

**GENDER STEREOTYPES IN TEACHERS
RUNNING OF CO-CURRICULAR ACTIVITIES
AT RHODES PARK AND SILVER SPRINGS
SCHOOLS**

By

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**A dissertation Submitted in Partial Fulfillment of the
Requirements for the Degree of Master of Arts in
Gender Studies**

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Author's Declaration

I, Praxedes Moonga Muninde, do hereby declare that this dissertation presents my own work and that this has not been previously submitted for a degree to any other University.

Sign.....

Date.....

APPROVAL

This dissertation of Praxedes Moonga Muninde is approved as partial fulfilment of the requirements for the award of the Degree of Master of Art in Gender Studies by the University of Zambia

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ABSTRACT

This study endeavored to assess gender stereotypes in teachers' running of co-curricular activities at Rhodes Park and Silver Spring Schools in Lusaka District. The research was done with the guidance of the following research objectives: to document the types of co-curricular activities that male and female teachers do at Rhodes Park and Silver Spring Schools, to examine factors that influence male and female teachers to run these particular activities and to find out whether the running of co-curricular activities by a male or female teacher has an impact on the pupils' co-curricular preferences. The researcher collected data using semi-structured in-depth interview guides and questionnaires. The researcher employed qualitative and quantitative methods in the collection and analysis of data. In terms of theory, a comprehensive literature review was carried out to determine the works other researchers had done in the area of co-curricular activities, especially in relation to teachers' participation and gender. There was an equal participation rate in activities such as Athletics, Mathematics Club and Handwriting. Although there were disparities in participation rates between males and female teachers in JETS club, the disparities could not be attributed to gender stereotyping. This is because some female teachers and some girls competed favourably with their male counterparts. The findings concerning factors that influence teachers to run co-curricular activities showed that head teachers were very supportive to the teachers by equally distributing resources; supervising and evaluating the activities. However, very few teachers reported to have received incentives for the activities they were running. The study also found out that the running of co-curricular activities by male or female teachers had an impact on the pupils' co-curricular preferences. Although the schools had put in place a policy that promotes gender equality, there were no guidelines and tools or strategies that were used to implement the policy. Since females competed with males in subjects like Mathematics and Science and participated in co-curricular activities equally with boys, co-curricular activities can be used to challenge gender stereotypes. If schools mainstreamed gender in all their programmes, interventions and co-curricular activities, gender stereotypes could be overcome. The findings from the research reveal that there are no gender stereotypes in co-curricular activities in the two schools under study. Co-curricular activities could be used to challenge gender stereotypes. The researcher therefore, recommends that female teachers should be encouraged to take up science as a teaching subject so that the number of female teachers that run co-curricular activities such as JETS could increase. Head teachers should also give incentives to the excelling teachers so that they are encouraged to perform better in co-curricular activities.

Dedication

This study is dedicated to my husband Monze, my three children children Miyanda, Rayson and Mayaba.

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ABBREVIATIONS

BFA	Beijing Platform of Action
CCA	Co-Curricular activities
CEDAW	Committee on the Elimination of Discrimination against Women
ECOSOC	Economic and Social Council
GAD	Gender and Development
GPA	Grade Point Average
H.E.	Home Economics
HIM	Head Teacher's In- Service Meeting
JETS	Junior Engineers, Technicians and Scientists
MOE	Ministry of Education
NOWSPAR	National Organisation for Women in Sport, Physical Activity and Recreation
OYDC	Olympic Youth Development Center
PAGE	Program for the Advancement of Girls' Education
PJC	Provincial JETS Co-ordinator
UNESCO	United Nations Education, Science and Cultural Organisation
UN	United Nations
USAID	United States Agency for International Development
SESO	Senior Education Standards Officer
SPSS	Scientific Package for Social Sciences
WAD	Women and Development
WID	Women in Development

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CHAPTER ONE

1.0 Introduction

This chapter presents the background of the study on gender stereotypes in teachers' running of co-curricular activities. The research problem, purpose of the study, research objectives, significance, limitation, conceptual framework and conceptual definitions are also presented in this chapter.

1.1 History of Co-curricular Activities

In the modern education system, Millard, 1930 cited in Broh, (2002), reveals that the development of co-curricular activities was slow in the beginning, with many seeing it simply as a temporary fashion that would pass and quickly lose its style. He explains further that one of the early philosophies behind co-curricular activities was that they should, wherever at all possible, be derived from curricular activities and return to curricular activities to enrich them.

Eventually people, including educators, began to see the benefits of co-curricular activities such as high aspiration and better attention level, critical thinking, social and personal maturity (Mahoney, 2003; Bauer, and Liang, 2003). Before 1900, educators were suspicious of participation in co-curricular activities, believing that school should focus solely on narrowly defined academic outcomes. Non-academic activities as Marsh and Kleitman (2002) put it, were viewed as being primarily recreational and therefore were detrimental to academic achievement, and consequently were discouraged. They add on to say, it was not until recently that educational practitioners and researchers have taken a more positive perspective and asserting that co-curricular activities may have positive effects on life skills and may also benefit academic achievements (Marsh and Kleitman, 2002). On the other hand, Broh (2002) argues that there were early experts on co-curricular activities who believed that co-curricular activities supplement and extend those contacts and experiences found in the more formal part of the program of the school day.

In Zambia, (histclo.com 28/01/2016) traces co-curricular activities like Girl Guiding and Boy Scouting to way back to the British colonial period. Scouting was founded with the registration of the first Boy Scout Company in 1909 and the first Scouts were British boys in Zambia. On

the other hand a separate organization was established for African boys which was called Pathfinders. The two groups were unified in the mid-20th century. Activities for scouting included pioneering, camping, hiking, and cooking(histclo.com 28/01/2016).

Currently the process of education in Zambia is divided in two parts: curricular and co-curricular activities. Co-curricular activities, according to Wilcox (2012), “Are those activities that are not part of the usual course of work or studies at school.” They are recognized as a source of vitalization and enhancement of the school curriculum through the promotion of pupils’ hobbies and interests. According to Asmat and Rakhsi (2008: 214), the basic idea of co-curricular activities in schools is the:

Building up of the pupils’ character and personality as well as training of their mind that may help or facilitate academic achievement... it is believed that unless balancing both the curricular and co-curricular activities is done, the very purpose of education would be left unrealized.

The function of education is to bring change in pupils’ behavior and personality in an acceptable form. Therefore, modern approaches of education emphasize all round development of the pupil. Hence, co-curricular activities are no longer looked at as ‘extras’ but as an integral part of the school programme. Thus co-curricular activities create a more conducive environment for teachers and pupils to teach and learn respectively. The co-curricular activities contribute strongly to increase pride and sense of responsibility in the pupils (Parkay, 2006). Moreover, co-curricular activities give educators an opportunity to influence a student's life in a way that is valuable beyond the classroom because they help students stay focused on their school work and aspire for lofty goals (Lopez 2011). Co-curricular activities also help build a mentoring relationship between students and teachers that could be paramount in a young person's life.

1.2 Types of Co-curricular Activities Found in Schools

Co-curricular activities available will vary with the individual school, although many schools have similar offerings. Some of these are academic activities, athletic teams, musical, literary activities and drama co-curricular activities. Stoltzfus (2007), says Japanese schools promote co-curricular activities with a very strong academic connection such as chess, music and

computer studies. In countries like France and Germany, the community tends to be the main focus of co-curricular activities with pupils encouraged to join local sports clubs and music groups.

Sabrina (2009), says that in America, schools offer a wide range of co-curricular activities to appeal to a wide range of students. Additionally, Stoltzfus (2007), says most schools allow a free choice for student involvement in such activities but many private schools make involvement in one or more activities mandatory requirement for their students. These tend to be characterized by achievement-based activities, with large sports budgets in many schools and frequent promotion of events such as Science Olympiad, spelling competitions and mathematics awards (Feldman and Matjasko, 2005). In the USA pupils participate in a wide variety of co-curricular activities outlined by (Holloway 1999) as: inter-scholastic and intramural athletic programmes, service and school government clubs, music, art and drama organizations, academic and vocational clubs. These are usually conducted outside the normal school day.

Waterstone College (4/04/2013) reveals that in South African schools, the list of co-curricular activities is ever changing but usually includes a wide variety of sporting and musical activities; Debating, Drama, Dance, Computing, Music Technology, Sound Recording, Art, Conservation, Chess, Christian Union and Mathematics. Sporting activities are an essential part of many children's lives, and the opportunity to pursue sport and to develop leadership and team skills is a very important part of every child's education. The co-curricular activities all take place either in the schools playing fields, in the gymnasium, or in the indoor swimming pool. Such activities include: Netball, Hockey, Rounders, Football, Rugby, Cricket, Athletics, Swimming, Dance, Gymnastics, Tennis, Basketball, Volleyball, Badminton, Aerobics, Weight Training, Golf and Table Tennis.

According to (MOE 2000) and (MOE, 1996), in Zambia co-curricular activities offered in schools include sporting activities such as Athletics, Football and Netball, Drama, Debate clubs, Cultural and Religious Activities, Anti-AIDS Clubs; Child to Child activities; Library; school vegetable garden; building and cleaning. However these activities vary in schools from cricket, Basketball, rugby, tennis and swimming to clubs such as chess, Christian outreach, Dance, Crafts, Scouts, Painting and Cookery. For instance, on one hand, Chelstone a government secondary school offers the following co-curricular activities; Football, Netball, Basketball, Table Tennis, Volley Ball, Badminton and Athletics. The school also offers creative

and educational co-curricular activities such as; Anti-AIDS, Anti-Drugs, Conservation Society, Scripture Union, Drama, Chess, JETS and Poetry Society (Chelstone High School Records, 2013). On the other hand, Rhodes Park a privately run school has facilities that facilitate co-curricular activities such as: JETS (junior), Hockey, Athletics, Performing Arts, Gymnastics, Chess, Scripture Union, Girl Rangers, Red Cross, Scouts, Mathematics, Earth Watch, anti-Drug, Needle Work, Wild life, Chongololo, Handwriting, Young Writers, Art and Crafts, Road Safety, Choir, Scouts and Girl Guide clubs (Rhodes Park School Records, 2014).

1.3 Importance of Co-curricular Activities to the Pupils

Tan (2007) states that in the past few decades, schools have emphasized on a broad educational mission: to develop the whole student. For the majority of students, involvement in co-curricular activities plays an important role in the school experience. He further explains that co-curricular activities are important because they demonstrate that the participant is helped in developing as a well- rounded person. Students become involved in co-curricular activities not only for entertainment, social, and enjoyment purposes, but most important, to gain and improve skills. These activities exist to complement the school's academic curriculum and to enhance the student's educational experience. Daniyal (2011) establishes that the involvement of teachers in co-curricular activities shows positive impact on the student's performance in their studies. Co-curricular activities provide a setting for students to be involved and to interact with other students, a skill valuable in all aspects of life including home life and work place. Co-curricular activities such as sports as Mofu (2011) puts it require pupils to work together to achieve a common goal and remove focus from the individual to the team. Specifically, a student's peer group is the most important source of influence on a student's academic and personal development. Adler (1998) argues that as the development of the well-rounded individual is the main goal of co-curricular activities at school, the numerous experiences have a positive impact on the students' emotional, intellectual, social, and interpersonal development. Davison (2006) adds on to say by working together with other individuals, students learn to negotiate, communicate, manage conflict, and lead others. Working outside of classroom with diverse groups of individuals allows students to gain more self-confidence and appreciation for other's differences.

According to Mofu (2011), taking part in these out-of-the-classroom activities helps students to understand the importance of critical thinking skills, time management and intellectual competence. Involvement in co-curricular activities helps students mature socially by providing a setting for student interaction, relationship formation, and discussion. Students also develop skills specific to their career pathway and imperative for future job success. Students have according to Sabrine (2009) opportunities to improve their leadership and interpersonal skills while also increasing their self-confidence. Co-curricular involvement allows students to link academic knowledge with practical experience, which leads to a better understanding of their own abilities, talents, and career goals. Mofu (2011) further reveals that research indicates that co-curricular involvement has a positive impact on attaining a college degree and on educational aspirations. Students who are actively engaged in co-curricular activities are more likely to have higher educational ambitions than those that are not involved students.

1.4 Gender and Co-Curricular Activities

According to Mwambwa (2010), Global objectives on gender equity and empowerment of women, endorsed by the Member States of the United Nations, are found in a number of international human rights documents, including the: Charter of the United Nations; Universal Declaration of Human Rights; Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW); UN Millennium Declaration; and 2006 UN Convention on the Rights of Persons with Disabilities. Article 10 of CEDAW, calls on member states to take all appropriate measures to eliminate discrimination against women and ensure that women have equal rights with men in the field of education. Article 13 of CEDAW reiterates the importance of taking all appropriate measures to eliminate discrimination against women in economic and social life and to ensure the same rights for women and men; in particular the right to participate in recreational activities and sports.

Despite having these international and regional frameworks designed to promote gender equity and the empowerment of girls and women society expects males and females to adopt, believe in, and fulfil specific gender roles and stereotypes that have been established. According to Mwambwa (2010) stereotypes around men and women border on what type of co-curricular activities they can do. The women's ability to challenge sexist barriers and restrictive notions about women's physical appearance, athletic ability, and participation in sports, is evident

through their increased involvement in sports. However, it is also true that traditional female stereotypes continue to prevail. For example, Sports and Athletics have traditionally been restricted to and associated with males, masculinity, and the manly domain.

The international and regional frameworks adopted to fight gender inequality can be utilized through schools, the media and workplaces. However, Mwambwa (2010), reveals that the newspapers which are supposed to facilitate popularity of sports persons by casting them in a certain light or by merely writing about them frequently do not frequently write about women in sports. On one hand sports men are treated as important in their individual capacity as they are presented in the Newspapers in stories about them as individuals. On the other hand sports women are more frequently presented as part of teams or are spoken about in reference and rarely quoted. For instance, one of the most written about woman in sport in Zambia, Esther Phiri, was rarely quoted; her images were presented often and the headlines referred to her but the story would usually be told from the point of view of people around her- her coach or her sponsor.

Mwambwa (2010), goes on to highlight a scenario where women in sports were not written about in their individual capacity, when says, during the period October 7th 2009 to November 30th 2009, six stories about Esther were published in one of the state newspapers, this is the period she was preparing for a match contesting for Women's International Boxing Federation (WIBF) light welterweight world title, however only one of these stories had her voice in them, a short sentence about how she felt about the fight she won against Terri Blair. The stories were about her preparation for matches, her performance at matches and about sponsorship. The two main voices in these articles were her coach Mr. Mwamba and the Director of the Company sponsoring her Mr. Peter Cotan. The coverage was not really about her. The United Nations (2007) states that co-curricular activities can challenge or reinforce gender stereotypes.

