

**THE LOW PARTICIPATION OF GIRLS IN FOOTBALL IN SELECTED PRIMARY
AND SECONDARY SCHOOLS OF KAUNDA SQUARE ZONE IN LUSAKA DISTRICT,
ZAMBIA**

BY

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**A DISSERTATION SUBMITTED TO THE UNIVESITY OF ZAMBIA IN PARTIAL
FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF
MASTER OF EDUCATION IN PHYSICAL EDUCATION AND SPORT**

THE UNIVERSITY OF ZAMBIA

LUSAKA

@2024

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CERTIFICATE OF APPROVAL

This dissertation by Milimo Phebby is approved as a partial fulfillment of the requirements for the award of the degree in Master of Education in Primary Education by the University of Zambia.

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DEDICATION

This work is a heartfelt dedication to the pillars of my life—my beloved husband, Mr. Fussy Twaambo, whose unwavering support and love have been my anchor throughout this academic journey; my dear children, Hope and Rose, whose laughter and presence bring boundless joy and inspiration; and my sisters, whose camaraderie and encouragement have been a source of strength. In the tapestry of my life, you are the threads that weave resilience, hope, and love. Your constant presence has illuminated even the most challenging paths, and this work stands as a tribute to the profound impact each of you has had on my academic pursuit and personal growth.

ACKNOWLEDGEMENTS

I express profound gratitude and offer glory and honor to God the Almighty, acknowledging His unwavering strength that has sustained me throughout this academic journey. I extend my heartfelt appreciation to the following mentors: Dr. Chipande Hikabwa, Dr. Robnson Mambwe , Dr. Abgail Tuchili, Dr. Zanzini Ndhlovu, Dr Collins Kaluba, Dr. Katongo, Dr Lombe Mwambwa and Prof Peter Manchishi not Forgetting Dr. Bibian Kalinde, my dedicated supervisor, whose support and guidance have been invaluable. Despite her demanding schedule, Dr. Kalinde has consistently provided me with insightful direction, and I am truly thankful for her unwavering commitment to my academic growth. I also extend my thanks to all my friends: Aggie Nyirenda, Vivian Mvula, Diana Chikotesha, Matenda Thomson and Faith Musonda and all my research partners who have contributed meaningfully to this endeavor. Their collaborative efforts have enriched the quality of this research, and for that, I am sincerely grateful. May God bless each one of them abundantly.

ABSTRACT

This research aimed to assess girls' involvement in football within selected primary and secondary schools situated in the Kaunda Square zone of Lusaka District, Zambia. Employing a qualitative approach with a descriptive research design, fifty participants were engaged, including school administrators, guidance counselors, heads of Physical Education and Sports departments, sports teachers, and pupils. Focus group discussions and interview schedules were utilized as primary research instruments. The findings revealed remarkably low participation levels of girls in football within primary and secondary schools in the Kaunda Square zone, attributed to factors such as inadequate funding, limited infrastructure, restricted access to sports facilities, negative attitudes towards girls' football, biological challenges, and entrenched gender roles. Based on these findings, the study recommended enhancements in sports infrastructure, fostering greater female participation in football, ensuring improved access to sports facilities, and launching community-wide campaigns on gender and leadership to challenge prevailing cultural norms and stereotypes related to sports and gender. It also suggested exploring successful international models for promoting girls' football participation and adapting them to the Zambian context. Aligned with Liberal Feminism theory, the study underscores the structural and ingrained discriminatory practices perpetuating gender disparities in sports participation. It emphasized the need for targeted interventions that challenge and reshape cultural attitudes, addressing both practical constraints and ingrained perceptions. The study highlighted the critical role of parental influence, absence of female role models, and limited facility access in shaping girls' football participation, advocating for a holistic approach involving schools, parents, communities, and sports organizations. The study contributed to a comprehensive understanding of barriers faced by girls in football, offering actionable steps for improvement and implications for policy changes and educational practices to promote gender equality in sports and narrow the gap in understanding the challenges faced by girls in football.

Keywords: Girl's football, Girls participation, Challenges, Girls players

LIST OF ACRONYMS /ABBREVIATIONS

FIFA -	Federation Internationale De Football Association.
CAF -	Confederation Africaine de football.
CAWF -	Confederation of African Women Football.
MOE -	Ministry of Education.
PES -	Physical Education and Sport.
CDC -	Curriculum Development Centre.
ZNBC -	Zambia National Broadcasting Corporation.
UK -	United Kingdom.
USA -	United states of America.
FA -	Football Association.
COSAFA -	Council of Southern Africa Football Association.
WAFCON –	Women’s Africa Cup of Nations.
FAZ -	Football Association of Zambia.
OYDC -	Olympic Youth Development Centre.
WHO -	World Health Organization.
UNICEF -	United Nations Children fund.
GID -	Gender in Development.
FDG -	Focus Group Discussion.
DEBS -	District Education Board Secretary.
DRGS -	Directorate of Research and Graduate Studies.
GID-	Gender in Development

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CHAPTER ONE: INTRODUCTION

1.0 Overview

The chapter provided an overview of the study. It commenced with the background of the subject matter from a broad perspective. The chapter also presented the statement of the problem under study, the purpose and objectives with the respective research questions to achieve. The significance of the study, delimitations, limitations and operational definitions are also elaborated.

1.1 Background of the Study

Football has long been a unifying force that brings people of diverse backgrounds together. It transcends gender, age, religion, and political affiliations, creating a space for both players and spectators to come together harmoniously (Gbadamosi, 2010, as cited in Coakley, 2016). Despite football being a unifying factor among people, the world has recorded low participation of girls in football especially in primary and secondary schools. The history of girls' participation in football globally has been marked by several milestones. According to Griggs (2009), the introduction of international tournaments, such as the "Fédération Internationale de Football Association" (FIFA) Women's World Cup, has increased visibility and created opportunities for young girls to aspire to become football players.

Fédération Internationale de Football Association (FIFA) (2007) suggests that football is ingrained in human nature, overcoming man-made barriers. While football is predominantly male-dominated and recognized as the world's most popular sport, it has seen a rise in female participation on a global scale. Female football players are no longer an anomaly, as major national and international competitions have emerged over the years (Mbulo, 2007). The first Women's Football World Cup took place in 1991, marking a significant milestone, 61 years after the inaugural Men's Football World Cup in 1930. However, the Women's World Cup has not received the same level of attention and publicity as its male counterpart, with notable delays in organizing and promoting women's football competitions (Alegi, 2010). Notably, Germany and the United States have achieved success in the Women's World Cup, while Nigeria and South Africa have represented Africa, albeit with limited success (FIFA Africa Report, 2010). The underrepresentation of women in football is not due to a lack of interest but is rooted in historical discrimination and stereotypes against women in sports (Mwambwa, 2013). The "Sport for All" movement, originating in the mid-1970s in Europe, aimed to make

sports accessible to everyone, regardless of gender, age, political affiliation, race, or religion (Smith, 2022). However, achieving true gender equality in sports, particularly for women, has proven challenging (Okey, 2011).

