life in its entirety. Life satisfaction, which can also be expressed as life contentment, and includes satisfaction and pleasure,

expresses how much the individual enjoys his/her life (Veenhoven, 1996: 17). It has been observed that factors such as having a meaningful life, enjoying life, and having a lot of effort in life are related to life satisfaction (Peterson et al., 2005). Among the determinants of life satisfaction, many variables such as age, stress level, physical health status, lifestyle, and personality traits play a role (Chow, 2005). It is also stated that factors such as social interaction, sexual activity, achievement, physical activity, engagement with nature, reading or listening to music, nutrition and beverage consumption have a positive effect on life satisfaction (Dockery, 2003: 4).

The significance of this study is that it is an important step in assessing the impact of cultural adaptation and cultural differences on athletes' overall well-being. By examining the effects of sport on motivations to participate and psychological well-being among female student-athletes, it can help us understand the impact of sport on women in more depth. By assessing the role of sport in college student-athletes' life satisfaction and harmony in life, it can help us develop potential strategies to improve the quality of college life.

The primary aim of this study is to examine the motives for participation (reasons for participating in sport) of female university student athletes in Kenya and Türkiye. Participation in formal/structured sports in higher education institutions is a relatively challenging opportunity for female athletes. A secondary aim was to examine the psychological well-being, life harmony and contentment with life assessment of female university athletes in Türkiye and Kenya. The results obtained are intended to serve as a basis for more in-depth studies.

MATERIALS AND METHODS

Research Model

In this study, "descriptive and relational survey model", one of the quantitative research methods that refers to the study of numbers obtained through measurements and suitable for analysis, was used. Relational survey is a research model that aims to determine the existence and degree of co-variance between two or more variables (Karasar, 2010).

Study Group

A total of 379 female university students representing individual and team sports in Kenya

Ethics Statement

Regarding the ethical appropriateness of the study, consent was obtained at the meeting of Manisa Celal Bayar University Social and Human Sciences Ethics Commission dated 04.07.2023 and numbered 2023/07 and also by Kenyatta University Center for Research Ethics and Safety on 27.06.2023.

Data Collection Tools

Personal information form, Motivation to Participate in Sports, Psychological Well-being, Harmony in Life and Contentment with Life Assessment Scales were used as data collection tools.

Personal Information Form

Participants were asked to fill in a 6-item personal information form about personal characteristics (age, type of sport branch, years of doing competitive sport, etc.).

Sport Participation Motivation Scale

It is an inventory consisting of 30 items used to explain the individual's reasons for participating in sports. The original scale developed by Gill et al. (1983) is a Likert-type 3-point response and rating scale in which the participant gives "Very

and Türkiye were included in the study. Of these participants, 224 were from Türkiye and 155 were from Kenya.

Important", "Somewhat Important" and "Not Important at All" responses to reveal how effective the reason is in participating in sports and exercise. Since the items in the inventory are evaluated between 1 (Very Important) and 3 (Not at all Important), the lower values obtained reveal that the item is more important.

Psychological Well-being Scale

The scale developed by Diener et al. (2010) to determine an individual's psychological well-being is an 8-item, 7-point Likert-type scale. The scale is calculated over the total score.

Harmony in Life Scale

The measurement tool was developed by Kjell et al. (2016) and validity and reliability studies were conducted. The scale is a 5-point scale. It consists of 5 items and is calculated on a total score.

Contentment with Life Assessment Scale

Contentment with Life Scale developed by Lavalley et al. (2007) consists of 5 items. This one-dimensional scale has a 7-point Likert-type rating ("1" Strongly disagree - "7" Strongly agree).

Scale Reliabilities of the Stud

Table 1. Cronbach Alpha (a) values of the scale

Scales	Current Research
Sport Participation Motivation	.83
Psychological Well-Being	.89
Harmony in Life	.85
Contentment With Life Assessment	.77

It is stated that test scores are reliable if the reliability coefficient is 0.70 and higher (Bandalos, 2018; Büyüköztürk, 2012: 171). In the reliability analysis conducted in this study, it was seen that all scales had values of 0.70 and higher.