1.5 Statement of the Problem

A number of studies on co-curricular activities have been done worldwide. For instance, in Malaysia, Haron and Yaacob (2013) carried out a research on the effectiveness of administration and co-curriculum in sport to involvement of students in vocational college. In Zimbabwe Mutekwe and Modiba (2012) studied girls' career choices as a product of a gendered school curriculum. In a research on the relationship between co-curricular activities

and pupils' discipline, Mofu (2011), found out that co-curricular activities help maintain discipline. The Education policy in Zambia states that all teachers should participate in co-curricular activities. However, there are differences in participation rates between male and female teachers in some schools. For instance, in Lusaka Province, records at Lusaka Provincial Education Office (2015) show that more male than female teachers participated in JETS, Athletics and Chess Competitions at district and provincial levels. It is not known whether the gender disparities recorded in the participation rates are a result of gender stereotyping or not. Therefore, this study was undertaken to assess gender stereotypes in teachers' running of co-curricular activities at Rhodes Park and Silver Spring Schools in Lusaka District.

1.6 Main Objective:

To assess the gender stereotypes in teachers' running of co-curricular activities at Rhodes Park and Silver Spring Schools.

Specific Objectives:

1. To document the types of co-curricular activities that male and female teachers participate in at Rhodes Park and Silver Spring schools in Lusaka District
2. To examine factors that influence male and female teachers to run these particular activities.
3. To find out whether the running of a co-curricular activity by a male or female teacher has an impact on the pupils' preferences in the co-curricular activities.

1.7 Main Question:

Do gender stereotypes exist in teachers' running of co-curricular activities at Rhodes Park and Silver Spring Schools?

Specific Questions:

1. What type of co-curricular activities are found in the two private schools under study?

2. What are the factors that influence male and female teachers to run these particular activities?

3. Does the running of co-curricular activities by a female or male teacher have any impact on the pupils' preferences in co-curricular activities?

1.8 Significance of the Study

The study was significant because it tried to assess gender stereotypes in teachers' running of co-curricular activities. This study would not only contribute to empirical scholarly knowledge on how co-curricular activities challenge gender stereotypes but also contribute to gender development policy scholarship. The study is also significant to head teachers as it would provide information on how best co-curricular activities can be run in schools. It is hoped that school managers may utilize the findings to mainstream gender in all school activities, programs and policies. Hence, gender stereotypes in schools will be overcome through co-curricular activities.

1.9 Conceptual Definitions

Affirmative Action

The policy of favouring members of a disadvantaged group who currently suffer or historically have suffered from discrimination.

Gender

Socially constructed roles and responsibilities of women and men, and includes expectations held about characteristics, and likely behaviours of both men and women.

Gender Equity

Fair and just distribution of responsibilities and benefits between men and women.

Gender Equality

The absence of discrimination on the basis of a person's sex in opportunities, the allocation of resources or benefits, or in access to services.

Gender Mainstreaming

This is process as well as a strategy of assessing the implications for women and men of any planned action, including legislation, policies and programmes in all areas and at all levels so that women and men benefit equally and inequality is not perpetuated.

Gender Analysis

Critical examination of issues affecting both women and men within a given situation or policy.

Gender Blind Policies

Policies that do not make distinction between sexes.

Gender Awareness Policies

Policies that acknowledge that development actors are women as well as men that they are constrained in different and often in unequal ways, and that consequently they may have differing needs, interests and priorities.

Positive Discrimination

The provision of special opportunities in employment, training and other things for the disadvantaged group such as women.

Quota System

A policy of hiring and admitting that requires that a specified number or percentage of minority be hired or admitted.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter reviews the literature on gender and running of co-curricular activities under the following themes: co-curricular activities teachers participate in; factors that enable teachers to run these co-curricular activities and the impact of female or male teachers running curricular activities on pupils on the pupils' preferences in co-curricular activities. According to Kombo and Tromp (2006:62), "Literature review is made up of the works researchers consulted in order to understand and investigate the research problem based on what has been published on a topic by accredited scholars and researchers." Nevertheless, there seems to be limited literature on gender and teachers running co-curricular activities. Therefore, most of the literature that was reviewed on co-curricular activities that male and female teachers do was on co-curricular activities in relation to pupils' participation in western countries. On the factors that enable teachers to participate in these particular co-curricular activities literature was reviewed on effectiveness of school managers and to some extent on teachers and co-curricular activities. On the impact of female or male teachers' running curricular activities on pupils' preferences, literature was reviewed on various studies and works done in the western world, African countries, and in Zambia.

2.1 Co-curricular Activities Male and Female Teachers Participate in.

Over the past decades the role of females in modern society has expanded and changed dramatically. Today it is commonplace to see females participating in all levels of the workforce, the political arena, and athletics. However, while it is generally accepted in many cultures that women can partake in facets of life that were once considered male oriented, there are still many stigmas that surround females that chose to do so. This is especially obvious in the area of sports (NOWSPAR, 2009).

A study by USAID (2008) in Jamaica revealed that traditional gender socialization processes and stereotypes are significant factors in the educational experiences, expectations, and outcomes for boys and girls. Gender socialization practices often result in highly-gendered school environments, and form a large chunk of the fundamental factors that constrain learning opportunities, especially for girls. These gendered experiences also encourage gender segregation and stereotypical gender behaviour in school (Msango, 2009). Furthermore, Dunne

and Leach(2005), state that the interaction of gendered school environments with other factors, such as the quality of leadership, class size and socio-economic status of students, have varying impacts on educational achievement. Perceptions towards gender roles emerge out of the various ways boys and girls become socialised into society. Attitudes and behaviour that emanate from these gendered perceptions and socialization processes influence the education of male and female students in diverse ways.

According to Riley (2007) research has found consistent gender differences in preferences for participation in co-curricular activities. A Study carried out in the United States of America by Deaner (2012), showed that although effort to ensure more equitable access to sports in the United States produced benefits, patterns of sports participation did not challenge large sex difference in interest and participation in physical competition.

Fejgin (1994), Evans, Schweingruber, and Stevenson (2002) examined students' interests in large samples of pupils in the United States, Taiwan and Japan. They uncovered that boys preferred sports and girls preferred music and art; preferences that may well be related to differences in the competence of beliefs in those areas that pupils have from as early as first grade. Similarly, in a study using telephone interviews Posner and Vandell (1999) found that females participated in academic activities and socialized at higher rates than males, whereas males participated in coached sports at a rate seven times greater than females. In another study by McNeal (1999), males' higher participation rates in sports have also been uncovered after controlling for variables like socioeconomic status and ethnicity.

In Ireland Wood et al (2010), discovered that the types of co-curricular sports played were different for males and females. For primary and post-primary schoolboys, the main extra-curricular sports and activities offered were the team-based invasion games of Gaelic football, soccer, basketball and hurling. Gaelic football, dance and swimming were popular co-curricular activities for primary girls while among post-primary females it was basketball, Gaelic football and athletics. The Growing up in Ireland study revealed that a high proportion of 9-year- old girls enjoyed involvement in cultural activities such as dance, ballet, drama and this is reflected in dance being a popular co-curricular activity for primary school girls, but the likelihood of participating in dance at post-primary level dropped dramatically. For post-primary females' athletics was the main individual activity offered. .

Zill, Nord and Loomis(1995) in America, found that female athletes were substantially less likely to become pregnant, drop out of school or consume tobacco products. In a study of 6th, 8th, and 10th graders Vilhjalmsdottir and Kristjansdottir (2003) found that the gender difference in athletics was related to males' higher rates of participation in organized sports clubs. Worrell and Bucknavage (2004) reported similar findings in a study of 1,300 students attending prestige secondary schools in Trinidad. They observed that males participated at greater levels in all of the major sporting activities in school, with significant differences in soccer, cricket, and table tennis. Females reported significantly higher participation rates in music, dance, drama/acting and debate.

According to a study by Woods et al (2010) females attending mixed gender schools in Ireland reported significantly more physical education minutes than those in single gender schools. School gender had no influence on physical education minutes amongst males. Participants' social class, the area of residence of where they lived or presence of a disability showed no significant influence on physical education minutes received per week. Providing children and youth with the opportunity to participate in all forms of physical activity is important. This study found that the patterns of physical activity are related to gender, and whether the participant attended primary or post-primary school. Girls were less likely than boys to meet the physical activity recommendations. This difference was evident in both the primary and post-primary school. Woods (2010) also discovered that community based sports programmes were faced with similar challenges to co-curricular sport. Gender inequality was evident as more boys than girls participated and more variety was offered to boys than girls. Additionally, the types of co-curricular activities offered were from historically male pursuits, and resources (in terms of coaches, equipment and funding) were not evenly allocated between boys and girls.

Woods et al (2010) further observed that boys received more minutes of physical education than girls in both primary and post- primary schools in Ireland. Boys' only primary schools allocated more minutes of physical education weekly in comparison to their mixed gender counterparts. In contrast, female only post- primary schools allocated fewer minutes of physical education weekly in comparison to their mixed gender counterparts. With the exception of fourth year pupils, the time allocated to physical education decreased as pupils moved through the school cycle. This reduction in class time for physical education for both boys and girls reaffirms MacPhail and Halbert's (2005) report highlighting that while the

number of subjects students undertake at senior cycle is lower, than at junior cycle, the high stakes nature of the Leaving Certificate has caused a reduction in co-curricular time as examinable subjects take precedence

In a study of gifted adolescents, Bucknavage and Worrell (2005) examined students' participation rates in nine areas of co-curricular activities including band academic clubs, student government and athletics. Both males and females had the highest rates of participation in athletics. Stephen and Schaben (2002) studied the effects of co-curricular activities on academic achievements and discovered that participating females' Grade Point Average (GPA) was higher than both male and female non participants. On average, females' GPAs were higher than that of their male counterparts. There was no interaction between gender and participation, therefore gender was not an issue. Both groups performed better when participation was involved. Chachra et al (2009) in Washington conducted a research on gender differences in co-curricular activities in engineering students and results showed that females rated the importance of co-curricular activities significantly higher than their male counterparts. Women placed greater importance on non-engineering activities and reported engaging in these activities at higher frequencies than men. The study also showed that for women the importance of co-curricular activities and level of involvement in co-curricular activities in students engineering activities were statistically significant. For men, no effect of time was observed for the importance or frequency of involvement in co-curricular activities. Results also showed that involvement in engineering- related co-curricular activities is correlated with exposure to team based projects for men but not for women.

Hanson and Kraus (1998) found that science academic achievement among female students could be fostered through their participation in team sporting activities. Middle school girls who are involved in male- dominated sports may well be less intimidated by and more ready to take on the male culture of science classrooms and work environment.

McLure and McLure (2000) studied out of class science accomplishments and achievement in high school in America and discovered that although female students had taken approximately the same number of years of science, they had not taken the same type of science at least with respect to physics. Five out of ten male students had taken physics, but only four in ten female students had done so. Another aspect of this study which is worthy taking note of was the sizeable difference in the percentages male and female students having performed an

independent scientific experiment not as part of a course. Two in ten male students reported to this accomplishment but only one in ten female students did so.

2.2 Factors that Influence Male and Female Teachers to Run Co-curricular Activities

Women and girls may have internalized many negative perceptions of women and sport (United Nations 2007). A study carried out by Cortis (2009) on women from different cultural backgrounds who were living in Australia revealed that women from Asian and Muslim backgrounds experienced greater difficulties in access to sports because of cultural restrictions. Issues of dress and female physicality as well as self-consciousness and body image came out strongly. The women highlighted the importance of culturally appropriate sporting spaces, greater consideration to privacy as well as culturally appropriate dress code that did not conflict with their religious beliefs and cultural values.

A study on the promotion of secondary school teachers to higher positions in Kenya, Mugweru (2013) revealed that female teachers had lesser chances of promotion than male teachers because most of them had family concerns that made them not to have some of the requirements for promotion to higher positions that their male colleagues had. This is because while their male counterparts spend time on co-curricular activities and acquire certificates of participation in numerous co-curricular activities, they spend a lot of time attending to family matters. Hence do not get the required certificates.

Gregson (2003), states that prospective teachers and trained teachers should be equipped with knowledge related to co-curricular activities so that they are capable, in the context of national education, to produce capable individuals. Co-curricular activities are a very important element in teacher training which can be applied in schools where educators and students can identify and apply the theories learned (Hartley et al. 2002). Deenihan (2005) also acknowledged shortage of curricular time as a barrier to provision of quality physical education in Ireland. Physical education teachers must be provided with high level continuing professional development to allow them to meet these challenges, to help them to maintain their skills and so offer a broad and balanced range of co-curricular activities, within the constraints of the current educational system.

Another study conducted by Mohd (2008), who studied 72 teachers to assess teachers' perceptions of the implementation and supervision of co-curricular activities in secondary schools found that the main factors that hinder the implementation of effective co-curricular activities were less experienced teachers and irrelevant courses attended by teachers. In addition, the co-curricular activities were also not supervised by school administrators. The situation deteriorated further when a teacher was active but did not receive any award from the school.

Teachers get motivated, committed and dedicated to do their work if school managers support them morally and materially. A study conducted in Zambia by Halyonda (2008) reveals that the performance of any manager was attached more to individual exercising power and authority invested in him/her to recommend hardworking officers for promotion to higher offices. Another study in Zambia that revealed promotion to higher office as a motivating factor was done by Kayungwa (2002) who reported that effective head teachers offer help to their teachers when they need it; are supportive and reward teachers for doing a good job. In Oregon Blun (1990) observed that effective head teachers set up a system of incentives and rewards to encourage excellence in teacher performance. They act as figure heads in delivering awards and highlighting the importance of excellence.

Availability of resources is yet another factor that enables teachers to participate in co-curricular activities. In Zambia, a research by Mwanza (2004) showed that good performance in educational management included the need to allocate resources to enable workers perform their duties well and meet individual needs. This is in line with studies done by Muchelemba (2001), in Zambia and Delyn and Magniudo (1989) in Britain that a hard working manager in any organization like a school supports workers like teachers by providing them with adequate materials.