Hayhurst (2010) noted that participation rates of girls in football have been a subject of concern in various parts of the world, including Europe and America. Across Europe and America, societal perceptions surrounding girls' participation in football still pose a challenge. Societal norms often associate football with masculinity, limiting girls' opportunities to engage in the sport. In countries like England and Portugal, where football is deeply embedded in societies' fabric, Lyras & Peachey (2011) mentioned that girls may face resistance due to prevailing stereotypes. For instance, women's football in England was initially banned by the Football Association (FA) enduring a subsequent decline. While these perceptions are gradually shifting, it is crucial to examine their impact on girls' sports participation. Examining European countries such as Germany and Sweden, it becomes evident that historical and cultural contexts shape girls' involvement in football. In Germany, a strong football culture exists, attracting significant investment and passionate fans. However, Real, Alguacil & Moya (2016) postulated that this investment mostly favors male football, leading to limited opportunities for girls' participation. Conversely, Sweden has made significant strides in promoting girls' football through early investment and equal opportunities. These cultural differences reveal the importance of countering historical biases to encourage equal participation.

In many primary and secondary schools, limited resources and institutional barriers contribute to the low participation of girls in football. Concerns pertaining to infrastructure, availability of skilled coaches, and insufficient funding are notable issues. Comparatively, European countries such as Norway and the Netherlands place a greater emphasis on providing resources and facilities for school-based football programs. In the United States, Title IX has played a pivotal role in reducing institutional barriers and creating more options for girls' sports (Lyras & Peachey, 2011).

Girls' footballs often receive less media coverage compared to men's football, perpetuating the perception that it is of lesser importance. This lack of visibility not only affects the development of role models but also limits opportunities for girls to engage with the sport. In contrast, countries like France and Spain have made significant strides in promoting girls'

football through increased media coverage and highlighting talented players. Generally, a gender gap in sports participation persists worldwide, with boys more likely to engage in physical activities than girls. This gap often arises due to social norms, lack of encouragement, and reduced opportunities for girls. European countries like Denmark and Iceland have actively addressed this issue by implementing gender equality policies in sports, resulting in higher participation rates among girls (Hayhurst, 2010).

To tackle the low participation of girls in football, grassroots initiatives and accessible programs should be encouraged globally. Organizations like UEFA in Europe and U.S. Soccer Federation in America have launched programs such as "Together #WePlayStrong" and "Girls' Development Academy," respectively, to promote girls' participation at all levels. Scaling up such initiatives and encouraging community involvement can create lasting change (Real, Alguacil & Moya, 2016).

Having female coaches and mentors is crucial to inspiring girls to participate in football. Female role models can challenge societal stereotypes and instill confidence in young girls. Countries like Germany and the United States have recognized the importance of representation by actively investing in female coaching programs. This approach could be adopted globally to empower and encourage girls to take up the sport. Addressing the low participation of girls in football requires collaboration among key stakeholders, including governments, schools, sports governing bodies, and civil society organizations. European countries like Finland and England have witnessed positive results by establishing national strategies and partnerships to promote girls' football. Similarly, the United States encourages collaboration through organizations like the Women's Sports Foundation, advocating for equal opportunities in sports (Hayhurst, 2010).

In Africa, historical legacies from the colonial era and deeply ingrained patriarchal norms have significantly influenced the low participation of girls in football (Adeyanju & Stephen, 2020). These norms often assign specific roles and expectations to girls, limiting their opportunities to engage in traditionally male-dominated sports like football. For instance, household chores may take precedence over physical activities for girls in certain communities, contributing to low participation rates (Adeyanju & Stephen, 2020).

The underdeveloped state of sports infrastructure in many African countries further compounds the challenges faced by girls in football (Adeyanju & Stephen, 2020). Limited access to proper training grounds, equipment, and competent coaches hinders skill development and deters girls from fully engaging in football. This lack of infrastructure contributes to substandard conditions and unequal opportunities compared to their male counterparts.

Media representation plays a crucial role in shaping societal perceptions of women's football, and unfortunately, many sports media outlets in African countries perpetuate gender stereotypes (Amusa & Ming, 2020). Biased media coverage often prioritizes men's football while neglecting women's competitions, reinforcing the notion that girls' participation in football is less important or valuable. This biased representation serves as a barrier to girls' involvement in the sport.

The limited presence of successful women athletes as role models significantly affects girls' aspirations and motivation to pursue football in African countries (Amusa & Ming, 2020). The scarcity of professional female football players, coaches, and administrators denies girls the opportunity to see themselves represented and emulate successful women in the sport. This lack of role models discourages girls from pursuing football seriously.

In some African countries, girls face pressure to prioritize academic pursuits over sports, as families and communities may perceive involvement in sports as a distraction from educational goals (Adeyanju & Stephen, 2020). This societal expectation further contributes to discouraging girls from actively participating in football, reinforcing gender disparities in the sport. Financial support for women's football in many African countries falls far behind investments made in men's football, limiting opportunities for skill enhancement and competition (Amusa & Ming, 2020). The lack of financial backing restricts girls' access to equipment, training facilities, and structured coaching systems, contributing to the observed low levels of participation.

Several initiatives across Africa have emerged to tackle the gender gap in football participation (Adeyanju & Stephen, 2020). Programmes like the African Women's Football Development Programme (AWFDP) in Nigeria and the Tanzania Women's Football Development Programme (TWFD) emphasize grassroots development, coaching clinics, and

raising awareness about gender equality. These initiatives aim to provide equal opportunities for girls to engage in football.

Egypt and South Africa are notable examples of African countries striving to address the gender disparity in football. Egypt's "I'm a Girl and I Play Football" campaign promotes the sport among young girls, while South Africa's "Safe-Hub" programme combines football training with education and gender equality workshops (Adeyanju & Stephen, 2020). These programmes encourage girls' holistic development and aim to overcome societal barriers to their active involvement in the sport.

Economic constraints also hinder the participation of girls in football in Africa, particularly in countries like Malawi and Zimbabwe (Adeyanju & Stephen, 2020). Limited financial resources allocated for girls' football programmes directly contribute to their underrepresentation in the sport. The lack of institutional support, inclusive policies, and organized girls' football programmes within schools further contribute to low participation rates. Persistent gender inequality perpetuates disparities in girls' football participation, leading to unequal access to facilities, fewer opportunities to develop skills, and a lack of exposure to scouting systems (Adeyanju & Stephen, 2020). In South Africa, for example, gender disparity within the football infrastructure limits girls' chances to advance their skills at various levels.