Data Analysis

A statistical program was used in the statistical analysis of the data obtained. Arithmetic mean, standard deviation, frequency, minimum and maximum values were used in statistical representations of the data. In the normality testing of the data, kurtosis and skewness values of ± 1.5 were taken into consideration (Tabachnick & Fidell, 2013). Independent Samples T-test and One-Way Anova were used in the analysis of normally

distributed data; Kruskal Wallis H-test and Mann Whitney U-test were used in the analysis of non-normally distributed data. Among the scales used in our research, parametric tests were performed because the kurtosis-skewness values of Sport Participation Motivation, Harmony in Life and Contentment with Life Assessment were between $\pm 1,5$. Since the Psychological Well-being scale was not between $\pm 1,5$, nonparametric tests were applied.

RESULTS

In this section of the study, statistical analysis results and interpretations of the data obtained are given.

Table 2. Descriptive statistics- percentage frequency-mean prevalence

		N	%	Min.	Max.	Mean
Country of Participant	Türkiye	224	59.1			
	Kenya	155	40.9			
Sports Branches Type	Individual Sports	179	47.2			
	Team Sports	200	52.8			
General Education Level	Licence	352	92.9			
	Postgraduate	27	7.1			
Year of Competitive Sport	1-5 years	192	50.7			
	6-10 years	139	36.7			
	11 years and over	48	12.7			
Person Directing Sports	Myself	64	16.9			
	My family	79	20.8			
	My Friend	64	16.9			
	Teacher	138	36.4			
	My coach	34	9			
Age				18	43	21.61

When Table 2 is examined, 59.1% of the university students participating in the study were female university students studying in Türkiye, while 40.9% were female university students studying in Kenya. It is seen that Turkish participants have a higher rate. When we look at the age distribution, it can be said that there is a distribution in the minimum 18 and maximum 43 age range. According to the type of sports branch, 47.2% of the participants are female university students who play individual sports, while 52.8% are female university students who play team sports, and it is observed that the proportion of participants who play team sports is slightly higher. According to the general education level, it is

observed that 92.9% of the participants are female university students with undergraduate education, while 7.1% are female university students with postgraduate education, and the proportion of participants with undergraduate education is very high. When we have a look according to the years of doing competitive sports, 50.7% of the participants with 1-5 years of competitive sports are observed more. According to the person who introduced them to sports, 36.4% of them are female university students who were guided by the teacher, and this rate is higher than the other options. Considering the age distribution, it can be said that there is a distribution in the range of minimum 18 and maximum 43 years.

Table 3. Independent sample T-Test of sport participation motivation, harmony in life and contentment with life assessment scores according to participant country variable

Variables	Country	N	\bar{X}	S	sd	T	p
Sport Participation Motivation	Türkiye	224	1.21	0.18	277.927	4.427	0.00**
	Kenya	155	1.31	0.24			
Harmony in Life	Türkiye	224	27.99	5.04	299.261	1.896	0.04*
	Kenya	155	26.89	5.83			
Contentment With Life Assessment	Türkiye	224	24.13	5.76	377	4.774	0.45
	Kenya	155	21.19	6.07			

* $p < .05$; ** $p < .001$

When Table 3 is examined, a significant difference was found in the motivation to participate in sports and adaptation in life of female university students studying in Türkiye and Kenya ($p < 0.05$). These differences were found to be in

favor of female university students studying in Türkiye. No significant difference was found in contentment with life assessment according to the participant country variable ($p > 0.05$).

Table 4. Mann whitney U test of psychological well-being scores according to participant country variable

	Country	N	Mean Rank	Sum of Ranks	U	p
Psychological Well-Being	Türkiye	224	170.24	38133.00	12933	0.00**
	Kenya	155	218.56	33877.00		

*p<.05; **p<.001

When Table 4 is examined, a significant difference was found between the mean psychological well-being of female university

students studying in Türkiye and Kenya (U=12933; p<.05). This difference was found to be in favor of female university students studying in Kenya.