However, Benson and Jenkinson (2010) revealed in a study done in Australia that if appropriate quantities of equipment are not available, teachers can be creative and improvise activities using similarly shaped or sized pieces of equipment. Alternatively, Faber, Hodges Kulinna, and Darst, (2007) cited by Benson and Jenkinson (2010) suggest that teachers can network with neighbouring schools to exchange equipment and spaces. It is also essential to investigate local facilities and programs that may add value to school programs, are easy to access and are cost effective. Furthermore, teachers may be able to build or expand

partnerships with local physical activity and wellness communities and create opportunities for students to be active inside and outside schools.

Chonya (2006), in Zambia also found that an effective head teacher effectively supervised teachers and provided a conducive teaching and learning environment by channeling resources towards improvement of infrastructure and procurement of learning and teaching materials. This observation was also made by Blun (1990) in a study done in Oregon who said that effective head teachers make resources available to support on-going programmes of development for teachers.

School head teachers should seek to enable others in the school process by focusing on capacity building of the teachers. As Bilanch (2005) indicated in his study in Mumbai, effective leaders seek ways to strengthen others. Fullan (2005) also made the same observation when he noted that capacity building involves developing the collective ability, dispositions, skills, knowledge, motivation, and resources to act together to bring about positive change. Halyonda (2008) also observed that school managers have the responsibility of sending teachers for professional development programmes where they could be equipped with knowledge, skills, attitudes and competence required competently in their work so as to increase their efficiency. Additionally, his study showed that school managers oriented new members of staff posted to their schools. Nevertheless, the study also revealed that some managers never oriented teachers.

A study done by Mohd (2008) on 160 respondents of different races, namely Malays, Chinese and Indian students from secondary schools in Seremban found that structural factors were the major factors that limited student participation in co-curricular sports activities. A structural factor that influenced students' involvement was a lack of information about the facilities and activities conducted in the school. The results showed that most students did not know the co-curricular activities in the school. This may be due to the school not providing a bulletin board to publicize the co-curricular sports activities, as well as the location of the non-strategic board. A lack of time to read the information posted was also a reason why students did not get the proper information. It is proposed that a board with more information about co-curricular activities should be placed in a suitable location so that students have clear information about the facilities and activities that are carried out in the school for all students (Mohd 2008).

Pingle (2007) in South Carolina observed that among the most important qualities of a school head teacher can bring to a school are passion, conviction and confidence in others. Leaders must trust others and utilize their expertise and experiences to influence the work of the organization. Kouzes and Posner (2002) noted that establishing a culture of interdependency simply indicates that individuals rely on one another to accomplish the shared goals of the organization; recognising that everyone must contribute in order for the organization to be successful. A study by Halyonda (2008) found out that delegation helped managers to perform well. However, his study also showed that some school managers did not delegate responsibilities to their subordinates. The other observation that Halyonda (2008) made in his study was that female school managers involved teachers in the use of finances through committees. However, the study also revealed that in a few schools teachers expressed ignorance on the use school finances. This showed that in some schools head teachers did not involve teachers in the utilization of school finances which demoralized them. Halyonda (Halyonda, (2008) also found out that school managers monitored and evaluated school programmes.

According to Omardin (1999) in the management of co-curricular activities in the schools, the scope and role of the school manager is the centerpiece and driving force in the implementation. Principals are responsible for ensuring the planning-work activities, are mentors, and advocates for improving the efficiency of teachers implementing the co-curricular activities. As leaders, head teachers should discuss and provide incentives to increase the efficiency of the teachers implementing the programme. In addition, principals must also give examples and be firm in carrying out assessments to determine that the goals of co-curricular activities are achieved. The importance of leadership in an organization is undeniable and it is in accordance with the opinion of Hicks (1975) that without leadership, the organization will only be a patchwork of people and equipment.

If the principal acts effectively as a manager of co-curricular activities, then certainly the co-curricular activities can be considered to be effective promoting a balance of the mental, spiritual, physical, and social development of students. Co-curricular activities can provide direction to students to engage in meaningful activities. Following this engagement, it is hoped that the skills learned through these activities can cultivate a healthy lifestyle after school days (Wee, 1996).

A study done by Siti Hajar (2000) in Malaysia aimed to identify the management practices that were effective in co-curricular practice and also to see the pattern of involvement of the co-curricular committee members and students in co-curricular performance. Her findings showed functional aspects of management such as planning, organizing, leading and controlling only at a modest level. She noted that the management of co-curricular activities was related to the achievement of the students in co-curricular activities.

Managing co-curricular activities is broad with more flexibility if provided fair returns to students. The effectiveness of co-curricular activities depends on effective management system. Head teachers, as managers, have to manage to do things right. This means that a manager is a person who has the competencies and skills in management (Hussein, 1997).

2.3 The Impact of Female or Male Teachers' Running Co-Curricular Activities on Pupils' Preferences.

A study done by Eisa (1998) showed that weaknesses in the management of co-curricular activities have influenced students' participation in the activities. According to that study, other factors that influence student engagement are facilities and equipment; the involvement of teachers as well as the recognition factor of the school on educational achievement in co-curricular activities. Adnan Khamis (1989) in a study of co-curricular involvement in university students found that these activities can foster close collaboration among lecturers and students. However, the lack of understanding of the concept of co-curricular activities, poor planning and implementation have resulted in co-curricular performance being still far from satisfactory.

In their study, Mutakwe and Modiba (2012), found out that teachers in some schools in Zimbabwe used gender as basis for allocating different tasks to boys and girls during preventive maintenance. The same study revealed that teachers encouraged girls to join clubs like cookery, drama, and dance as part of their co-curricular activities while boys were encouraged to join activities deemed masculine such as karate, boxing, aerobics and judo. This observation was also made by Brady (2005) in Kenya where gender norms were applied in the division of labour for organizational tasks, for example, by making girls responsible for washing the football shirts and looking after younger children, while the boys handled the sport equipment and did maintenance chores. Mutakwe and Modiba (2012) also found out that

during school activities, students' participation was linked to gendered sexuality associated with physiological and biological changes in bodies like menstruation, and other sexual issues, such as girls maintaining virginity and dignity. While most boys appeared to be unconvinced that such sexuality concerns would deter girls from participating in school activities, the girls indicated that such experiences interrupted their involvement because they caused fear and embarrassment, absenteeism, and a lack of concentration in class. They expressed anxiety about the implications of menstruation and maintaining virginity, and therefore they avoided activities that required jumping and running to prevent teasing and harassment from boys.

Muhanguzi (2013) also revealed that the teachers in Uganda also generally approached questions of participation in school activities through biological discourses about the body, noting that girls' participation in school activities was constrained by the nature of their developing and changing bodies in a way inapplicable to boys. They also acknowledged that body changes like menstruation and growing breasts make girls feel uncomfortable and unable to participate freely in activities, such as running, netball, and swimming.

Abu Bakar (2007) cited by Yaacob (2013) in a study conducted in Malaysia found that the role of the co-curricular teacher was one of the factors that influenced the level of involvement in co-curricular activities. This study aimed to gather information and views of teachers on the school curriculum. He concluded that the participation and interest of the students in co-curricular activities were affected by the activities undertaken, the facilities and the equipment. In addition, the role of the mentor teachers also influenced the participation and involvement of the students in the activities designed and implemented.

Research by McLure and McLure (2000) supports the idea of a positive relationship between co-curricular science achievement and in-class science accomplishments. Adolescents who choose to participate in experiential, science-related co-curricular activities in a casual setting feel confident, especially when teachers are available to offer helpful hints, support student inquiry, and provide enrichment activities. A newfound level of interest in science stimulates further academic coursework in science, which in turn can lead to students acquiring even greater science knowledge, skills, and interest. Jordan and Nettles (1999) in the USA found that adolescents who participated in structured activities supervised by positive adult role models were more likely to make personal investments in their schooling. That investment might, in turn, motivate them to excel academically.

Melnick (1992) examined the academic outcomes of school-sponsored athletic team participation of middle school and high school minority students. This study revealed a number of factors that inspire secondary students to become, and stay, involved in co-curricular activities. Teachers and sponsors can differentiate the lessons of students' co-curricular involvement to support classroom practice and improve academic achievement that motivates all students in the school. Melnick's findings show that students who choose to participate in co-curricular activities contributed to higher academic achievement among Hispanic girls. She also discovered that sponsors and coaches, especially Hispanic female sponsors and coaches, exerted a positive influence on the female gender identity development, environmental adjustment, and academic achievement. Participation in co-curricular activities helped Hispanic girls to challenge and resist the Maria paradox, which funnels secondary-age girls toward passivity and submission to male authority.

Feldman and Matjasko (2005) cited by Wilson (2009), observe that the positive impact of participation in co-curricular activities is the possibility of a student acquiring some type of supportive relationship, mentor or role model with an adult. When children identify with a helpful coach or talented director, they get to know them better by being involved. Students have the opportunity to have genuine interaction, constructive feedback and support from an adult role model while developing positive relationships outside of their immediate families. This type of participation may help to develop mutual trust, respect and commitment in relationships. Most students benefit from supporting and caring relationships with teachers and other adults.

The presence of other adult relationships is recognized as a developmental asset linked to facilitating academic and life success (Logan and Scarborough 2008). That means that most teachers believe they hold a great responsibility for the perpetuation of gender stereotypes since they are responsible for the social development of students. In fact they believe that if teachers have stereotypical views about themselves they will influence student's beliefs. So, they have the power to change student's visual aspect about the role of women and men in society by intervening with appropriate new teaching methods. A study by Ngigi et al (2014) in Kenya in which a role model was defined as a person who inspires others with his/her thoughts, personal, values or goals that observers can emulate had respondents indicating that mothers have greatest influence on students' education, followed by teachers and fathers. From these findings, parents act as the primary conveyors of beliefs and behaviour reinforcement to

their children. Furthermore, Ngigi et al (2014) showed that fathers, have less influence compared to mothers, with most indicating that most fathers are absentee parents, while others play double standards, which often influence behaviour negatively, especially for boys. These results match with previous findings that identified the absence of male role models as a factor that contributes to boys' underachievement. In the Caribbean context, Jha and Kelleher(2006) observed that where the number of women-dominated and single-parent households has been on the rise, strong concerns have been raised about the lack of male presence within the home as well as the school.

Respondents further indicated that students from disadvantaged families had limited role models to emulate. For some students, their parents may never have been to school, and so fail to guide or encourage their children through school. This may explain why majority of respondents indicated that teachers are among the most highly- ranked role models who, in that sense, become surrogate parents. For instance, in the very remote areas in particular, teachers are the only professionals available, hence the only role models who act as guardians as they often interact and spend most of their time with students. For students whose parents are not educated, teachers provide psychological and moral support, as well as academic and career guidance. The findings suggest that parents and teachers are both important role models, with great influence on students' academic performance. It is also clear that mothers exert greater influence on children than fathers, which calls for interventions targeted at enhancing academic achievement, for rural learners especially, to inspire and motivate better academic performance (Jha and Kelleher 2006).

Mutekwe and Modiba (2012) observed in a study in Zimbabwe that in virtually all the four sixth-form classes observed boys received more teacher-initiated contact than their female counterparts. This prevalence of patriarchy and the gender role ideology in co-educational schools was manifest or evident in that boys were asked more questions than girls and they contributed more during class discussions. Also, the boys received not only more feed-back from their teachers but also more attention.

Ahmad et al (2014) report in a study done in Pakistan that there is a clear link between the teachers' and parents' involvement in education and children's success in school. Further, studies such as one by Badariah (2011), have also demonstrated a correlation between the teachers' and parent involvement in education and children's educational development and subsequent intrinsic academic motivation. Even if parents are unable to assist their children

with a specific subject area or skill, they can still play a vital role by encouraging students' feelings of competence and control and positive attitudes towards academics. This review found that families can have a strong influence on a variety of school outcomes, including the development and maintenance of positive motivation.

When parents believe in children's competence and have high expectations for them, provide the resources that children need to feel connected to others and facilitate a sense of autonomy by supporting children's initiations and problem-solving, children's motivation is most likely to thrive. According to Arif, Nadeem, Faiza, and Farzana (2012) cited by Ahmed (2014), parents' expectations about how well their children can achieve and their attitudes about the value of the task their children are working on can strongly influence children's motivation and participation. In a study on determinants of the development of students' talents in co-curricular activities, Wangai (2012) concluded that teachers did not play a very important role in the development of students' talents in co-curricular activities in secondary schools in Mwatate District, Kenya. According to the findings, there existed a weak positive relationship between the role played by the teachers and students' involvement in CCA, implying that there is a very small influence on the development of students' talents in co-curricular activities in secondary schools in Mwatate District, Kenya.

2.4 The Gender and Development model

The Gender and Development (GAD) approach emerged in the 1980s as an alternative to the earlier Women in Development (WID) focus (Jane 1982). The GAD approach which forms the basis of the Beijing Platform of Action recognizes that improving the status of women cannot be understood as a separate, isolated issue and can only be achieved by taking into account the status of both genders (Kemp et al 2010). The Gender and Development (GAD) model is a more holistic approach than the Women in Development (WID) and Women and Development (WAD). It acknowledges women's productive and reproductive tasks, and challenges the oppressive power structures. GAD focuses on women and men as individuals, assesses gender relations, and recognizes the importance of redistributing power between the two groups. It challenges cultural social and economic privileges of the dominant (most cases men) to enable the disadvantaged to benefit from the same resources (Goetz 1997).

Additionally GAD argues that the real problem is the power imbalance between women and men to work together as agents of change and not passive recipients of development assistance (Reeves and Baden 2000). This approach aims at meeting both practical gender needs and strategic gender interests of both women and men by challenging existing divisions of labour and power relation. With a set of gender analytical tools, GAD encourages gender analysis on interventions to unveil roles, needs and constraints in society that may confound such measures.

A very important strategy and instrument of the GAD concept is gender mainstreaming also referred to as gender awareness, which aims at increasing gender awareness in all areas and all levels of public life. The following definition of gender mainstreaming was developed by the Economic and Social Council of the United Nations (ECOSOC1997):

Mainstreaming as a gender perspective is the process of assessing the implications for men and women of any planned action, including legislation, policies and programmes, in all areas and levels. It is a strategy for making women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and social spheres so that women and men benefit equally and inequality is not perpetuated.

Putting in place the GAD concept of gender mainstreaming at Rhodes Park and Silver Spring Schools will help make significant advances on addressing gender stereotypes that may exist in teachers' running of co-curricular activities. The GAD approach seeks to integrate gender awareness into mainstream development effort such that they address problems of gender inequality (MacWilwaine and Datta, 2003). It is important that the schools under study gender mainstream the policies, rules and co-curricular activities in order to overcome gender stereotypes. Gender mainstreaming in co-curricular activities will help school head teachers to come up with co-curricular activities that will be appealing to both male and females in the school. It will also help the schools implement, monitor and evaluate the running of co-curricular activities.