Peer pressure also plays a significant role in shaping girls' decisions and self-perception regarding football participation (Adeyanju & Stephen, 2020). Negative stereotypes associated with girls participating in football can lead to isolation and discouragement from joining the sport, as observed in Ethiopia. The scarcity of visible female football role models contributes to the low participation of girls, impacting their aspirations and confidence (Amusa & Ming, 2020). Countries like Cameroon have few prominent female footballers to inspire young girls to pursue their dreams, limiting their involvement. Inadequate media coverage of women's football compared to men's exacerbates the issue, as seen in various African countries, including Ghana and Botswana (Mariposa et al., 2021).

In Zambia, the participation of girls in football has witnessed a positive shift, influenced by the successes of the national women's team, the Copper Queens (Williams, 2012). Renowned figures like Barbra Banda and Emelda Zulu have played pivotal roles in advancing women's football in the country, inspiring more girls to embrace the sport (Kamwendo, 2017).

However, traditional gender roles deeply rooted in Zambian society have long discouraged girls from pursuing football, associating the sport with masculine attributes (Zakwe, 2015). Societal norms that favor activities perceived as more feminine, such as cooking or dancing, limit girls' freedom to explore sports like football, contributing to lower participation rates (Misener, 2012).

Outdated stereotypes portraying football as a violent sport or suggesting that it may hinder girls' chances of finding suitable partners are additional barriers (Ja'afaru, 2016). These misconceptions often deter parental support for girls' involvement in football, perpetuating gender norms that undervalue female participation in sports (Williams, 2012). Despite these challenges, there are success stories of Zambian female footballers who have defied stereotypes. Barbara Banda, as the top goal scorer for the Copper Queens, has shattered barriers and become a role model for aspiring young girls in Zambia (Kamwendo, 2017). Racheal Kundananji's recognition with the Women's African Player of the Year award further exemplifies the potential for Zambian female footballers to excel internationally (Zakwe, 2015).

To address the low participation of girls in football, a comprehensive approach is essential. Awareness campaigns highlighting the benefits of girls' involvement in football, including physical fitness and empowerment, are crucial (Misener, 2012). Such campaigns should challenge gender stereotypes and address misconceptions surrounding girls' football. Organizing coaching clinics and workshops conducted by successful female football players like Barbara Banda and Racheal Kundananji provides aspiring young girls with role models and technical guidance (Ja'afaru, 2016). These initiatives contribute to building confidence and self-esteem, creating a supportive environment for girls pursuing football.

Collaboration between schools and local football clubs, as well as regular inter-school competitions, can provide opportunities for girls to showcase their skills and ignite a passion for the game (Kamwendo, 2017). Involving teachers, parents, and community leaders in advocating for equal opportunities in school sports helps break down entrenched gender biases.

Education plays a crucial role in empowering Zambian girls to participate in football. Integrating football into school curricula, such as through the Grassroot Soccer programme, has been successful in promoting girls' involvement in the sport (Misener, 2012). Initiatives

like the JUST PLAY programme, supported by the Zambian Football Association and UNICEF, aim to provide equal opportunities for girls and boys to engage in football and build life skills (Just Play, 2021). Football, often called the "beautiful game," enjoys widespread popularity in Zambia and plays a crucial role in promoting physical health, teamwork, and gender equality (Zakwe, 2015). By addressing these challenges and leveraging successful programmes, Zambia can continue fostering the participation of girls in football, contributing to a more inclusive and equitable sports landscape.

1.2 Statement of the Problem

While football is a globally popular sport, females continue to be underrepresented in the field. The national men's football league in Zambia started in 1962, while the women's football league emerged 22 years later in 1984. Furthermore, women's football leagues in Zambia have been inconsistent, with some regions lacking grassroots leagues altogether. This is due to lack of access to adequate playing facilities, lack of physical education in some schools and social stigma. This study seeks to address the problem of low girls' participation in football, particularly in selected public primary and secondary schools in Lusaka District. In terms of policy support, Zambia's Seventh National Development Plan (7NDP) for the years 2017-2021 and the subsequent Eighth National Development Plan (8NDP) for the years 2022-2026 have emphasized the importance of sports development, including promoting gender equality in sports. These development plans outline strategies to improve sports infrastructure, enhance sports education in schools, and address societal attitudes towards female participation in sports, including football. By aligning with these policy guidelines, this study aimed to contribute to addressing the problem of low girls' participation in football, particularly in selected public primary and secondary schools in Lusaka District. Despite national sports development plans, low girls' participation in football persists in Lusaka District due to inadequate facilities, limited education, and social stigma.

1.3 Purpose of the Study

The purpose of this study was to investigate the reasons behind the low participation of girls in football in selected primary and secondary schools in Kaunda Square Zone, Lusaka District, Zambia. Moreover, the research delved into the influence of peer perceptions and societal attitudes towards girls' involvement in football.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i. To determine the number of girls participating in football in selected primary and secondary schools in Kaunda Square Zone.
- ii. To identify the challenges faced by girls playing football in selected primary and secondary schools in Kaunda Square Zone.
- iii. To propose measures to enhance girls' participation in football in selected primary and secondary Schools in Kaunda square zone.

1.5 Research Questions

The study addressed the following research questions:

- i. How many girls participate in football in selected primary and secondary schools in Kaunda Square Zone?
- ii. What challenges do girls who play football face in selected primary and secondary schools in Kaunda Square Zone?
- iii. What measures can be employed to enhance girls' participation in football in selected primary and secondary schools in Kaunda Square Zone?

1.6 Significance of the Study

This study contributed to addressing the underrepresentation of women in sports, particularly in football. By identifying the challenges hindering female participation, it informed strategies to promote gender equality in the sport. Additionally, the study added to the existing body of knowledge on female football, benefiting educators, researchers, policymakers, and other stakeholders. It also generated awareness and support for female football in Zambia.

1.7 Delimitation of the Study

The scope of the study was limited to Lusaka District of Zambia particularly Kaunda Square Zone in five selected public primary and secondary schools. Out of five two were primary and three were secondary schools. They were selected due to less geographical barriers among schools or they were easily accessible, and to sample and assess schools on their involvement in football with the main target being girls and other relevant persons in the Schools.

1.8 Limitations of the Study

Limitations mean things that someone can do but cannot be done very well or the act of controlling the size of something (The Britannica Dictionary) Several constraints shape the scope of this study. The relatively modest sample size had limited the breadth of insights gained. The findings, while pertinent to the selected schools, faced challenges in generalizability to a broader context. Furthermore, the withdrawal of certain male participants due to disinterest introduces a gender-specific bias, underscoring a challenge in maintaining a fully representative participant pool. Nonetheless, the excuses from participants were put into consideration, and those challenges faced by the researcher were harmonized through rescheduling the program. These limitations, acknowledged and considered, guided the study's interpretation and application of findings

1.9 Operational Definitions

- Football:** A game played on a field between two teams of eleven (11) players each with the object to propel a round ball into the opponent's goal by kicking or hitting it with any part of the body except the hands and arms.
- Girls Football:** It is sport of association football played by girls' team only.
- Participation:** The act or state of participating or sharing in common with others as a participation in joy or sorrow.
- Gender:** The socially determined attribute, roles, activities, responsibilities and needs connected to being Men, (Masculine) a Woman (Feminine) in a given society at a given time.
- Involvement:** To take part in doing something.
- Stereotype:** A line of thought that can generally be adopted in a social setup about the way they perceive things which seem to be normal but they may not reflect the reality.
- Discrimination:** The practice of treating someone or a particular group in society less fairly than others. It can be age, racial or sex.