Table 5. Independent sample T-Test of sport participation motivation, harmony in life and contentment with life assessment scores of participant country classification according to sport type variable

	Country	Sport Type	N	\bar{X}	S	sd	T	p
Sport Participation Motivation	Türkiye	Individual Sports	128	1.23	0.20	215.238	1.413	0.03*
		Team Sports	96	1.20	0.18			
	Kenya	Individual Sports	51	1.29	0.22	153	1.165	0.26
		Team Sports	104	1.33	0.25			
Harmony in Life	Türkiye	Individual Sports	128	28.07	4.38	169.578	0.260	0.03*
		Team Sports	96	27.89	5.84			
	Kenya	Individual Sports	51	26.98	5.66	153	0.255	0.92
		Team Sports	104	26.73	6.22			
Contentment With Life Assessment	Türkiye	Individual Sports	128	24.27	5.63	222	0.394	0.81
		Team Sports	96	23.96	5.98			
	Kenya	Individual Sports	51	20.76	6.51	153	0.614	0.49
		Team Sports	104	21.40	5.87			

*p<.05; **p<.001

When Table 5 is analyzed according to the sport type variable of the country grouping of the research participants, a significant difference was found in the motivation to participate in sports between individual athletes and team athletes studying in Türkiye (p<0.05). This difference is in favor of team athletes. According to the sport type variable of the participant country grouping, a significant difference was found in adaptation in life between individual athletes and team athletes studying in Türkiye (p<0.05). This difference is in favor of individual athletes. There was no

significant difference in contentment with life assessment between individual athletes and team athletes studying in Türkiye according to the branch type variable of the participating country classification (p>0.05). When Table 5 is examined, no significant difference was found in motivation to participate in sports, adaptation in life and contentment with life assessment between individual athletes and team athletes studying in Kenya according to the sport type variable of the participant country grouping (p>0.05).

Table 6. Mann whitney U test of participant country classification of psychological well-being scores according to sport type variable

	Country	Sport Type	N	Mean Rank	Sum of Ranks	U	p
Psychological Well-Being	Türkiye	Individual Sports	128	110.19	14104.00	5848.000	0.53
		Team Sports	96	115.58	11096.00		
	Kenya	Individual Sports	51	73.78	3763.00	2437.000	0.41
		Team Sports	104	80.07	8327.00		

*p<.05; **p<.001

When Table 6 is examined, when the country grouping is examined according to the sport type variable, there is no significant difference in

psychological well-being between individual athletes and team athletes studying in Türkiye and Kenya (p>0.05).

Table 7. Descriptive statistics of motivation to participate in sport scores according to the branch type of participant country classification as a result of two-factor ANOVA for unrelated samples

	Türkiye		Kenya		Total	
	Mean	Std. Dev.	Mean	Mean	Std. Dev.	Mean
Individual Sports	1.23	0.20	1.29	0.22	1.25	0.20
Team Sports	1.20	0.18	1.33	0.25	1.27	0.23
Total	1.22	0.19	1.32	0.24	1.26	0.22

When Table 7 is examined, when the mean scores of the participants' motivation to participate in sports are analyzed according to the participant country variable, $\bar{X}=1.22$ for Türkiye and $\bar{X}=1.32$ for Kenya. There was a statistically significant difference between the mean scores of these 2 groups, $F(1, 375)=17.620$ $p < 0.05$. According to the results of Tukey test, there is a significant difference between Türkiye and Kenya and this difference is

in favor of Türkiye. This difference has a small effect size.

When Table 7 is examined, when the mean scores of the participants' motivation to participate in sports are analyzed according to the sport type variable, $\bar{X}=1.25$ for individual athletes and $\bar{X}=1.27$ for team sports. There was no statistically significant difference between the mean scores of these 2 groups, $F(1, 375)=3.27$ $p > 0.05$.

Table 8. ANOVA results of sport participation motivation scores according to participant country and sport type

Source	Sum of Square	df	Mean Square	F	p	Partial Eta Squared
Participant Country	0.789	1	0.789	17.620	0.00**	0.045
Sport Type	0.003	1	0.003	0.075	0.78	0.000
Participant Country * Sport Type	0.147	1	0.147	3.277	0.07	0.009
Error	16.790	375	0.045			
Total	617.652	379				

* $p < .05$; ** $p < .001$

It was seen that the joint effect of participant country and sport type on the mean scores of motive to participate in sport was not significant, $F(1, 375)=3.277$, $p > 0.05$. In other words, the mean

motivation to participate in different sport types does not change according to the participant's country.