2.5 Conceptual Framework

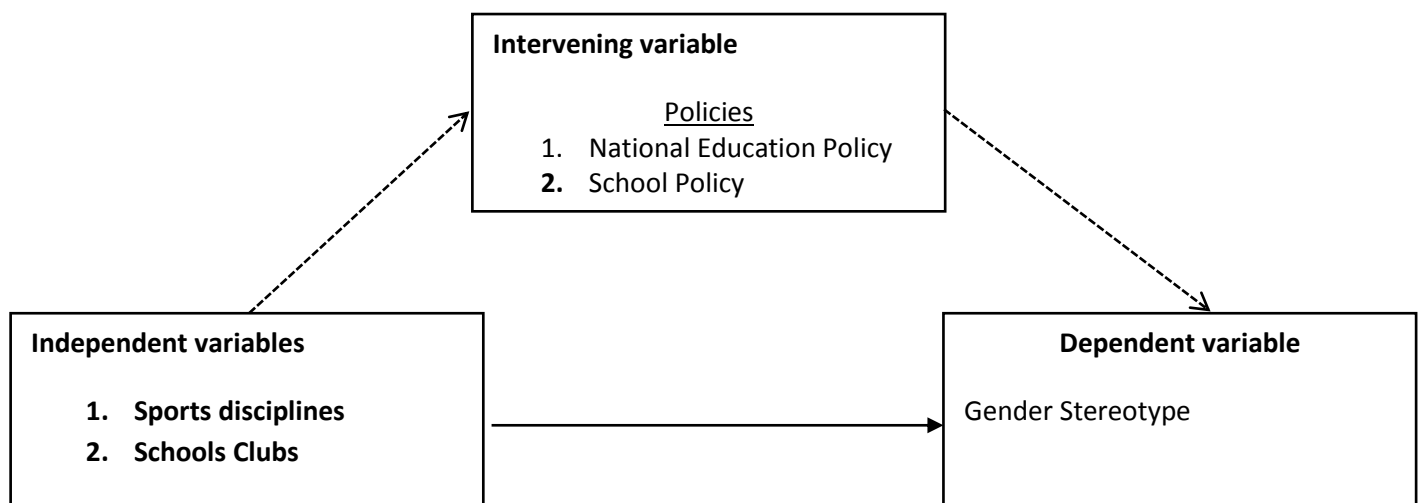
A conceptual framework as stated by Orodho (2009) is a diagrammatic representation of the interrelationships between independent, intervening and dependent variables. Punch (2006) defines a 'conceptual framework' as a model showing the central concepts of a piece of

research, and their conceptual status with respect to each other; often expressed as a diagram. Similarly, a conceptual framework is a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation. It is a research tool intended to assist a researcher to develop awareness and understanding of the situation under scrutiny and to communicate this (Reichel and Ramey, 1987; Kombo and Tromp, 2006).

When clearly articulated, a conceptual framework has potential usefulness as a tool to assist the researcher to make meaning of subsequent findings. It forms part of the agenda for negotiation to be scrutinized and tested, reviewed and reformed as a result of investigation (Guba and Lincoln, 1989). In this vain, a conceptual framework essentially (Kombo and Tromp, 2006) explains the relationship among interlinked concepts. It explains the possible connection between the variables and answers the *why* questions.

The conceptual framework adopted to guide this proposed study is displayed in Figure 1.

Figure 1: Conceptual Framework Relating Co-curricular Activities and Gender Stereotypes



Source: Author's Data (2015).

It indicates three composite variables – the independent variable constitutes the main co-curricular activities, namely various sports disciplines and interaction clubs (Anti-AIDS, Arts, Boys Scouts, Chess, Debate, Drama, Girl Guide, Handwriting, Home Economics, JETS, Martial Arts Mathematics, Red Cross and Scripture Union) among the male and female

teachers in sampled schools that influence the covariate (dependent) variable which is gender stereotyping of teachers and pupils in schools. The measures/dimensions of the independent variable (co-curricular activities) are: various sporting disciplines and participation by teachers. The independent and dependent variables are mediated by the intervening variable which comprises of policies relating to various co-curricular activities in surveyed schools. These policies are the National Education Policy: Educating the Future and the schools policies. The dependent variable is gender stereotypes.

2.5.1 Education Policies on Co-Curricular Activities

The National policy on Education in Zambia, *Educating Our Future* (1996), states that;

Every school will develop a rich and varied programme of co-curricular activities that will promote the balanced development of its pupils and that will involve every member of the teaching staff.

The policy puts emphasis on schools putting in place a programme of co-curricular activities because it is through such that pupils can develop life and social skills like decision making, problem solving, creative thinking, interpersonal relationships, self-esteem, confidence, effective communication, self-awareness, critical thinking, and stress and anxiety management. The policy also states that the Ministry of Education wishes to see every member of the school teaching staff involved co-curricular activities.

The Zambian government recognised the need for equal and full participation of men and women at all levels of National Development. To attain its vision of full gender equality, the government has adopted and will implement national gender policy.

In line with the National Education Policy demands that every teacher should participate in CCA, Rhodes Park and Silver Spring Schools have put in place school policies that guide the running of co-curricular activities. At Rhodes Park School all the pupils and teachers are required to belong to one or more co-curricular activity. According to Rhodes Park (2015), all pupils and members of the teaching staff must attend co-curricular activities every Wednesday afternoon. Silver Spring School (2015) states that, teachers and pupils should attend to their various co-curricular activities every Thursday afternoon.

2.5.2 Gender Stereotypes

Traditionally women are expected to take care of their physical appearance and not show their athletic ability. Dividing sports along masculine and feminine lines encourages and allows women to accept physical limits that have been placed on them Birell, (1998) as cited in McClung and Blinde, (2002).

Malszecki and Cavar (2005), state that one specific area in which traditional gender stereotypes have been evaluated and analyzed, is sports and physical activities. Comparing traditional female gender stereotypes with those of the 21st century women in sports, it is clear that female athletes are beginning to establish themselves in the sports world. For instance, in America Martina Navratilova the first professional Athlete; in Zambia Catherine Phiri a Boxer and Kabange Mupopo an Athlete have established themselves beyond gender stereotypical limitations (Griffin 1998; Times of Zambia 18th June 2014).

The women's ability to challenge sexist barriers and restrictive notions about women's physical appearance, athletic ability, and participation in sports, is evident through their increased involvement in sports. Additionally, there is some progress in participation of women in male dominated areas of sport, such as in martial arts, national sport leadership and in professional sport. But as found by NOWSPAR (2009), the sports space for women is still characterised by the continued struggle for recognition, infrastructural access limitations and the economic constraints. Within the last fifteen years, for instance, Zambia has had an active Women's Cricket Team, its first Women Professional Boxers, first Women Presidents of the National Judo Association and the National Olympic Committee and the first female vice-chairperson of the National Sports Council (Mwambwa 2010).

CHAPTER THREE: METHODOLOGY

3.0 Introduction

This chapter presents the Research Design, Study Site, Study Population, Study Sample, Sampling Technique, Data Collection Instruments and Data Analysis.

3.1 Research Design.

The research design used in this study was a descriptive survey. This research design employs both qualitative and quantitative paradigms in order to maximize the strengths and minimize the weaknesses of each paradigm. Descriptive survey is a method of collecting information by interviewing and administering a questionnaire to a sample of individuals. It can be used when collecting information about people's attitudes, opinions, habits or any educational or social issues (Orondo, 2003; Orondo and Kombo, 2002), cited by Kombo and Tromp (2006). Best and Kahn, 2009 and Gall et al 2007 also support the advantages of combining the two approaches such as verification of data and guarding against bias.

3.2 Study Site

The study was undertaken in Lusaka District of Lusaka Province. Lusaka Province comprises of seven districts namely; Chirundu, Kafue, Shibuyunji, Lusaka, Chongwe, Rufunsa and Luangwa. The schools under study are Rhodes Park and Silver Spring Schools

The research was done at Silver Spring and Rhodes Park Schools because of the schools' proximity to the researcher which made them easily accessible. The schools were also chosen because they were assumed to have a variety of co-curricular activities which were functional. The research was done at the two schools because of their accessibility to the researcher as there were limited resources to facilitate for collection of data. Thirdly, the schools had a good number of representations of male and female teachers. Other schools visited during the selection of study site especially government schools had bigger gender disparities in members of staff. Mostly government schools visited had more female teachers than male. For instance one school had 19 female teachers and 1 male.

3.2.1 Rhodes Park School.

Rhodes Park School is a privately owned school which was established in the sixties. Primary classes were introduced with a small Grade One class in January 1980. The school is situated on Sibweni Road in Northmead Township in Lusaka. Rhodes Park is one of the largest established private schools in Lusaka and has a population of approximately 1,500 pupils of which 740 are girls and 760 are boys and 96 teachers (46 females and 50 males) and 51 classes.

3.2.2 Silver Spring School

Silver Spring School is a privately owned school and is situated about 200 metres from Great East Road in Chelstone. It is located 50 meters away from the Chelstone Post Office. It was opened on the 8th of January, 2007. Silver Spring has a total enrollment of 706 pupils of which 360 are girls and 346 are boys. There are altogether 35 teachers; 15 males and 20 females.

3.3 Study Population

The target population of this study included class teachers, head teachers and pupils in Lusaka District at Rhodes Park and Silver Spring Schools.

3.4 Study Sample

The sample comprised a total of 138 respondents. The 100 respondents to questionnaires consisted of 100 class teachers. Respondents to the in-depth interview were 38 and comprised of 2 head teachers from the two schools under study, 16 teachers from selected co-curricular activities, 1 head teacher from the Lusaka Province Head Teacher's Association, JETS coordinator for Lusaka Province, 1 Senior Education Standards Officer (SESO) Expressive Arts Lusaka Province and 14 pupils.

3.5 Sampling Technique

The study used purposive sampling technique in order to achieve a valid collection of information. According to Patton (2002), “The logic and power of purposive sampling lies in selecting information-rich cases for in depth study.” Information rich cases are those from which one can learn a great deal about issues of central importance necessary for the study. Head teachers, JETS Co-ordinator, SESO Expressive Arts, 1 head teacher of the Head Teachers’ Association, 16 teachers and 14 pupils from various co-curricular activities were purposively sampled. Purposive sampling allows the researcher to concentrate on those people who can give specific data for the research. In supporting purposive sampling, Cohen and Crabtree (2006), say that this strategy can benefit the research because some of these selected key informants have special knowledge and perception that can add value to the research.

Simple random Sampling was used to sample class teachers for questionnaires. According to Yates (2008) Simple Random Sampling is a type of sampling in which the variables have an equal chance of selection. The sampling frame for Rhodes Park School was 96 while for Silver Spring was 40. The researcher needed a sample of 120 respondents to the questionnaires. From the staff lists availed to the researcher, the respondents were identified. A consecutive number 1- 96 for Rhodes Park and 1- 40 for Silver Spring was assigned to each of the teachers’ names. Numbers 1- 96 and 1- 40 were written on small pieces of paper and placed in boxes. The researcher picked the pieces of paper one by one from the boxes until there were 80 for Rhodes Park and 40 for Silver Spring. The boxes were shaken after each number was picked. The numbers were matched with numbers on the lists of the staff. For instance if the number 2 was picked from the box and the name B on the list was matched with the number 2, B was selected as a respondent to the questionnaire.

3.6 Data Collection Instruments

The study employed the use of questionnaires for class teachers and interview guides for head teachers, pupils, and teachers. The use of different data collection procedures provided part of the basis for triangulation defined by Best and Kahn (2009: 271) as, “The process by which data are verified by agreement with other data obtained from other sources.”

3.7 Questionnaires for Class Teachers

To collect data from class teachers, questionnaires were used. Hence, 120 questionnaires were distributed to the two schools and only 100 were collected back. Questionnaires were used because they facilitate the collection of data from a large sample and diverse regions and there is no opportunity for interviewer bias (Komb and Tromp 2006).

3.7.1 In-depth Interview Guides for Head teachers, Teachers and Pupils

Data was collected from head teachers, teachers who run activities considered to be for males or for females, a representative from the head teachers' association, the JETS coordinator, the SESO Expressive Arts and the pupils through interviews. School managers were interviewed to get information on gender stereotypes in teachers running of co-curricular activities. The semi-structured interview guides (appendix) were developed before embarking on data collection. In-depth interviews were conducted on a one-to-one basis. The use of interview guides is seen as an important tool in order to be sure that the same categories of information are obtained from a number of people about the phenomenon being studied (Platton, 1990). Furthermore, interview guide enables the researcher to get a complete and detailed understanding of the issue under research (Komb and Tromb, 2006).

3.8 Pre-Testing of the Data Collecting Tools

The data collecting tools were pre-tested at Thornhill Private School. Thornhill Private School was chosen because it had similar characteristics with the schools under study. According to Komb and Tromp (2006), "Pre- testing the research tools helps the researcher to redesign the tools in case they lack validity. The pre- test was conducted primarily to test the clarity, strengths and weaknesses of some of the items in the research instruments as well as to test whether the instruments would get the intended responses. The pre-test enabled the researcher to have an idea of how the tools would be understood by the respondents. The questions were easily understood and therefore would pose no problem to the respondents.

3.9 Data Analysis

Quantitative data from the respondents was entered and analysed using Microsoft office. The qualitative data collected was manually analysed and processed using emerging themes. Data was summarized and presented in specific segments according to research objectives and research questions. Lloyd and Blanc (1996) suggest that in analyzing qualitative data, the initial risk is to find concepts that help make sense of what is going on. Platton (1990) suggests that these concepts about data analysis start arising during data collection and marks the beginning of analysis and continues throughout the study.

3.10 Ethical Consideration

The researcher adhered and followed the ethical standard practice in this research. Permission to carry out the research in the two schools was sought from the school managements. Adequate information was given to the participants on the topic so that they could understand what was involved in the study. Consequently the participants made informed, voluntary decision to participate. There was no manipulation or coercion.

The researcher made sure that the privacy and identity of the respondents was safe guarded. To ensure that there was confidentiality, the questionnaires did not have provision for the respondents to write their names. The responses were only seen by the researcher and all questionnaires and other records were stored under the control of the researcher.

3.11 Limitation of the Study

Due to limited time the study was only conducted at two private schools. Time to do the study was also limited because data collection could only be done during the time stipulated for co-curricular.