- Masculine:** A term relating to having qualities or appearance that is traditionally associated with men.
- Representation:** To act and doing things on behalf of other people.
- Sport:** All forms of physical activities that contribute to physical fitness, mental well-being and social interaction.

1.10 Theoretical Framework: Liberal Feminism Theory

The study was guided by Liberal Feminism theory, which was advanced by Mary Wollstonecraft, John Stuart Mill, and Harriet Taylor in the 1960s and 1970s. This theory focuses on issues related to discrimination and exclusion based on sex and gender, objectification, structural and economic inequality, power dynamics, oppression, and the perpetuation of gender roles and stereotypes (Knoppers, 1994; Olgesby, 1978).

Liberal feminism posits that differences in female sports participation stem from socialization practices by institutions such as the family, media, and schools (Greendorfer, 1993; Scraton, 1992). According to this perspective, girls are socialized into engaging in feminine sporting activities like netball, gymnastics, or hockey, while boys are encouraged to participate in masculine sports such as football, rugby, or cricket. This socialization shapes not only the sports they play but also their physicality. Consequently, girls may grow up perceiving football as exclusively a male domain, with the belief that values like achievement, competitiveness, and aggression are irrelevant to women's experiences (Olgesby, 1978). Liberal feminists argue that socialization and stereotypes, which begin early in life and persist throughout one's lifetime, significantly discourage women and girls from participating in football.

Furthermore, discriminatory practices hinder women from having equal access to sporting opportunities, including facilities and resources (Pherson, 1989). Women do not have the same opportunities to compete as their male counterparts, and there are fewer leagues and tournaments in women's football at local, national, and international levels compared to men's football (Scraton, 1992). Gender-based discrimination permeates all aspects and levels of sport and physical activity, including football, limiting the positive impact of sports on gender equality and women's empowerment. Stereotypes about women's physical abilities and social roles persist, affecting the allocation of funds and resources. In many cases, women's sports,

including women's football, receive less funding, resulting in unequal wages, awards, and resources, including footballs and playing grounds, which are often prioritized for men's football before becoming available to women.

This theory is highly applicable to this study, as it addresses deeply rooted gender inequalities prevalent in football, encompassing both on-field and managerial aspects. These gender disparities extend not only to women who play football but also to those who hold non-playing roles such as officials, referees, and coaches. Beneath the surface, there is substantial evidence supporting the existence of enduring gender inequalities within football (Morrow, 2017). For instance, women continue to be underrepresented in leadership and management positions within football. Morrow (2017) highlights that women are significantly outnumbered in coaching roles in English women's football, with a male-to-female coach ratio of 96:4. A similar gender disparity is observed in refereeing. In essence, this theory guided the research throughout the study, shedding light on pervasive gender inequalities in football, both in terms of playing and managerial roles.

1.10.2 Advantages of Liberal Feminism Theory

Liberal Feminism provided a robust framework for understanding and addressing gender inequalities in football. It recognized the influence of societal institutions, such as family and media, in shaping gender roles and expectations (Knoppers, 1994). By highlighting the role of socialization practices, the theory unveiled the roots of gender disparities in sports participation, aiding in the identification of key areas for intervention. Additionally, Liberal Feminism emphasized the structural and economic inequalities that hinder women's access to sporting opportunities, offering a comprehensive lens to analysed systemic issues in women's football (Pherson, 1989).

1.10.3 Disadvantages of Liberal Feminism Theory

One limitation was its potential oversimplification of gender dynamics. While socialization was a significant factor, other complex elements contributed to gender inequalities in football. The theory understated the role of cultural factors, intersectionality, and individual agency in shaping women's choices and experiences in sports (Greendorfer, 1993). Additionally, the theory focused on equality within existing structures which did not fully address the need for transformative changes that challenge traditional power dynamics and redefine notions of femininity and masculinity within the realm of football (Scraton, 1992).

1.10.4 Application of Liberal Feminism Theory in the Research

In this study, Liberal Feminism theory was applied to dissect the multifaceted challenges faced by girls in football in Kaunda Square Zone, Lusaka District. It guided the exploration of how socialization practices influence girls' sports choices and perpetuate stereotypes, impacting their engagement in football (Olgesby, 1978). The theory's insights into discriminatory practices informed the examination of unequal access to resources, facilities, and opportunities in women's football (Pherson, 1989). By employing this theory, the research aims to uncover and analyse the structural barriers that hinder the full participation of girls in football in the specified context.

1.11 Organization of Dissertation

The dissertation follows a structured organization starting with preliminary pages such as the Declaration, Copyright, Certificate of Approval, Dedication, Acknowledgements, Abstract, List of Acronyms/Abbreviations, Table of Contents, List of Figures, and List of Appendices. These pages set the stage for the main body of the dissertation. Chapter One introduces the study, providing an overview, background, statement of the problem, purpose of the study, objectives, research questions, significance, delimitations, limitations, operational definitions and theoretical framework, Chapter Two delves into the Literature Review, covering an overview, empirical review including historical development of women's football, women's football in Zambia, perceptions of women's participation in football, factors affecting girls participating in football, research gap, and a summary of the chapter.

Chapter Three discusses the Methodology, including an overview, qualitative approach, research design, study population, sample size, sampling technique, data collection methods and instruments, procedure for data collection, data analysis, trustworthiness, authenticity, ethical considerations, and a summary of the chapter. Chapter Four presents the Presentation of Findings, detailing the participation of girls in football in selected schools in Kaunda Square Zone, participation in girls' schools, focus group discussions among school boys and girls, biological factors, gender roles and responsibilities, limited access to facilities, attitudes towards girls' football, challenges in sports funding and equipment provision, environmental factors impacting participation, lack of role models, effects on administration perspectives, poor governance, and measures for improvement.

Chapter Five conducts Discussions and Analysis of Findings, including an introduction, discussions on participation of girls in football, focus group discussions, biological factors, gender roles, access to facilities, attitudes towards girls' football, challenges in funding and equipment provision, environmental factors, lack of role models, effects on administration perspectives, poor governance, and measures for improvement, followed by a summary of the chapter. Chapter Six concludes the dissertation and provides Recommendations to the National Government, School Headteachers, Football Association of Zambia, NGOs, and suggestions for future research. The dissertation concludes with a References section and Appendices containing supplementary materials.