Table 3. Descriptive statistics of contentment with life assessment scores of participant country classification by sport type as a result of two-factor ANOVA for unrelated samples

	Türkiye		Kenya		Total	
	Mean	Std. Dev.	Mean	Std. Dev.	Mean	Std. Dev.
Individual Sports	24.26	5.62	20.76	6.51	23.26	6.08
Team Sports	23.95	5.97	21.40	5.86	22.63	6.04
Total	24.13	5.76	21.19	6.07	22.93	6.06

According to Table 9, when the contentment with life assessment mean scores of the participants are analyzed according to the participant country variable, $\bar{X}=24.13$ for Türkiye and $\bar{X}=21.19$ for Kenya. A statistically significant difference was

found between the contentment with life assessment mean scores of these 2 groups, $F(1, 375)=22.145$ $p < 0.05$. According to the results of the Tukey test, there is a significant difference between Türkiye

and Kenya and this difference is in favor of Türkiye. This difference has a small effect size.

According to Table 9, when the contentment with life assessment mean scores of the participants are analyzed according to the sport type variable,

\bar{X} =23.26 for individual athletes and \bar{X} =22.23 for team sports. There was a statistically significant difference between the contentment with life assessment mean scores of these 2 groups, $F(1,375) = 0.067 p > 0.0$.

Table 10. ANOVA results of contentment with life assessment scores according to participant country and sport type

Source	Sum of Square	df	Mean Square	F	p	Partial Eta Squared
Participant Country	772.731	1	772.731	22.145	0.00**	0.056
Sport Type	2.321	1	2.321	0.067	0.79	0.000
Participant Country * Sport Type	18.876	1	18.876	0.541	0.46	0.001
Error	13085.017	375	34.893			
Total	213193.000	379				

* $p < .05$; ** $p < .001$

It was observed that the joint effect of participant country and sport type on the mean scores of contentment with life assessment was not significant, $F(1,375)=0.541 p > 0.05$. In other words,

the mean contentment with life assessment of the participants in different sport types does not change according to the participant's country.

Table 4. Descriptive statistics of psychological well-being scores of participant country classification by sport type as a result of two-factor ANOVA for unrelated samples

	Türkiye		Kenya		Total	
	Mean	Std. Dev.	Mean	Mean	Std. Dev.	Mean
Individual Sports	5.71	0.89	5.97	1.00	5.79	0.93
Team Sports	5.63	1.21	6.04	0.97	5.84	1.11
Total	5.68	1.04	6.02	0.98	5.82	1.02

According to Table 11, when the mean psychological well-being scores of the participants are analyzed according to the participant country variable, \bar{X} =5.68 for Türkiye and \bar{X} =6.02 for Kenya. There was a statistically significant difference between the mean scores of psychological well-being of these 2 groups, $F(1, 375)=9,358 p < 0.05$. According to the result of the Tukey test, there is a significant difference between Türkiye and Kenya and this difference is in favor of Kenya. This difference has a small effect size.

According to Table 11, when the mean psychological well-being scores of the participants are analyzed according to the type of sport variable, \bar{X} =5.79 for individual athletes and \bar{X} =5.84 for team sports.

There was a statistically significant difference between the mean scores of psychological well-being of these 2 groups, $F(1, 375)=0.003 p > 0.05$.

The joint effect of participant country and sport type on the mean scores of psychological well-being was not significant, $F(1, 375)=0.514 p > 0.05$. In other words, the mean psychological well-being of the participants in different sport types does not change according to the participant's country.