CHAPTER FOUR: PRESENTATION OF FINDINGS

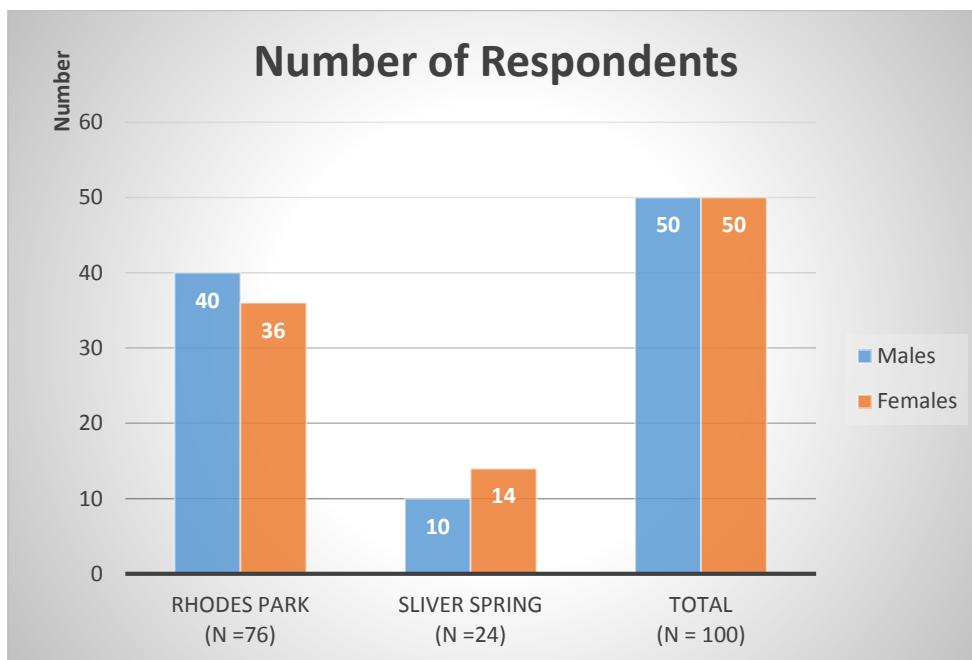
4.0 Introduction

With the guidance of the research objectives the findings of this study are presented under the following headings: **(a)** Description of the study sample **(b)** Background Characteristics of the respondents **(c)** Co-curricular activities that male and female teachers do in the two private schools in Lusaka District **(d)** Factors that influence male and female teachers to run these particular activities. **(e)** The impact of male or female teachers running co-curricular activities on the pupils' Co-curricular Activities preferences.

4.1 Description of Study Sample

4.1.1 Respondents per School

Figure 2: Number of Respondents by Gender per School.

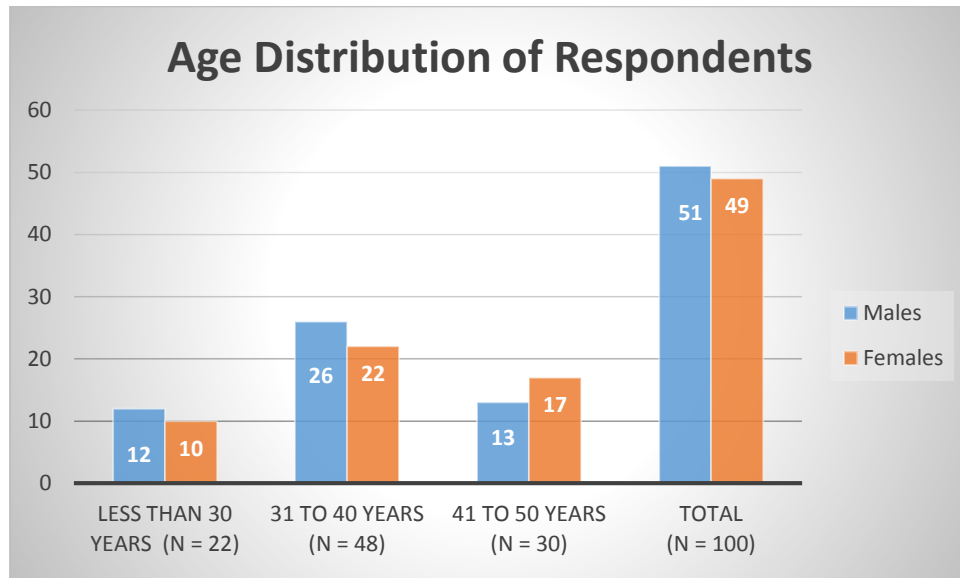


Source: School records (2015)

The above bar chart shows the names of schools of the respondents; Rhodes Park School had 76 respondents while Silver Spring School had 24 respondents

4.1.1 Ages of the Respondents

Figure 3: Age Distribution of Respondents

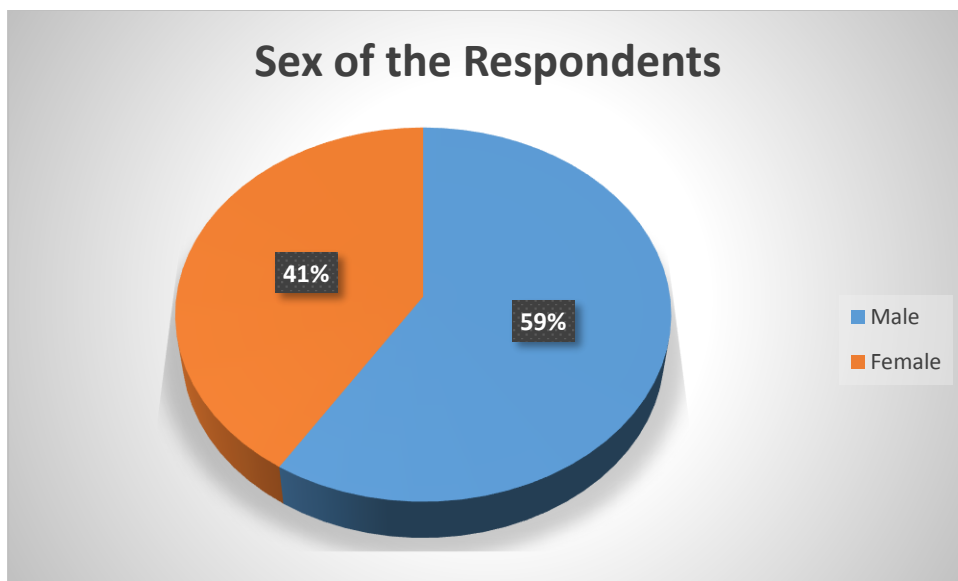


Source: Field data (2015)

In figure 3 above the age group distribution of the respondents is displayed. About 48 respondents were aged between 31-40 years, 30 were aged between 41-50 years, while 22 respondents were 30 years and less.

4.1.2 Sex of Respondents

Figure 4: Percentage Distribution of Sex of the Respondents

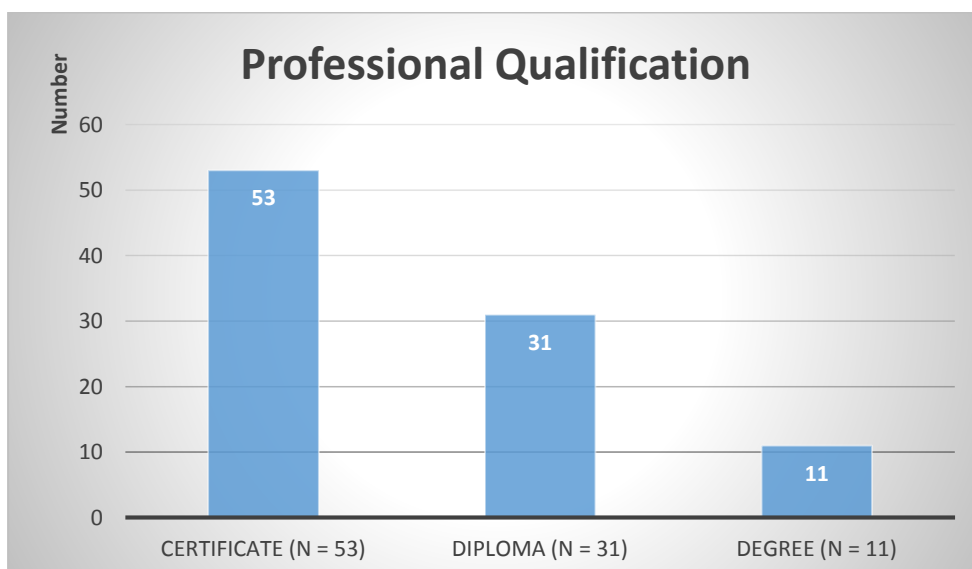


Source: field data 2015

The pie chart above shows the distribution of respondents by sex; 59 males and 41 females.

4.1.3 Professional Qualifications

Figure 5: Distribution of Respondents' Professional Qualifications.



Source: Field data 2015

The bar chart above shows that most of the respondents were certificate holders (53); followed by diploma holders (31), and lastly degree holders (11).

4.2 Documentation of Co-Curricular Activities that Male and Female Teachers Participate in

4.2.1 Co-curricular Activities That Male and Female Teachers Participate in

Table 1: Co-curricular Activities that Male and Female Teachers Participate in.

No.	Type of co-curricular activities	Male (n = 59)	Female(n = 41)	Total (N = 100)
1	anti-Aids club	4	3	7
2	arts club	5	1	6
3	Athletics	4	4	8
4	boys scout club	3	1	4
5	chess club	3	3	6
6	debate and current affairs	4	2	6
7	drama club	7	3	10
8	girl guide	0	3	3
9	handwriting club	3	3	6
10	home economics	0	2	2
11	jets club	7	2	9
12	martial arts	0	1	1
13	Mathematics	6	6	12
14	red cross	5	0	5
15	scripture union	0	1	1
16	sports club	7	7	14
	Total	59	41	100

Source: Field data 2015

Findings from responses to the questionnaires show co-curricular activities that male and female teachers do in the two schools under study. In total there were sixteen (16) co-curricular activities common in the two schools sampled by the researcher. The table above depicts activities that teachers did from the least common to the most common. It can clearly be seen that mathematics and sports clubs were the most participated, while arts and scripture union were the least participated.

As can be seen from Table 1, findings in this research reveal that generally there was equal participation rate between male and female teachers in Athletics which in the past was considered masculine, contrary to findings by researchers like Riley (2007) who found

consistent gender differences in preferences for participation in co-curricular activities. The researcher's findings correspond with those in a study by Bucknavage and Worrell (2005) who found out that both male and females had high rates of participation in athletics. McClung and Blinde (2002) also found out that female athletes are beginning to be viewed more positively.

During the in depth interviews, some respondents said that they all participated equally in the running of athletics. One respondent said that;

At this school we work as a team in running athletics. During the time we hold inter-house competitions, we share tasks. Everyone can do any task be it a female teacher or male teacher. The only thing maybe which we usually take note of is for a female teacher is to take care of the needs of girls because it would be inappropriate for a male teachers to do so.

One of the respondents to the interview said that:

The head teacher always encourages all members of staff to participate in any CCA of their choice regardless of their gender. As teachers we also encourage pupils to participate in any CCA. We tell them that there is no specific CCA for a particular gender group.

However, in the Drama Club there were 7 males and 3 females. The Red Cross Club had 5 male teachers and no female teachers. The Arts Club recorded 5 male teachers and 1 female. Gender disparities were also found in activities such as Home Economics Club which had only 2 female teachers and no male teachers. The Girl Guide Club had 3 female teachers and no male teacher. These findings do not correspond with those of Fejgin (1994), Evans, Schweingruber and Stevenson (2002) in USA, Taiwan and Japan who uncovered males preferences for sports and females preferred music and art.

Furthermore, it can also be noted that there are discrepancies in participation rates in JETS Club with 7 males and 2 females. In the in depth interviews one of the respondents had this to say:

I have performed so well in my club that my pupils have competed at provincial and national competitions. During these competitions they have won first and second prizes. Mathematics and Science are fields considered for males but my girls have made me proud. One girl even came out first the whole country (Zambia) in the Mathematics project in 2014 JETS Fair. In 2012, one of my girls came out first in the quiz competition at the national JETS Fair.

My club is balanced in terms of pupils' participation. I try by all means to make sure that boys and girls participate during club time. I have seen that in terms of responsibilities girls are instrumental in coming up with projects and organisation of the club. Boys on the other hand are orderly and good at implementation. You can see it is balanced because each one does what they can do best.

One of the respondents applauded women and girls for their good performance during competitions in co-curricular activities such JETS Fairs. He revealed that boys and girls competed favorably during the competitions. This is what he said during the in depth interviews:

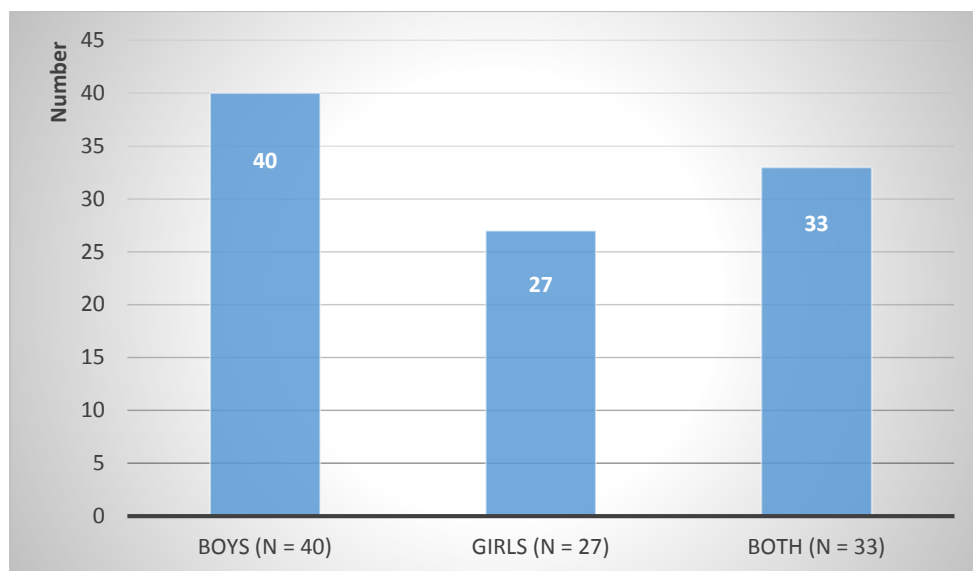
JETS is not a field of males only because we have girls and female teachers who are performing well in this field. Although mostly you find that few female teachers run JETS, as can be seen from the number of matrons that accompany pupils to the fairs, they perform well. Girls also are doing fine. For instance, in the just ended Provincial JETS Fair which was held at Kabulonga Boys Secondary School, girls and boys performed equally well that there was equal representation for the province at the national JETS fair in Mongu from both boys and girls.