1.12 Summary of the Chapter

The study focused on the low participation of girls in football in selected primary and secondary schools in Kaunda Square, Lusaka, Zambia. It began by acknowledging football as a unifying force globally but notes the persistent underrepresentation of girls in the sport. The historical background of women's football, included milestones like the FIFA Women's World Cup, is outlined. The study explored challenges faced by girls in football, drawing on examples from Europe, America, and Africa, including Zambia. It highlighted societal, cultural, and economic barriers, as well as the role of media representation. The theoretical framework of Liberal Feminism was employed to understand and address gender inequalities in football, emphasizing socialization practices, discrimination, and unequal access to resources. The research questions aimed to quantify girls' participation, identify challenges, and propose measures for improvement. The study's significance lied in contributing to gender equality in sports, and its limitations include a modest sample size and potential gender bias. The operational definitions clarified key terms, and the study concludes with a call for comprehensive approaches to promote girls' participation in football, drawing on successful initiatives globally.

CHAPTER TWO: LITERATURE REVIEW

2.0 Overview

This chapter provided a comprehensive review of the existing literature on the participation of girls in football. The review encompasses studies conducted by various scholars and authorized literature related to the topic. The review was organized under the following subheadings: Historical Development of Women's Football, Women's Football in Zambia, Perceptions of Women's Participation in Football, and Factors Affecting Girls Who Participate in Football.

2.1.0 Empirical Review

The empirical review delved into the low participation of girls in football within selected primary and secondary schools in Kaunda Square, Lusaka, Zambia. This investigation was prompted by the global recognition of football as a unifying force and the historical milestones in women's football. Despite progress, the study contended that girls' involvement in football faced significant challenges. The empirical review critically examined existing research and empirical evidence related to girls' participation in football, considering factors such as societal norms, cultural influences, educational contexts, and gender dynamics. The literature review explored the historical development of women's football globally and in Zambia, changing perceptions of women's involvement, and challenges faced by participating girls. It covered the emergence of women's football post-World War I, global progress in countries like Australia and Brazil, challenges faced in England and the United States, and the development of women's football in South Africa. The review also touched on Zambia's context, highlighting the impact of sports academies and the establishment of women's football by the Football Association of Zambia. It delved into societal perceptions, stereotyping, and economic, biological, and sociocultural challenges affecting girls in football. Hence, the empirical review was divided into the following sub-headings. While the empirical review extensively analyzed the various factors contributing to the low participation of girls in football in Kaunda Square, Lusaka, Zambia, it failed to address specific interventions or programs aimed at addressing these challenges within the local context. There was a gap in the literature regarding the effectiveness of targeted initiatives, such as mentorship programs, grassroots development schemes, or community engagement strategies, in promoting girls' involvement in football within the studied area.

2.1.1 Historical development of women's football

The origins of women's involvement in football can be traced back to the aftermath of the First World War when a significant number of women began participating in the sport, both recreationally and competitively (Kira, 2019). Even after the return of men from the war, some women continued to play football. Following the Second World War, women's football saw intermittent growth, and by the 1960s, unofficial international matches were being played in Australia. In 1974, Australia initiated a national domestic competition for women's football. Presently, Australia boasts a semi-professional national women's league and the national team, the Matildas, which holds a world ranking of six leading up to the FIFA World Cup in France in 2022 (Van Der Merwe, 2019).

Peradotto (2014) reveals that during the First World War, as men went off to fight, women in the United Kingdom and Australia replaced them in factories and workshops. In their leisure time, women turned to football, sometimes using it for fundraising. Notably, in the 1920s, a women's football match at Everton drew a crowd of around 50,000 spectators, while games in Brisbane attracted approximately 10,000 fans in 1922. However, in England, the Football Association eventually banned women from playing in their stadiums, which had a ripple effect in Australia. Despite such challenges, women persisted in playing football, and by the 1960s, local leagues had been established in several Australian states, culminating in the establishment of a national competition in 1974.

Research conducted by Votre (2003) sheds light on the progress of women's football in Brazil. Initially, football was considered a male sport in Brazil, and women were prohibited from playing it by law in 1975. However, in 1977, the first official women's team was established, and support from major companies like Cinzano and Coppertone in 1982 helped propel women's football forward. A famous women's club named Radar club was formed, although financial disputes with Bangu caused some setbacks. Nevertheless, the Brazilian women's team achieved international success, finishing in third place in the 1988 international women's football championship and securing the first-place position in 1991. They also claimed the fourth spot in the Atlanta Olympics. This progress demonstrates how Brazil's women's football advanced despite societal discouragement and gender biases (Votre and Mourao, 2003).

In contrast, Kunzi (2017) and William (2003) note that women's football in England faced considerable challenges and was male-dominated for many years. Official bans on women playing football persisted for about 50 years, enforced by regulations from the Football Association (FA) and its affiliated clubs. It wasn't until 1993 that the FA took over the administration and governance of women's football in England. The development of women's football in the United States followed a different trajectory from men's football until the 1970s. Women's football had limited opportunities initially and only gained popularity in the early 20th century. The organized women's football teams began emerging, but professional opportunities for women were limited in the United States (Litterer, 2011). The women's national team was formed in 1983 but did not play its first games until 1985. However, following the victory in the 1995 FIFA Women's World Cup, investment in both the women's and men's national teams increased significantly in the United States, leading to a boom in women's football (William, 2003).

Mothoene (2020) discusses the development of women's football in South Africa. Historically, South Africa did not have a professional women's football league, but the national team, Banyana Banyana, achieved recognition. By 2020, South Africa was ranked third in Africa and 53rd in the world by FIFA, demonstrating the progress made in women's football in the country.

The Confederation of African Football (CAF) highlighted the growth of women's football in Africa in the 1990s, acknowledging that the sport was just beginning to attract young girls despite its traditionally masculine image. The visiting chairperson of CAF's women's football organizing committee, Kanizat Ibrahim, emphasized the progress made in women's football, especially in the development of women's football events within member associations (CAF, 2022).

Onifade (2001) points out that women's football now has a considerable and accepted presence globally, with approximately 1.6 million women and girls participating in recreational football. However, Taylor (2015) highlights that football has been closely linked to the concept of hegemonic masculinity, which emphasizes male domination and female subordination. The struggle against these gender norms and restrictive notions has allowed females to establish themselves in the world of football. It is suggested that in societies dominated by hegemonic masculinity, women face resistance when entering certain areas

such as sports (Kira, 2019). Nevertheless, as women continue to challenge these norms, football has gradually become more inclusive, making it the most popular team sport for females worldwide (Welford, 2011).