Table 5. ANOVA results of psychological well-being scores according to participant country and sport type

Source	Sum of Square	df	Mean Square	F	p	Partial Eta Squared
Participant Country	9.620	1	9.620	9.358	0.00**	0.024
Sport Type	0.004	1	0.004	0.003	0.95	0.000
Participant Country * Sport Type	0.528	1	0.528	0.514	0.47	0.001
Error	385.482	375	1.028			
Total	13216.750	379				

*p<.05; **p<.001

DISCUSSION

Participation in sportive activities is one of the most important issues for the formation of healthy futures. Healthy generations are also an effective factor in prolonging life expectancy. Participation in sporting activities is important not only for individuals to achieve competitive gains but also for recreational gains. The gains that young adults, especially those studying at universities, achieve through sporting activities will also have a special importance in the maturation of sports policies of countries. In this study, it was aimed to examine the motivation to participate, psychological well-being, harmony in life and contentment with life assessment of female university student athletes in Kenya and Türkiye. Participation of female athletes in sports is important for the social health of countries and their success in the sports community. Especially female athletes who are successful in sports at university age are important for the continuity of sports in their countries. [Bulgu et al., \(2007\)](#) reported that participation in sports and physical activity has enriching and empowering aspects that contribute to women's realization of their body potential and themselves, self-knowledge and independence in their lives. With the current research, it is thought that psychological well-being, harmony in life, and contentment with life assessment, which are thought to support the motivation of female university student athletes to participate in sports as well as their motivation to participate in sports, should be taken into consideration.

When we examined Table 3, we found significant differences in the motivation to participate in sports and adaptation in life of female university students studying in Türkiye and Kenya. These differences were found to be in favor of female university students studying in Türkiye. The

reason for this difference can be said to be due to the importance that Turkish culture attaches to female athletes. It may be due to the fact that it has a system structure that encourages and rewards female university student athletes against sports and that athletes experience conflict during sports participation. In this context, the motivation of female university students studying in Kenya to participate in sports and the development of harmony in life can contribute from different dimensions. In a study conducted on female athletes in Kenya, it was reported that women are underrepresented as participants in competitive and recreational sports and in sports-related academic fields ([Njororai et al., 2003](#)). Similarly, other studies conducted on the same population indicate that the number of female participants is low and there is gender inequality in sports ([Munayi, 2003](#); [Mwisukha & Rintaugu, 2013](#)). These findings suggest that female participants may have different motives for participation and contentment with life assessment as a result of not participating less in sporting activities.

When Table 4 is analyzed, a significant difference was found between the mean psychological well-being of female university students studying in Türkiye and Kenya. This difference was found to be in favor of female university students studying in Kenya. It can be said that the reason for this difference is that female university students studying in Kenya are better at managing the existential struggles they face in their lives due to cultural differences. In the literature, it is stated that Kenyan young adult female athletes are affected by cultural factors in social life ([Ananura, 2005](#); [Mwisukha & Rintaugu, 2013](#)). It can be said that cultural pressure may be different for the athletes of the two countries. On the other hand, in a previous study examining the participation motives of Kenyan young adults, it

was stated that the effects of psychological factors on women's participation and performance in sports should be investigated (Mwisukha & Rintaugu, 2013). In a study conducted in Türkiye, while it was stated that the conditions for participation in sports are equal; it was emphasized that it has a significant effect on cognitive and psycho-social development through active participation in the right ways (Yaprak & Amman, 2009). This situation indicates that individuals' moods can be improved by both improving the conditions of participation and increasing active participation.

When Table 5 is examined, when the country grouping of the research participants is considered according to the branch type variable, a significant difference was found in the motivation to participate in sports between individual athletes and team athletes studying in Türkiye. This difference is in favor of team athletes. In a study examining the motivation to participate in sports in three different countries in the literature, a significant difference was found between team athletes and individual athletes (Andersen et al., 2018; Edwards et al., 2004; Kondric et al., 2013). In addition, a significant difference was found in a study conducted between individual athletes and team athletes (Moradi et al., 2020). The fact that young adult female athletes act especially with the awareness of being a team may also lead to the formation of a social environment and ensure effective communication. In another study, no difference was found in motivation to participate in sports in team and individual sports (Jakobsen, 2014). It can be said that the most important factor that motivates female team athletes studying in Türkiye to participate in sports may be that they have teammates in the team, that is, a social environment can be formed more easily, and they are in a group with the same goal. When Table 5 is examined, a significant difference was found in adaptation in life between individual athletes and team athletes studying in Türkiye. This difference is in favor of individual athletes. It can be said that this difference may be due to the fact that female individual athletes studying in Türkiye struggle on their own against the difficulties they face in competitions and in life. A literature review on the participation and achievements of Kenyan women athletes in sports attributes this to the constitutional amendment in 2010. One of the key requirements of this constitutional amendment process included measures to eliminate gender inequality in all public

positions. Since then, all sports federations/associations have made efforts to increase female representation in sport.