A respondent also noted that:

I cannot say there are few female patrons for JETS because this is a field of males but because there are few female teachers that teach Science. If you were to go round schools in Lusaka Province you would find that most of the science teachers are male.

4.2.2 Frequency Distribution of Co-Curricular Activity Dominance by Sex

Figure 6: Frequency Distribution of Co-Curricular Activity Dominance by Sex



Source: Field data 2015

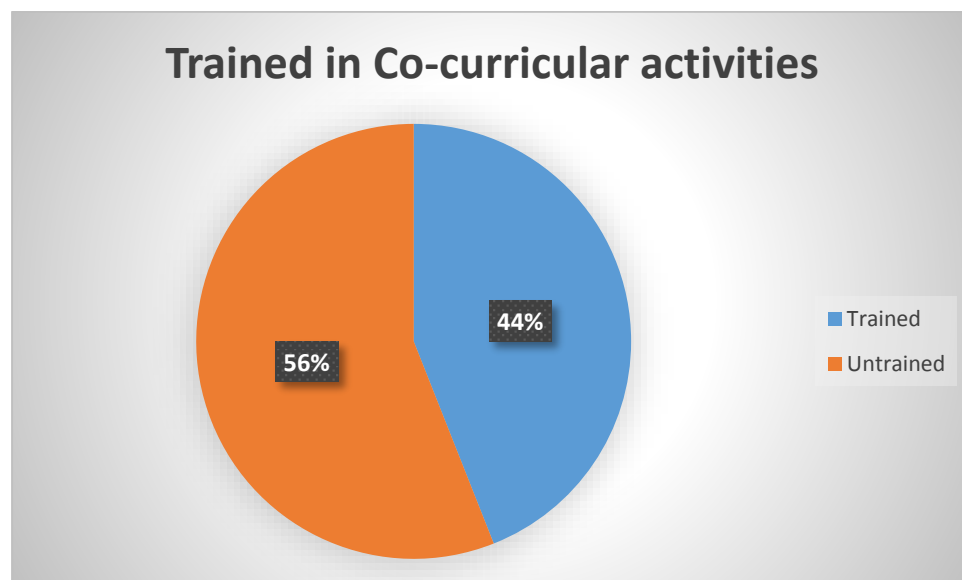
Figure 6 above shows that 33 teachers admitted that their activities were dominated by both girls and boys, while 40 and 27 teachers admitted that their activities are dominated by girls and boys respectively. This finding collaborates with findings in a study by Jha and Kelleher (2006) which reveals that teachers are role models for learners.

4.3 Factors that Influence Male and Female Teachers to Run these Co-Curricular Activities

Findings in this study revealed that teachers were able to run co-curricular activities because they had support from school management and that they had qualifications.

4.3.1 Qualified and Unqualified Teachers to Run Co-Curricular Activities

Figure 7: Percentage Distribution of Trained and Untrained Teachers to run the Co-curricular activity



Source: Field data 2015

Figure 7 shows that 56 teachers said they were not trained in the co-curricular activities they were running while 44 said they were trained. Most of the teachers in the schools under study were not trained in the co-curricular activities they were running.

One of the respondents during the in depth interviews said that:

I have a degree in Science which I acquired when I went to the University for Further training.

Another respondent who acquired a Bachelor of Education Primary said:

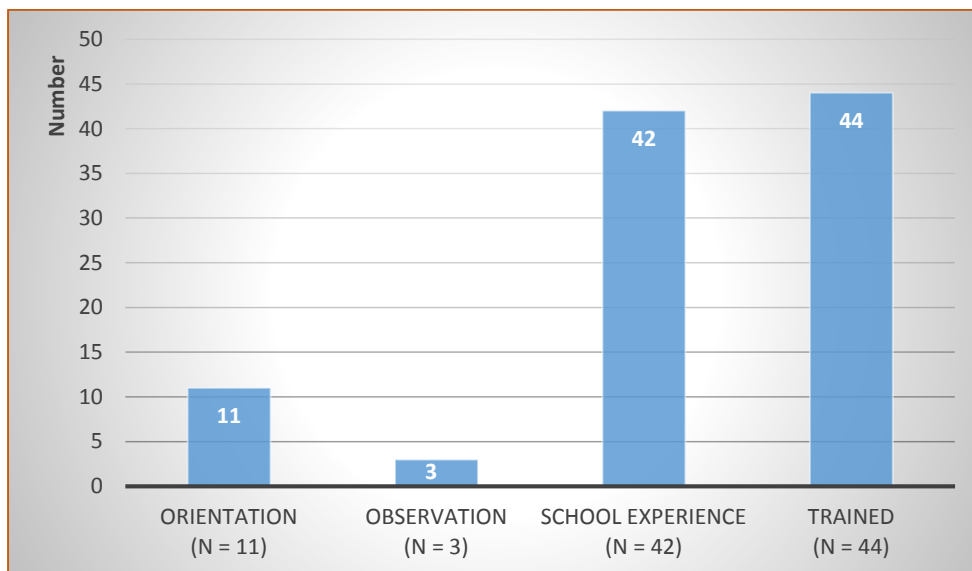
I am able to run sports because I have a degree in Physical Education.

Other teachers interviewed said that they did not have qualifications to run the co-curricular they participated in. Nevertheless some still manage to run the clubs out of interest. For instance one of the respondents had this to say;

I am able to run this club because of the interest I have for chess. I started playing chess in my old age. While at school I never played chess. When I started it was just a way of passing time. However, when I came to this school, I just said I should run chess club. What motivates me is to see the pupils I have coached excelling in chess.

4.3.2 Types of Qualifications Teachers have to Run Co-Curricular Activities

Figure 8: Frequency Distribution of the Responses to the Question of How Teachers Acquired Skills to Run Co-Curricular Activities.



Source: field data (2015)

Figure 8 explains how teachers acquired the skills to run co-curricular activities. 42 teachers acquired the skills through experience at school, 11 teachers through orientation, 3 teachers through observation, while the remaining 44 admitted to have been trained to run co-curricular activities. During in depth interviews head teachers admitted that there were teachers who were not trained to handle the activities they were running.

When interviewed one respondent confirmed the fact that there were teachers at his school who were not trained in CCA were running;

Most of the teachers in my school are not trained in the co-curricular activities which they run. However, these teachers are oriented through continuous professional development programmes in school.

In an in-depth interview with teachers, some respondents confirmed that they acquired the skill to run the club through experience;

“.....I was prompted to start the handwriting club in this school after seeing how poorly pupils especially boys did in writing...I have acquired the skills to run this club through experience and self- motivation...”

During the in-depth interviews some respondents explained how they acquired the skills to run co-curricular activities as follows:

“I acquired the skill to run netball through experience at college. When I was at Charles Lwanga Teachers’ Training College, we were made to do a number of sporting activities. Here we would even learn the rules of the game. When I started working, I chose to coach netball. I discovered that I needed more knowledge about the game hence was oriented.

4.3.3 Availability of Resources and Incentives

Table 2: Frequency Distribution on Responses on Availability of resources and Incentives

Availability of resources and incentives		male	Female	Total
Receive resources support	YES	58	28	86
	NO	1	12	13
Face difficulties getting resources	YES	24	17	41
	NO	35	24	59
Get incentives for co-curricular activities	YES	19	9	28
	NO	35	31	66

Source Field data 2015

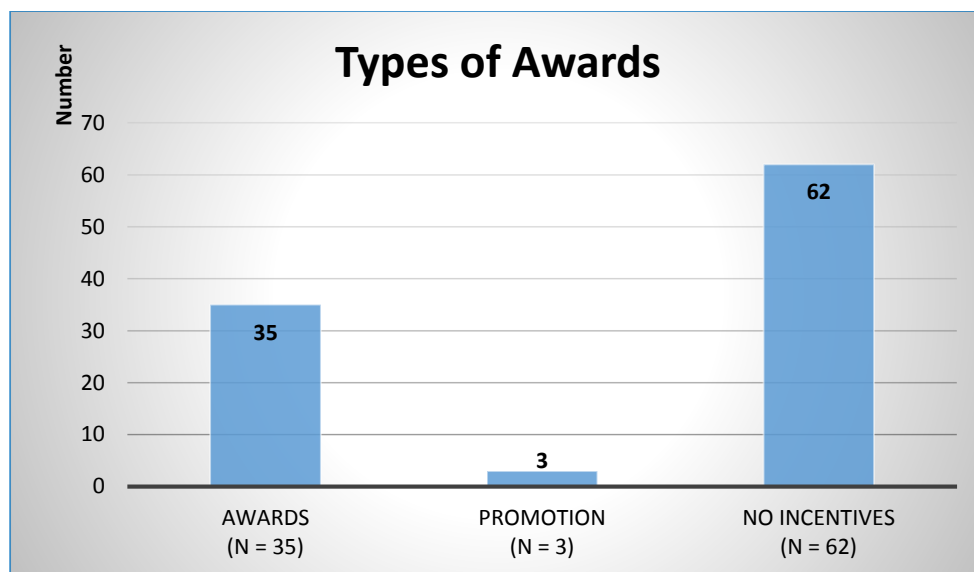
Table 2 above shows that 86 respondents said that they received resource support from management of which most females said n-(12) and 59 teachers had no difficulties getting resources to run co-curricular activities. During the in depth interviews for teachers one of the respondents explained to the researcher that,

I have never had any problems with resources to run the club. The school management provides an enabling environment for smooth running of co-curricular activities in this school. In 2013, management linked me to parents who wanted to support the club. They donated a demonstration board for us to use when training pupils.

On the question of teachers receiving incentives for the co-curricular activities they ran, 66 teachers said that they did not get incentives for running co-curricular activities. Only 9 female teachers and 19 male teachers said that they received incentives. This means that majority of the teachers do not receive incentives.

4.3.4 Forms of Incentives

Figure 9: Frequency Distribution of the Forms of Incentives



Source: Field data (2015)

From figure 9 it can be seen that the common form of incentives teachers got for running co-curricular activities was awards. Incentives can be in different forms; promotions, awards or verbal praises they would still make a teacher work hard. Very few teachers were promoted for running co-curricular activities, while 62 did not get incentives at all. This finding is contrary to findings in the study by Mugweru (2013) who discovered that teachers who participated in co-curricular activities were given certificates which raised their chances of being promoted to higher positions. Giving teachers incentives motivates them to work hard in co-curricular activities. This was also revealed by Kayungwa (2002) who reported that effective head teachers are supportive and reward teachers for doing a good job.

.One of the respondents attested to some teachers not receiving any awards,

Management appreciates my running this club. Although I have never received any award, I have been verbally praised during meetings. Teachers who find it difficult to teach handwriting are most of the times referred to me. My fellow teachers appreciate the way I run this club and even recommend some pupils to join the club. This way I get motivated to do my level best.

One of the respondents who had received awards for best patron had this to say,

Some people think that Science is a field for men. I look at it differently because since I joined teaching I have been running the JETS club in this school. I have achieved more than what male teachers have achieved. For instance, from 2010 to 2012 I received the best patron award while in 2014 I received the second best patron award. To appreciate my work, I was also sent on a trip to India.

During the in depth interviews respondents confirmed the fact that teachers whose performances were exemplary were awarded,

We award teachers who have done well in the co-curricular activities they run. For example, one female teacher who has performed well in JETS by taking pupils to the provincial and national competitions has been awarded several times. At these competitions, pupils won first and second prizes.

4.3.5 Supervision and Evaluation of Co-Curricular Activities

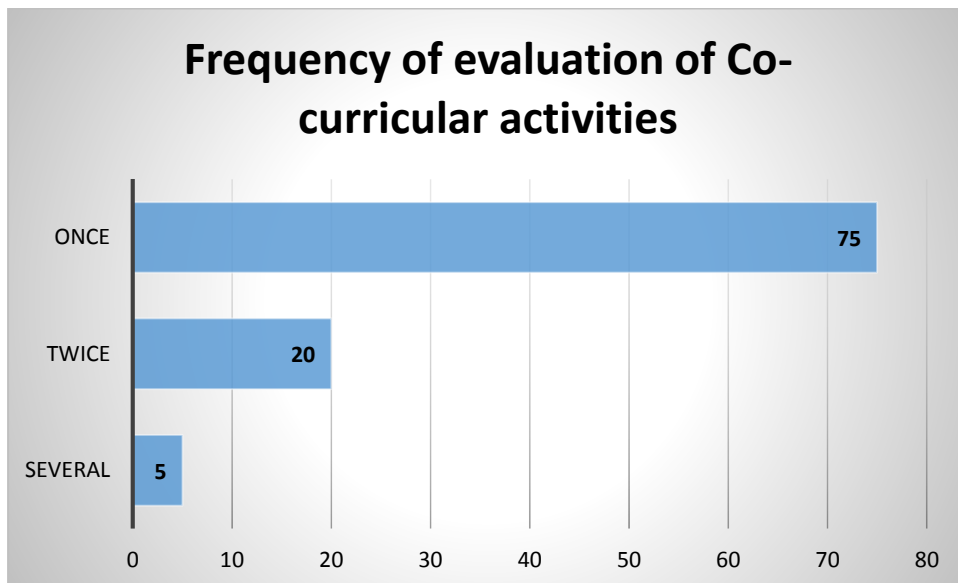
Table 3: Distribution of Responses on Supervision and Evaluation of co-curricular activities

SUPERVISING AND EVALUATION OF CO_CURRICULAR ACTIVITIES	YES	NO	MISSING RESPONSE	TOTAL
Supervision of Co-curricular Activities	99	0	1	100
Evaluation of Co-curricular Activities	96	4	0	100

Source: field data 2015

Table 3 aboveshow that co-curricular activities were supervised by teachers and management. Responses from the respondents also indicated that co-curricular activities were evaluated.

Figure 10: Distribution of Responses to the Number of Times Co-Curricular Activities are Evaluated.



Source: Field data 2015

Figure 10 shows the frequency in evaluation of co-curricular activities. It is clearly shown from figure 10 that evaluation of co-curricular activities was mostly done once a year (75 teachers attested to this fact), while a few (20) indicated that they had evaluations twice, and only 5 said that evaluation of CCA was done several times in a year.