While the historical development of women's football in various countries, such as Australia, Brazil, England, the United States, and South Africa, is extensively discussed in the empirical review, there is a gap in addressing specific challenges and interventions aimed at promoting girls' participation in football within the local context of Kaunda Square, Lusaka, Zambia. The literature primarily focuses on the progression of women's football on a global scale and lacks detailed exploration of localized barriers and potential solutions to enhance girls' involvement in the sport within the studied community.

2.1.2 Women's football in Zambia

In Zambia, gender discrimination remains deeply rooted in sports, and there is limited organized women's football, despite the recent international success of women sprinters and football players representing the national team (Mwambwa, 2013). However, some progress has been made at the community level through community sports academies and teams. Mposha (2012) highlights the impact of sports academies, citing examples of female players who have progressed from these academies to represent Zambia at the national level.

The Football Association of Zambia (FAZ) formally organized women's football in 1983, leading to the creation of the women's senior national team known as She-polopolo and an under-20 team (Olympic Youth Development Centre Report, 2011). By 2009, there were 100 women's teams for players over 16 years old and 112 youth women's teams for players under 16. A national women's league was established, along with regional and school competitions (Olympic Youth Development Centre Report, 2011).

Zambia's women's national football team had its kit sponsored by Umbro in 2003, featuring green shorts, a green jersey, and green socks (Mwelwa, 2016). Media coverage of the team in newspapers such as the Zambia Daily Mail, Times of Zambia, and the Post Newspapers contributed to its visibility (Zambian Daily Mail News, September 9, 2015). Kay (2017) emphasizes the potential for Zambia to produce talented female footballers if the necessary support and efforts are put in place. Football has the power to transform lives, and the success of individual sportswomen needs significant publicity to inspire others.

While the literature comprehensively outlines the development of women's football in Zambia, including the establishment of national teams and leagues, there is a notable gap concerning the specific challenges and barriers faced by girls in Kaunda Square, Lusaka, regarding their participation in football. The empirical review primarily focuses on the broader national context and lacks detailed exploration of localized factors that may hinder or facilitate girls' involvement in football within the studied community. Further research is needed to understand the unique socio-cultural, economic, and institutional dynamics affecting girls' participation in football at the grassroots level in Kaunda Square.

2.1.3 Perceptions of women's participation in football

Traditional gender stereotypes have persisted over the centuries, even as women have increasingly challenged them (Peradotto, 2014). Women's rising interest and involvement in sports, including football, have led to changes in societal attitudes. Football, once regarded as a male-exclusive activity, has gradually become more inclusive, fostering unity among people of different genders (Mohammed, 2011).

Shaw (2002) points out that women often face identity conflicts and misperceptions when participating in traditionally male-dominated sports. Football, in particular, was initially associated with masculinity, but the growing interest and involvement of women in the sport have led to a fight for equal rights. Women continue to challenge the established norms and barriers, gradually gaining recognition as football players (Williams, 1991). Pelak (2005) suggests that women challenge men's assumed exclusive entitlement to football simply by participating in the sport. The acceptance of women into the football culture has been assertive against constraints (Harris, 2005).

Stereotyping of female athletes' sexual identities occurs when gender norms are violated by participation in male-dominated sports like football. Female football players are sometimes labeled as part of a predominantly lesbian culture (Caudwell, 1999:390). Harris (2009) reinforces such stereotypical views expressed by male pupils, who often associate women's football with negative connotations regarding the sexual orientation of the players. The suspicion that women's football differs from the men's game and is less developed is another challenge (Harris and Parker, 2009:75). Nevertheless, Shaw (2002) suggests that these powerful views, beliefs, and attitudes can change as women continue to challenge them through increased participation in soccer.

The language and unwritten rules that govern women's participation in soccer are created and perpetuated by those in positions of power, often men (Howell, 2016). These norms can shape women's actions, but they can also be altered as women intensify their involvement in football.

2.1.4 Factors affecting girls who participate in football

Literature reveals various challenges faced by girls who participate in sports, particularly football (FIFA, 2015). These challenges can be economic, biological, and sociocultural in nature.

Women's limited participation in football can be attributed to economic difficulties. Studies on gender show that women who hold full-time or part-time jobs often sacrifice their leisure time to take care of their homes or families instead of engaging in sporting activities. This disadvantageous situation affects their daughters' opportunities to participate in sports, including football (Digest, 1998). In low-income families, girls may be expected to take on household and childcare responsibilities when their parents are away for work, further restricting their involvement in sports (Digest, 1998).

Gorreti's study in Kenya (2017) highlighted challenges faced by women who play football, including a failure to invest in youth and women's football. Funds earmarked for youth and women's football, collected through levies at matches and sent by FIFA, were reported to have disappeared in Kenya (Stakeholders Transition Committee Final Report, June 2004). The financial constraints associated with football activities deter many girls from participating, as the sport requires expenses for equipment, attire, facilities, and travel (Crompton, 1995).

Girls' physical development comes with its own set of challenges that can hinder their participation in sports, including football. Biological factors such as the menstrual cycle, reproductive issues, and body weight can affect girls' engagement in sports.

Research conducted by Hargreaves (1997) demonstrated that strenuous exercises do not significantly affect the menstrual cycle or physical performance in women. However, National and Le Unes (1995) argued that heavy exercises and training could lead to menstrual irregularities. Some females experience abdominal pain during menstruation, which can make it difficult for them to participate in football, especially those with strenuous activities (Geber, 1974).

Pregnancy is another biological factor that can pose challenges to female athletes. Pregnant women may find it challenging to engage in vigorous activities, although some exercise during pregnancy can be beneficial up to a certain point. After childbirth, women may face difficulties returning to sports due to the responsibilities that come with motherhood (UNICEF, 2008). Body weight is a significant concern, as girls who are overweight may struggle with the physical demands of sports like football (Yan and Thomas, 1995). Despite these challenges, regular physical activity can help individuals lose weight over time.

There are also physical differences in terms of strength between men and women, with men generally having greater power, speed, and strength, all of which are important attributes in football (Geber, 1974). Henderson et al. (1999) argue that women may lack the strength and stamina required for running, kicking, and tackling in football, making these activities challenging for them.

Sociocultural factors play a significant role in shaping girls' participation in football. Families, schools, and societal norms can either encourage or discourage girls from engaging in the sport. The family, in particular, influences a child's early sports socialization. Prevailing attitudes and values within the family or peer group can shape a child's interest in sports, including football (Coakley, 1998). Cultural beliefs that subordinate women to men are widespread in many societies, including in Africa. This perception can discourage girls from pursuing sports, as it challenges the established gender roles (Fasting, 1989; Kio uvula, 1995).

Myths surrounding girls' participation in football can be particularly discouraging. Some myths suggest that girls who play football may lose their virginity or that female football players are necessarily bisexual (Bailey, 1999). These misconceptions, though baseless, can negatively impact girls' participation in football. Additionally, cultural norms related to clothing can be a barrier, as some cultures do not permit girls to wear attire like football jerseys and shorts (UNICEF, 2008).