When Table 6 is examined, when the country grouping is examined according to the branch type variable, there is no significant difference in psychological well-being between individual athletes and team athletes studying in Türkiye and Kenya ($p>0.05$). In the study conducted by Uluç (2022), it was found that there was no significant difference in the psychological well-being of team and individual athletes. In addition, there are studies that did not find a significant difference in psychological well-being according to the type of sport variable (Arslandoğan et al., 2020; Demir et al., 2018). It can be stated that this situation does not show a significant difference with the idea that it may cause an improvement in the general mood of individuals participating in sports.

Table 8, Table 10 and Table 12 show that the joint effect of participant country and sport type on the mean scores of motivation to participate in sport, harmony in life, and psychological well-being, respectively, is not significant.

Conclusion

Today, it is a well-known fact that sport and physical activity is one of the important activities in social life. The importance of sport in different cultures manifests itself as a platform where humanity meets in a common language. Beyond promoting a healthy lifestyle, sport brings communities together and strengthens social bonds. Sport is also used as an educational tool in many cultures with different emphases such as protecting physical health in the West, balancing energy flow in Asia and strengthening ties within the community in Africa. Sport, combined with elements such as character development, self-discipline and the reinforcement of national pride, creates a common meaning and value system across cultures. International events, platforms such as the Olympics and world championships, strengthen intercultural relations by bringing people together not only through competition, but also through mutual understanding and peace. Sport at university level plays an important role for female athletes, both in terms of individual development and social impact. This process allows young women to strengthen their leadership skills, gain self-confidence and experience working in a team spirit. Sport not only improves their physical health, but

also increases their problem-solving abilities, opening them to broader perspectives on their lives. Furthermore, sports activities at university level allow female athletes to inspire their communities and play an important role in the fight for gender equality. Therefore, sport for women studying at university allows them to show themselves at their best.

A significant difference was found in favour of Türkiye in the motivation of female athlete university students to participate in sports and adaptation in life. It shows that Kenya should take measures to encourage female athlete university students' motivation towards sports and adaptation to life. The psychological well-being levels of female athlete university students showed a significant difference in favour of Kenya. It shows that Türkiye should take measures to support the psychological well-being of female athlete university students. There was a significant difference in the motivation to participate in sports between individual athletes and team athletes studying in Türkiye and this difference was in favour of team athletes. It is necessary to create a system that encourages and rewards female university students to participate in individual sports in Türkiye. This study will contribute to a better understanding of the role of sport in women's lives by revealing the similarities and differences between the motivation to participate in sport, psychological health, contentment with life assessment and life harmony of female university student-athletes in Kenya and Türkiye. By providing comprehensive guidance for sport management, educators and policy makers, this information can form an important basis for supporting female athletes and making sport more inclusive.

Implications

This study may be an important step to increase women's participation in sports and improve their quality of life. It can support measures and policy recommendations that can be taken to increase the participation of female university student athletes in healthy lifestyles. It can make an important contribution to understanding the social and emotional needs of female athletes and providing them with better support. However, the physiological and psychological needs of women as well as their social expectations should be taken into consideration. The results of the study can have

various effects both in the academic field and in applied studies. Despite the valuable results obtained, this study also has some limitations. The research data were obtained from a limited sample of female athletes in Kenya and Türkiye. Considering different variables in larger samples may reveal important results.

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Conflict of Interest

The authors declare no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

Ethics Statement

This study is approved by the Manisa Celal Bayar University (MCBU) Social Sciences and Humanities Scientific Publications Ethics Committee (Approval Number and Subject: 569950 and 12.06.2023 2023/07).

Author Contributions

Study Design, ŞB, HG, NM, Data Collection, DN, FG, CAA, JR, ŞB, HG, KY; Statistical Analysis, ŞB and KY; Data Interpretation, ŞB and KY; Manuscript Preparation, KY, DN, FG, CAA, JR, ŞB, HG; Literature Search, KY, CAA, ŞB, HG. All authors have read and agreed to the published version of the manuscript.

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