One respondent noted during the in-depth interviews:

At this school all the teachers work hard in co-curricular activities because they are supervised and evaluated. Every teacher is accountable for the activities they run. If they do not run the activities as expected, they are put to task and they have to give explanations in a meeting during the time of evaluation.

4.3.7 Availability of Infrastructure and Encouragement to Run Co-Curricular Activities

Table 4 Frequency Distribution to Responses on availability of infrastructure and the School Gender Policy

Encouragement to Run Co-curricular Activities	YES	NO	MISSING RESPONSE	Total
Availability of enough infrastructure to enable you to run the activities well	73	26	1	100
Trusted to run co-curricular activities	99	1	0	100
Encourage female teachers to run co-curricular activities considered to be for men	99	1	0	100
Encourage male teachers to run co-curricular activities considered to be for women	89	5	6	100
Encouragement from other teachers for running your activities	91	5	4	100

Source: field data 2015

From table 4 it can be seen that 73 respondents attested to the availability of infrastructure to run co-curricular activities while 26 respondents said that they did not have enough infrastructures to run CCA. Almost all respondents agreed that management trusted them enough to run the co-curricular activities. On the question of management encouraging teachers to run co-curricular activities, 89 respondents said that management encouraged equal participation of male and female teachers in the running of co-curricular activities considered to be for men, and vice-versa. Respondents also said that they received encouragement from fellow teacher in running co-curricular activities. On the question of management encouraging teachers to run co-curricular activities one of the respondents said the following:

”....my fellow teachers praise me and say a lot of good things about my club...some even feel challenged and say that I am a powerful woman to run JETS...management has really appreciated my efforts for making great progress in the JETS club...”

Head teachers explained that they were gender sensitive in their supervision of co-curricular activities because they wanted both male and female teachers to participate in CCA. One of the respondents commented during the interview:

At this school we encourage male and female teachers to participate in CCA. We ensure that resources are distributed equitably to all the teachers. When resources are not available we ensure that all the teachers work under an enabling environment.

When asked on whether they were gender sensitive when encouraging female teachers to run CCA, One respondent said that:

We make sure that we avoid gender bias by promoting language which is not gender stereotyping. For example when a female teacher or pupil does well in areas like mathematics we praise them as teachers and pupils not as people who have done well in a field for males and vice versa.

4.4 The Impact of Female or male Teachers Running a Co-Curricular Activity on Pupils' Co-Curricular Preferences

Table 4: Frequency Distribution on the Responses to the Questions on the Impact of Teachers Running Co-Curricular Activities on Pupils' Responses

Impact	YES %	NO %	MISSING RESPONSE
Attract students of your sex	73	25	2
Allocate pupils to co-curricular activities	30	70	0
Pupils free to join co-curricular activities of their choice	99	1	0
Advertise your activities to pupils	98	2	0
Pupils encouraged to join your activity because you run it	59	34	7

Source: Field data 2015

From Table 4 it can be deduced that most teachers (73) agreed that pupils of their sex got attracted to participate in the co-curricular activities they run. However, most teachers (70) did not allocate pupils to co-curricular activities. Mutakwe and Modiba (2012) had different findings as they discovered that in Zimbabwe teachers in some schools used gender as a basis for allocating different tasks to boys and girls during preventive maintenance. Furthermore, 59 teachers agreed that pupils were encouraged to join the activities which they were running. Eisa (1998) had similar findings when the respondents revealed that teacher involvement was one of the factors that influenced pupils' participation in co-curricular activities. This was also

discovered by Yaacob (2013) in a study in which respondents said that the role of the mentor teacher influenced the participation and involvement of students.

During the in depth interviews, the researcher confirmed that teachers had influence on pupils joining the co-curricular activities they were running. Teachers said they advertised co-curricular activities they were running at the beginning of each academic year. For instance, when asked whether pupils joined the club because she ran it, one of the respondents in the in depth interview explained that;

At the beginning of each year all the patrons of clubs in this school advertise their clubs. In this way pupils get to know what the club is all about and get attracted to it. This serves as a guide for the learners to know which activities are offered in school.

One of the respondents also reiterated the fact that teachers guide pupils in the Co-curricular activities they choose to take;

When we advertise the CCA we run we make sure that we sell our activities to catch the attention of the learners. The pupils love this club and sometimes we even have a challenge of chase boards because too many pupils want to join this club.

Another respondent stated;

... I relate very well with pupils of the opposite sex in my club... This has attracted many pupils to join this club.

During the in depth interviews for pupils most of the pupils' response to the question on whether they were in a particular club because of the teacher who ran the club, revealed that apart from the teachers' influence, pupils were guided on which co-curricular activities to take part in by their parents. For instance, some respondents said,

I joined this club because I did not belong to any club and my mother said that I should join Handwriting club because it would help me improved my handwriting.

Other respondents attributed their choices of co-curricular preferences to their mothers:

My mother told me to join handwriting club as it would help me to improve my handwriting. I like my club and I would not want to join any other club. Our patron is a good man because he

likes all the members of this club. Even responsibilities he gives to all the pupils whether one is a boy or a girl.

Another factor that came out during the in depth interviews with the learners was that learners chose co-curricular activities in line with their career perception in future. For instance, in the Mathematics Club a pupil said that;

I have been at this school for 6 years and I know most of the clubs here. The patrons of the clubs advertise their clubs and we get to know clubs available. My parents encouraged me to join Mathematics club because when I grow up I want to be an engineer.

Most of the respondents (pupils) to the in depth interviews indicated that they were inspired by their mothers to join a particular activity. This collarets with findings from the study by Ngigi (2014) in Kenya in which the respondents indicated that mothers had greatest influence on the pupils' education. Therefore there is an impact of male or female teachers running CCA on the pupils.

CHAPTER FIVE: DISCUSSION OF KEY FINDINGS

5.0 Introduction

This chapter discusses key findings in line with study objectives and study questions. The study sought to find out whether co-curricular activities reinforce or challenge gender stereotype. An assessment of co-curricular activities that male and female teachers do at Rhodes Park and Silver Spring schools revealed that in some CCA there was equal participation while in others there were disparities. The factors that influenced male and female teachers to run these particular activities included availability of school policies, availability of resources, monitoring and evaluation and incentives given to teachers. The study showed that the running of an activity by a male or female teacher to some extent had an impact on the pupils on co-curricular preferences.

5.1 Documentation of Activities that Male and Female Teachers Participate in at Rhodes Park and Silver Spring Schools

The study shows activities that teachers do from the least common to the most common. It can clearly be seen that mathematics and sports clubs were the most participated, while arts and scripture union were the least participated. As can be seen from table 1, findings in this research reveal that generally there was equal participation rate between male and female teachers in Athletics which in the past was considered masculine, contrary to findings by researchers like Riley (2007) who found consistent gender differences in preferences for participation in co-curricular activities. The researcher's findings correspond with those in a study by Bucknavage and Worrell (2005) who found out that both male and females had high rates of participation in athletics. McClung and Blinde (2002) also found out that female athletes were beginning to be viewed more positively.

Furthermore, participation rate in sporting activities was equal for male and female teachers in the two schools under study. It should be noted that the researcher in this study found out that some activities like netball which were considered feminine were coached by male teachers. Dividing sports along masculine and feminine lines encourages and allows women to accept physical limitations that have been placed on them (Birell 1998 cited by McClung and Blinde). The trend to divide sports along masculine and feminine lines is fading away as people seem to have realized that males and females can do any sport.

The changes in participation rates in some of the CCA may be attributed to gender stereotypes which have been challenged and confronted by many women and feminists. Malszecki and Cavar (2005) note that, one specific area, in which traditional gender stereotypes have been evaluated and analyzed, is sports and physical activities. A study done by Mwambwa (2009) shows that there is improvement in women's participation in sports though more needs to be done.

In activities which were considered to be gender neutral there were notable disparities in participation rates. For example in the Drama Club there were 7 males and 3 females. The Red Cross Club had 5 male teachers and no female teachers. The Arts Club recorded 5 male teachers and 1 female. Gender disparities were also found in activities such as Home Economics Club which had only 2 female teachers and no male teachers. The Girl Guide Club had 3 female teachers and no male teacher.

Management at the two schools were aware of the guidelines by the national education policy Educating Our Future (1996) which says that every member of the teaching staff should belong to a co-curricular activity and the National Gender Policy (2000) that encourages equal participation in all developmental programmes. This is probably the reason why all the teachers and pupils belong to at least one CCA.

However, the school policies on participation of teachers and pupils in these CCA are gender blind. For instance, at Rhodes Park it is a policy for every teacher and pupil to attend CCA every Wednesday while at Silver Spring teachers and pupils should take part in CCA every Thursday. In the implementation of the co-curricular activities policy, the management of the two schools should have made sure that the policy has a gender connotation and should have sensitize the members of staff and pupils on the importance of participating in any CCA regardless of how society views it in respect of their gender.

GAD focuses on women and men as individuals, assesses gender relations and recognizes the importance of redistributing power between the two groups. One strategy and instrument of the GAD concept is gender mainstreaming which aims at increasing gender awareness in all areas and all levels of public life. The schools have not put in place any strategy to ensure that the gender disparities in participation are overcome. For instance, in Home Economics there were two female teachers and no male teacher. The school management should have used the affirmative action to ensure that there was male representation in this club. To encourage the

boy child to join Home Economics, there should have been a role model in this case, a male teacher running the club. This would help overcome the stereotype that women belong to the kitchen.

JETS Club is one of the clubs that is stereotyped and findings in the research reveal that there are more male than female teachers that run this club in the schools under study. The under representation of female teachers in JETS club may partly be attributed to the past historical education system in which women used to receive differential treatment in the education sector compared to men. This resulted in girls taking “inferior” and art-based subjects that tended to be female dominated while the boys concentrated on Mathematics, Science and Technical areas which were more valued and more highly rewarding (Kelly, 1994; Munachonga, 1995; Maimbolwa-Sinyangwe and Chilangwa and Lungwangwa, G 1995).

However, this status quo is beginning to change in the schools under study; especially Rhodes Park School where the researcher found out that although JETS was considered a field of males, female teachers though very few perform as well as male teachers do or even better. There is progress in participation of women and girls in male dominated fields probably because of the ratification of conventions, declarations, laws and others statutes aimed at promoting equality between men and women (Msango 2009). These have been domesticated into policies and guidelines that compel schools to give boys and girls equal opportunities to education. For instance, the national education policy stipulates that both girls and boys should be given the opportunity to take up subjects like Science.

However, following guidelines from the GAD approach which seeks to address inequalities by taking steps to ensure equal outcomes since equal representation and treatment do not always result in equal outcomes (McWilwaine and Datta, 2003), schools under study are yet to mainstream gender in all planned activities, rules, programmes and policies.

Although the schools have tried to mention issues of gender equality, there are no guidelines and tools or strategies that the schools under study used to implement the policy. Tools such as quota system and positive discrimination which can help head teachers bridge the gender gap in Science and Mathematics have not been put in place. Quota system is a policy of hiring and admitting that requires that a specified number or percentage of minority be hired or admitted.

Positive discrimination is provision of special opportunities in employment, training and other things for the disadvantaged group such as women. These tools could have been used

when management was employing members of staff so that the schools could have reasonably equal representation of both sexes in certain subject areas especially those that are gender stereotyped.

The gender inequalities in running Mathematics and Science Clubs by teachers in schools may also be attributed to the problem of gender inequalities in higher education. Women's low levels of participation in subjects like Mathematics and Science in higher education have deprived society of the abilities, qualities, energy and skills of thousands of individuals (MOE 1996). Apart from primary school teachers' training colleges which offer the same subject area for all students, other colleges which give chance for students to choose the subject areas have few female students taking up subjects such as Mathematics, Science and Technology.

5.2 Factors that Enable Male and Female Teachers to Run Co-Curricular Activities

The second objective of this research was to examine factors that influence male and female teachers to run these particular activities. In order to ensure that all the teachers run co-curricular activities effectively and efficiently, the schools under study have adopted the National Education Policy and put in place the School policies to provide an enabling environment for teachers to run co-curricular. Additionally, the following factors have been taken into account; availability of resources and infrastructure, monitoring and evaluation and incentives given to teachers.

With the development of the policy document Educating Our Future in 1996, the Ministry of Education, embarked on putting up strategies and interventions to change the status quo on the education of girls such as; Programme for the Advancement of Girls' Education (PAGE) in Zambia (Msango 2000). Most importantly, the policy document contains a whole section on gender in education which provides guidelines on how the ministry should respond and commit itself to the promotion of girls' education in Zambia. Some of the guidelines are that the Ministry of Education (MOE) is committed to achieving gender balance in educational institutions and within the educational system; the Ministry aims at ensuring that female students are integrated with males as equal beneficiaries and participants at all levels of education; the Ministry will take measures to encourage the participation of girls in science and technology at all levels of education MOE (1996) cited by (Msango 2009). The study found that schools under study had put in place policies that encouraged the participation of female

pupils in Science and Mathematics. However, apart from following what the education policy stipulates on gender, none of the schools understudy had yet put specific gender and equity policies such as a deliberate policy that ensures that each co-curricular activity should be run by teachers of both genders.

The study showed that most of the teachers in the schools under study were not trained in the co-curricular activities they were running. This is similar to what Mohd (2008) found out in his study of over 72 teachers. He found out that one of the hindrances to the implementation of co-curricular activities was less experience and irrelevant courses teachers did. However, the schools management at Rhodes Park and Silver Spring Schools had made sure that teachers who were not trained in their CCA were oriented (Rhodes Park and Silver Spring 2015). This is in line with findings by Bilanch (2005), Fullan (2005), and Halyonda (2008) who observed that school managers oriented teachers posted to their schools and capacity built them through professional development programmes.

While appreciating the school policy of induction/orientation, the study showed that schools under study did not mainstream gender in this programme. According to Bwalya (2015) the GAD approach which forms the basis of the Beijing Platform of Action (1995) seeks to integrate gender awareness into mainstream development effort such that they address problems of gender inequality at the same time as they seek to achieve their other objectives. In this study the schools orient teachers in the CCA they run so as to help them acquire knowledge. This helps teachers to run CCA effectively. However, in the programme of orientation there is no emphasis on gender awareness. Overcoming gender stereotypes in institutions of learning requires the recognition that improving the status of women cannot be understood as a separate, isolated issue and can only be achieved by taking into account the status of both genders (Kemp et al., 2010).