Schools and institutions can also shape girls' attitudes towards sports, with boys' football often receiving more attention and celebration. Girls' football is sometimes labeled as less exciting and struggles to attract a substantial fan base, making girls feel out of place and less valued in the sport (Renold, 2000). This disparity in attention can discourage girls from participating fully.

While the literature thoroughly examines the factors affecting girls' participation in football globally and provides insights into the development of women's football in Zambia, there is a gap in addressing localized challenges and interventions specifically tailored to promote girls' involvement in football within Kaunda Square, Lusaka.

2.3 Research Gap

The literature review provided a comprehensive overview of the historical development of women's football globally, with a specific focus on Zambia. It explored perceptions, challenges, and factors influencing girls' participation in football. However, despite this wealth of information, a notable research gap existed regarding the specific factors contributing to the low participation of girls in football within selected primary and secondary schools in Kaunda Square, Lusaka, Zambia.

The existing literature offered insights into the general challenges faced by women and girls in football, encompassing economic, biological, and sociocultural factors. Still, there is a dearth of research that delves into the unique contextual factors affecting girls in the specified schools of Kaunda Square. This gap is crucial for understanding the localized challenges that were not fully captured in broader previous studies. The proposed investigation aimed to bridge this gap by conducting a focused empirical study within the specified schools. Through targeted interviews, surveys, and observations, the research explored the nuanced challenges faced by girls in Kaunda Square, considering factors such as community attitudes, school policies, and the availability of resources. By narrowing the focus to this specific context, the study intended to provide actionable insights and recommendations that informed targeted interventions to enhance girls' participation in football. Consequently, the research contributed valuable knowledge to the existing literature and offer practical solutions to address the identified research gap.

2.4 Summary of the Chapter

Chapter Two of the thesis presented a comprehensive literature review on girls' participation in football, focusing on the low participation within selected schools in Kaunda Square, Lusaka, Zambia. Motivated by football's global recognition and historical milestones in women's football, the review critically analyzed research on societal norms, cultural influences, educational contexts, and gender dynamics affecting participation. It explored the historical development of women's football globally, highlighting progress and challenges in

various countries, including Zambia. The review discussed gender discrimination, limited organized structures, the impact of sports academies, and initiatives by the Football Association of Zambia. Perceptions of women's participation, gender stereotypes, sexual identity, and economic, biological, and sociocultural challenges were also examined.

CHAPTER THREE: METHODOLOGY

3.0 Overview

Methodology is a systematic and specific plan established to achieve the goal of obtaining information from targeted subjects or phenomena (Leonard, 2014). It serves as the foundation for any research endeavor. This study employed various methods, strategies, and approaches to elucidate the research conducted by other scholars. The methodology of the study was organized into the following sections: research design, study population, study sample and sampling procedure, data collection instruments, data procedures, data analysis, and ethical considerations.

3.1 Qualitative Approach

A qualitative approach was adopted in this study to gather relevant data. Qualitative research aims to capture meanings or qualities that are not easily quantifiable, such as thoughts, feelings, and experiences. It focuses on interpreting subject matter and prioritizes the contribution of data to critical research questions or existing knowledge (Leonard, 2014). This approach was deemed most appropriate as it enabled the collection of lived experiences, memories, thoughts, and feelings from the participant's perspectives, which was crucial for achieving the study's objectives (Patton, 2016). In the context of this study, qualitative research provided a deeper understanding of the factors influencing low participation of girls in football, as well as their attitudes and beliefs regarding female involvement in football in selected schools in Lusaka.

3.2 Research Design

Combo (2006) described research design as the road map towards the execution of the study; the planned structure of how the intended investigation is to be carried out. This research used descriptive research design using qualitative methods for data collection. According to Maxwell (1996), qualitative approach is helpful in understanding the extent and scope of specific problems and for suggesting possible interventions on how the problem could be dealt with. In the context of this study, qualitative research helped to gain in depth understanding of factors that lead to low participation of girls in football, their attitudes and beliefs about female participation in football in selected schools in Lusaka.

3.3 Study Population

The study population, as defined by Leonard (2014), refers to the group of individuals on which the research intervention is focused, and from whom conclusions are drawn. In this case, the target population included all selected public primary and secondary schools, totaling three secondary schools and two primary schools, making it a total of five schools. The participants comprised of school managers, guidance teachers, heads of sports departments, football administrators/sports teachers, boys and girls (pupils) from selected schools in Kaunda Square Zone, Lusaka District. These schools were selected due to their high pupil populations in Kaunda Square Zone, respectively.

3.4 Study sample size

Sample size refers to the number of participants or observations included in a study (Onwuegbuzie, 2005). The total sample size for this study was fifty (50) participants derived from the study population of three secondary schools and two primary schools. This included five (5) head teachers, five (5) guidance teachers, five (5) heads of sports departments, five (5) sports coordinators/sports teachers, and 30 participants, consisting of 15 boys and 15 girls (pupils) from both primary and secondary schools in selected public schools in Kaunda Square Zone in Lusaka District. These secondary schools and two primary schools were chosen purposively based on their location in Kaunda Square Zone and their availability and willingness to participate in the study. This ensured a diverse representation of both primary and secondary educational institutions. Within each selected school, key roles related to the study objectives were identified. These roles included head teachers, guidance teachers, heads of sports departments, sports coordinators, and sports teachers. These roles were considered crucial in providing insights into the implementation and impact of community-based education and sports programs. From each identified key role, five participants were selected using purposive sampling. Purposive sampling allowed for the inclusion of individuals with relevant expertise and experience related to community-based education, sports programs, and learner's development. This ensured that insights from various perspectives within the schools were captured.

3.5 Sampling technique

The study employed purposive sampling, as it was deemed the most appropriate method for recruiting participants who could provide in-depth and detailed information about the

phenomenon under investigation. The study utilized criterion sampling, selecting participants based on specific criteria relevant to the research context, ensuring in-depth insights. This approach ensured precise data collection by targeting individuals with direct knowledge and experience related to the study topic. Purposive sampling involved selecting participants based on their knowledge of the study topic (Msabila and Nalaila, 2013). This technique was chosen because it allowed the researcher to collect qualitative responses, resulting in more insightful and precise research results. The researcher selected participants such as head teachers, guidance teachers, heads of sports departments, sports administrators, sports teachers, and pupils who were the best-fit for the research context, minimizing the margin of error in data collection.