The study also revealed that co-curricular activities were monitored and evaluated. This is contrary to findings by Mofu (2011) that reveal that supervision of pupils during co-curricular activities was minimal. The teachers monitored and evaluated the activities of which they were supposed to give reports during the head teacher's in-service meeting (HIM). Monitoring CCA helps the school management to see how teachers run the CCA. When evaluation takes place management gets to know the teachers' and learners' needs. Management is able to provide an enabling environment for running of CCA because they know the strengths and weaknesses of teachers during evaluation. Hence, take into account of such during planning.

The study revealed that teachers who were performing well were awarded and the commonest forms of incentives teachers got for running co-curricular activities were awards. Incentives can be in different forms; promotions, awards or verbal praises and all these make teachers get encouraged to work hard. Very few teachers were promoted for running co-curricular activities, while 62 did not get incentives at all. This finding is contrary to findings in the study by Mugweru (2013) who discovered that teachers who participated in co-curricular activities were given certificates which raised their chances of being promoted to higher positions. Giving teachers incentives motivates them to work hard in co-curricular activities. This was also revealed by Kayungwa (2002) who reported that effective head teachers are supportive and reward teachers for doing a good job.

The other factor that enabled teachers to run co-curricular activities easily was availability of resources and infrastructure. The study showed that majority (86 out of 100) respondents said that they received resource support from management and 59 teachers said that they had no difficulties getting resources to run co-curricular activities.

5.3 The Impact of Teachers' Participation in Co-Curricular Activities on the Pupils' Co-Curricular Preference

On the impact of teachers' running co-curricular activities on the pupils, most teachers (73) agreed that pupils of their sex got attracted to participate in the co-curricular activities they run. This finding collaborates with findings in a study by Jha and Kelleher (2006) which reveals that teachers are role models for learners. In this study teachers admitted that pupils were free to join the co-curricular activities of their choice, and that they advertised the activities to the pupils giving chance to pupils to know what the CCA were all about before making a choice. Mutakwe and Modiba (2012) had different findings as they discovered that in Zimbabwe teachers in some schools used gender as a basis for allocating different tasks to boys and girls during preventive maintenance. About 59 teachers agreed that pupils were encouraged to join the activities which they were running. Eisa (1998) had similar findings when the respondents revealed that teacher involvement was one of the factors that influenced pupils' participation in co-curricular activities. This was also discovered by Yaacob (2013) in a study in which respondents said that the role of the mentor teacher influenced the participation and involvement of students.

The other finding that came out during the in depth interviews with the pupils, was that apart from being influenced by the teachers pupils were inspired by their mothers to join a particular activity. This finding collarets with findings from the study by Ngigi (2014), in Kenya, in which the respondents indicated that mothers have greatest influence on the pupils' education.

The study also revealed that on one hand pupils joined certain co-curricular because of their career perspectives. For instance, some pupils were in the Mathematics and JETS Clubs because they wanted to be doctors and engineers in future. On the other hand, some pupils were in some clubs in order to improve their performance. For example, some pupils were in the Hand writing Club to improve their handwriting.

CHAPTER 6: CONCLUSION AND RECOMMENDATIONS

6. 0 Introduction

This study sought to find out whether co-curricular activities challenge or reinforce gender stereotypes. Guided by the Gender and Development Model and a conceptual framework which the researcher came up with, the study has endeavoured to show how co-curricular activities challenge gender stereotypes. The GAD approach aims at meeting both practical gender needs and strategic gender interests of both women and men by challenging existing divisions of labour. GAD encourages gender analysis on interventions to unveil roles, needs and constraints in society that may confound such measures. The conceptual framework used in this study explains the relationship of the interlinked concepts which are co-curricular activities and participation; policies and gender stereotypes. With the use of the GAD Model the researcher looked at how the policies and intervention were applied to overcome gender stereotypes in teachers' participation in co-curricular activities.

6.1 Conclusion

The study revealed that the schools under study had put in place a number of policies and strategies to encourage teachers and pupils to participate in co-curricular activities. Among them were co-curricular activities policy, orientation policy, monitoring and evaluation. The co-curricular activities policy at Rhodes Park School stated that, "All teachers and pupils shall take part in a co-curricular activity every Wednesday afternoon," while the one for Silver Spring School stated that, "All teachers and pupils are to take part in co-curricular activities Thursday afternoons." There were also programmes and strategies that the schools employed to help implement the CCA policy; teachers who were not trained in the co-curricular activities they ran were oriented. Management also made sure that teachers were availed with resources and CCA were monitored and evaluated. However, on the part of incentives the schools had not done much to motivate the teachers. The GAD approach seeks to integrate gender awareness into mainstream development efforts such that they address problems of gender inequality at the same time as they seek to achieve their objectives. On the contrary, schools under study seemed to be more concerned with participation of all teachers and all pupils in CCA but neglected gender equality strategies.

Furthermore, the study has shown that apart from following what the education policy stipulates on gender, none of the schools under study had yet put specific gender and equity

policies. The school policies that were put in place were gender blind. GAD encourages gender analysis on interventions to unveil roles, needs and constraints in society that may confound such measures. GAD uses gender mainstreaming as a strategy and instrument which aims at increasing gender awareness in all areas. Gender mainstreaming is a process of assessing the implications for men and women of any planned action, including laws, policies and programmes in all areas and levels. In the programmes such as orientation of teachers not trained in co-curricular activities they run, monitoring and evaluation, advertising and recruitment of pupils into CCA gender mainstreaming was not done.

There are co-curricular activities that society perceives as masculine while others feminine. For instance, JETS, Mathematics and Athletics are considered for males while Handwriting, Netball Girl Guide and Home Economics were deemed to be for female. The study shows that there was equal participation in activities like Sports, Athletics and Mathematics. There were discrepancies in activities like Drama, Art, Home Economics Girl Guide and JETS. Although there were few female teachers running JETS, they performed very well. For instance, one of the female teachers running JETS club at Rhodes Park School had performed so well that pupils especially girls in her club also did very well at Provincial and National JETS Fairs. None of the schools under study had put in place any strategy to attract more female teachers to run the club. This means that the girls does not have enough role models to encourage them to take up Science as a teaching subject when they go for tertiary education. Having more females going to take up Science at tertiary education entails that in future the gender gap in teachers running JETS would be bridged.

Since in some activities that were deemed masculine (Mathematics) participation rate was equal and activities like netball had male teachers coaching; JETS with female teachers that had performed well, it can be concluded that gender stereotyping in co-curricular activities does not exist at the two schools under study. It can be concluded that gender stereotyping in co-curricular activities challenge gender stereotypes. Additionally, the study has revealed that if schools were to gender mainstream all their planned activities, programmes, strategies and policies, they could use co-curricular activities to overcome gender stereotypes.

6.2 Recommendations

Documentation of Co-Curricular Activities that male and Female Teachers Participate in.

- In order to ensure equal participation in CCA which showed disparities there is need to come up with tools and strategies like quota system and positive discrimination so that more female teachers could be encouraged to run JETS Club and more male teachers should be encouraged to run Home Economics Club.

Factors that Enable Male and Female Teachers to Participate in Co-Curricular Activities.

- Although management support the teachers in the activities further steps should be done to reward the teachers of their meritorious contributions to co-curricular activities. Most teachers claimed that the most common rewards are verbal praises. Rewards should come in form of promotions to higher positions for teachers who are doing well.
- In order to make programmes and policies gender sensitive, there is need to gender mainstream all programmes, policies and strategies that are put in place in order to overcome gender stereotypes in running of co-curricular activities.
- Teachers who are not trained in co-curricular activities should be given short in-service training to help them acquire the skills.
- The researcher recommends that a Case study comparing Gender stereotypes in teachers running co-curricular activities between government schools and private schools should be done.

The Impact of Male and Female Teachers' Participation in Co-Curricular Activities on Pupils' Co-Curricular Preference.

- Teachers in schools should encourage more girls to take up Sciences and Mathematics in colleges.

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Appendix 1

SELF-ADMINISTERED QUESTIONNAIRE FOR TEACHERS

Study Title: Gender Stereotypes in Teachers Running of Co-Curricular Activities in Selected Private Schools in Lusaka District

Aim: To find out whether co-curricular activities reinforce or challenge gender stereotypes.

Please tick () the appropriate response beside your answer or fill in the appropriate responses in the spaces provided.

Section A. (School Information and Personal Background)

1. Name of school.....
2. Your Age:
 1. Less than 30 years ()
 2. 31-40years ()
 3. 41-50years ()
3. Sex 1. Male () 2. Female ().
4. Professional Qualification
 1. Certificate () 2. Diploma () 3. Degree ()

Section B: Activities that male and female teachers do.

5. Indicate the type of co-curricular activity you are involved in.....

Section C. Factors that influence male and female teachers to run these co-curricular activities.

1. Are you trained to handle the co-curricular activity you run?
 1. Yes ()
 2. No ()
2. If you are not trained how did you acquire the skill to run it?
 1. Through orientation () 2. Through observation () 3. Through experience at school ()

3. Does the school management assist you to mobilize resources to run the activity?

1. Yes () 2. No ()

4. Do you sometimes face difficulties in getting resources to run the activity?

1. Yes () 2. No ()

5. Do you get incentives for running co-curricular activities?

1. Yes () 2. No ()

6. If the answer to question 5 is yes in what form are the incentives?

1. Awards () 2. Promotion to a higher position ()

7. Are co-curricular activities in your school supervised or monitored by management?

1. Yes () 2. No ()

8. Is there any evaluation of co-curricular activities in your school?

1. Yes () 2. No ()

9. If the answer to question 8 is yes, how often is this done in an academic year?

1. Once () 2. Twice ()

10. Are there enough infrastructures to enable you to run the activities well?

1. Yes () 2. No ()

11. Does the management trust you enough to utilize your expertise and experience to run co-curricular activities?

1. Yes () 2. No ()

12. Does management encourage female teachers to run co-curricular activities considered to be for men?

1. Yes () 2. No ()

13. Does management encourage male teachers to run co-curricular activities considered to be for women?

1. Yes ()

2. No ()

14. Do you receive any encouragement from other teachers for running your activity?

1. Yes ()

2. No ()

Section D: The impact of Female or Male Teachers Running Co-curricular Activities on Pupils.

15. Does your running of a particular activity attract students of your gender?

1. Yes ()

2. No ()

16. Do you allocate pupils to co-curricular activities?

1. Yes ()

2. No ()

17. Are pupils free to join co-curricular activities of their choice?

1. Yes ()

2. No ()

18. Do you advertise your activity to pupils?

1. Yes ()

2. No ()

19. Are pupils encouraged to join your activity because you run it? 1. Yes () 2. No ()

20. Is your activity dominated by girls or boys?

1. Girls ()

2. Boys ()

Appendix 2

In Depth Interview for Pupils

The impact of Female or Male Teachers Running Co-curricular Activities on Pupils.

1. Name of pupil.....
2. The co-curricular activity the pupil is involved in.....
3. Why did you choose to join this particular activity/club?
4. How did you find yourself in this activity/club?
5. Is the activity run by a male or female teacher?
6. Who is your role model?
7. Do you like the activity because it is run by a teacher of your sex?
8. Does the teacher praise you because you are involved in an activity considered for boys/ girls?
9. Does the teacher give the same attention to both boys and girls in this club?
10. Did you at any time want to join a particular club but the teacher discouraged you because are a boy/ girl?
11. Who is given more responsibilities between girls and boys in your club?

Appendix 3

In depth Interview for Head Teachers

Factors that Influence Female and Male Teachers to Run the Particular Co-Curricular Activities

1. How do you encourage teachers to run co-curricular activities?
2. Do you have any particular way of appreciating female/male teachers who run co-curricular activities considered to be for men/women?
3. Do you help teachers to mobilize resources to run co-curricular activities?
4. Do you encourage male/female teachers to run co-curricular activities considered to be for women/men?
5. Do you sometimes talk about the importance of teachers encouraging girls to join clubs considered to be for boys and vice versa?
6. Do you sometimes notice any differences in the way female and male teachers run co-curricular activities?

The impact of Male and Female Teachers running co-curricular activities on pupils

7. Does the running of co-curricular activities by male/ female teachers influence pupils to join clubs?
8. Which co-curricular activities are dominated by pupils of the same sex as the teachers?

Appendix 4

In depth interview for teachers who run co-curricular activities considered for the men/women

1. What motivates you to run this particular activity/club?
2. What is the reaction of your fellow teachers to your running of this club?
3. How do you relate with pupils of your opposite sex in your Club?
4. Are pupils of different sex from you free to participate?
5. Do you sometimes receive negative remarks from other people about you running this club?
6. Who is your role model?
7. Do pupils like the activity because you run it?
8. Does the management appreciate you because you are involved in an activity/club considered for boys/ girls?
9. Who needs most attention in your activities between boys and girls?
10. Do you sometimes feel that some activities are not good for girls/boy?
11. Who seems to be more responsible between girls and boys in your club?
12. Have you ever been awarded for your performance in co-curricular activities?

Appendix 5

In Depth interview for the JETS Co-ordinator

1. During the times that there are JETS fairs do you have equal numbers of male and female teachers who accompany pupils as patrons?
2. What could be the reasons for equality/ disparities in the number of male and female patrons?
3. Do girls and boys participate equally in Mathematics and Science projects?
4. What has attributed to these disparities/ equalities?
5. What has attributed to gender disparities in teachers participation rates?

Appendix 6:

Informed Consent Forms for Respondents

Informed Consent Form: Gender Stereotypes in Teachers' Running of Co-curricular Activities at Rhodes Park and Silver Spring Schools.

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF GENDER STUDIES

Introduction

My name is Praxedes Moonga Muninde and I'm a Postgraduate student pursuing master's degree in Gender studies. I am doing a research on gender Stereotypes in Teachers' Running of Co-Curricular Activities at Rhodes Park and Silver Spring Schools. Hence, I am looking for information purely for academic purposes so that I am able to undertake the research.

Procedure to Follow

You are requested to participate in an interview that will take between 20 and 30 minutes.

There are no risks to you as a participant in this research study. During the interview you may decide to share information that is personal in nature. This could be stressful to you. Please note that you may skip any questions that you do not wish to answer or stop the interview at any time, without giving any reason.

Be assured that your responses will be treated confidentially and will by no means be used against you. Your responses will be seen only by the researcher and other records will be stored under the control of the researcher.

Consent Statement for Signature

I have read this consent form/ had it read to me, and any questions have been answered to my satisfaction. I agree to participate in this study.

Signature of Respondent..... Signature of Interviewer.....

Date..... Place.....