3.6 Data collection methods and instruments

The study employed interviews and focus group discussions as data collection methods. These methods were chosen because they were suitable for exploring people's understanding of prevailing situations and describing their experiences, attitudes, ideas, and opinions. Using both methods complemented each other's limitations and enriched the data collection process (Creswell, 2003). Specifically, the interview guide (IG) was used when collecting data from head teachers, sports representatives (including coaches, sports teachers, heads of sports departments, and guidance teachers), allowing for one-on-one interactions and in-depth exploration of their perspectives. Additionally, the focus group discussion guide (FGD) was utilized to collect data from pupils selected from the district's schools, facilitating group interactions and discussions among participants. The combination of these methods aimed to capture a comprehensive range of views, ideas, attitudes, and opinions, enhancing the depth and richness of the collected data.

3.7 Procedure for data collection

Before engaging participants in any activities, the researcher obtained the informed consent to participate in the study. After securing consent, data collection began with interviews conducted with head teachers from the five selected schools. The second group interviewed included heads of sports departments in these schools, followed by sports teachers and coaches. Lastly, guidance teachers from all five selected schools were interviewed. The other group of participants consisted of pupils from these schools, organized into groups with the assistance of their sports teachers. Group discussions were conducted using the focus group

discussion guide. All data collection activities were conducted on separate days, as per the schools' appointments.

To maintain confidentiality, all interview sessions were conducted one-on-one, and data were recorded by taking notes on the points presented by the participants. Additionally, permissions were sought from the District Education Board Secretary (DEBS) and the head teachers of each school before commencing data collection. The identity of the participants was kept anonymous, and the questions posed were designed not to cause harm or offense to the participants. Participants were also granted the right to withdraw from the research if they wished. Importantly, the study ensured that the learning process in schools was not disrupted during interviews and group discussions. All collected information was securely stored to protect confidentiality and privacy, with school names replaced by pseudonyms A, B, C, D, and E.

3.8 Data analysis

Data analysis involved a systematic examination of the collected data to draw conclusions and make inferences. Data analysis involved Thematic analysis, inductive reasoning, and deductive reasoning were employed for analyzing qualitative data, facilitating pattern identification, code generation, and findings verification.

Qualitative data was analyzed using thematic analysis, which is a method used to identify patterns and themes within the data (Sivakumar, 2011). This process typically includes defining the research problem and question, determining data sources, collecting data systematically, transcribing and translating verbal data, becoming familiar with the data, generating initial codes or labels, searching for themes, reviewing themes, defining and naming themes. Thematic analysis consists of three main stages: data reduction, data display, and data conclusion/verification (Huberman, 1994). Data reduction involves organizing, sorting, and focusing the data to facilitate drawing final conclusions. Qualitative data underwent thematic analysis, utilizing inductive reasoning to generate initial codes and themes, then deductive reasoning to refine and verify findings, enhancing the rigor and comprehensiveness of the analysis process. This method was utilized to identify patterns and themes within the qualitative data. It involved systematically organizing and categorizing the data to uncover commonalities and recurring topics. It included uncovering underlying

structures, identifying important variables, detecting anomalies, and testing assumptions (Kombo and Tromp, 2006).

Inductive reasoning: Inductive reasoning was employed to generate initial codes and themes from the raw qualitative data. This process involved closely examining the data without preconceived notions, allowing themes to emerge organically from the data itself. **Deductive reasoning:** After the initial themes were identified through inductive reasoning, deductive reasoning was used to refine and verify these findings. This involved comparing the emerging themes against existing theories or hypotheses, ensuring that the analysis was grounded in relevant literature and theory.

3.9 Trustworthiness and authenticity

In qualitative research, the analogous concepts to reliability and validity are often referred to as trustworthiness and authenticity (Nieuwenhuis, 2007). To ensure the trustworthiness of the study, methods such as triangulation were employed. Triangulation involved using multiple data collection methods to enhance the credibility of the research findings and ensure their authenticity. Additionally, participants' validation was implemented, inviting participants to review and comment on the interview transcripts to ensure that the concepts accurately represented the phenomena under investigation. These approaches were crucial in establishing the trustworthiness and authenticity of the study on the low participation of girls in football in selected primary and secondary schools of Kaunda Square in Lusaka, Zambia (Nieuwenhuis, 2007).

Credibility: To enhance credibility, the researcher employed triangulation, using multiple data collection methods such as interviews, focus groups, and document analysis. By collecting data from different sources, the researcher could corroborate findings, thereby increasing the credibility of the research.

3.9.1 Transferability

Transferability refers to the extent to which the findings of the study can be applied to other contexts or settings. To address this, the researcher provided detailed descriptions of the research context, participants, and data collection procedures. Additionally, thick description techniques were used to provide rich and comprehensive insights into the phenomenon under study, enabling readers to assess the applicability of the findings to similar contexts.

3.9.2 Dependability

Dependability concerns the stability and consistency of the research findings over time and across different researchers. In this study, the researcher employed rigorous data collection and analysis procedures, including member checking and peer debriefing, to ensure the reliability and consistency of the findings.

3.9.3 Confirmability

Confirmability refers to the objectivity and neutrality of the research findings. To enhance confirmability, the researcher maintained an audit trail, documenting all research activities, decisions, and interpretations made throughout the study. Additionally, reflexivity was practiced, allowing the researcher to acknowledge and address any biases or preconceptions that may have influenced the research process and findings. By addressing each sub-section of trustworthiness, the researcher ensured that the study's findings were credible, transferable, dependable, and confirmable, thereby enhancing the overall trustworthiness and authenticity of the research on the low participation of girls in football in selected primary and secondary schools of Kaunda Square in Lusaka, Zambia.

3.10 Ethical Considerations

Prior to data collection, consent was obtained at all levels, including approval from the University of Zambia Directorate Of Research and Graduate Studies Ethical Committee (DRGS), the Ministry of General Education, the District Education Board Secretary's Office, and the Zonal Head Representative Office. Permission was also sought from the head teachers of the five selected schools. All procedures and intentions were thoroughly explained to participants, and confidentiality and anonymity were guaranteed. The identity of participants was not required, and participants were given the option to withdraw from the research if they chose to do so. Interviews and group discussions were conducted in a non-intimidating and non-threatening manner. All collected information was kept to secure and to protect confidentiality, with school names replaced by pseudonyms A, B, C, D, and E.

3.11 Summary of the Chapter

This chapter outlined the research methodology employed, including the data collection and analysis procedures. It provided a comprehensive plan for how the research was conducted, the participants involved, and the instruments utilized. The following chapter presented the study's findings as reported by the participants.

CHAPTER FOUR: PRESENTATION OF FINDINGS

4.0 Overview

This section presented the study's findings, which emanated from addressing three primary research objectives: firstly, to determine the extent of girls' involvement in football; secondly, to identify the specific challenges encountered by girls participating in football and thirdly to propose measures to enhance girls' participation in football, through two instruments that were used in the study, the interview guide and the focus group discussion. The research enlisted a total sample size of 50 participants, drawn from three secondary schools and two primary schools within Kaunda Square Zone, Lusaka District. This diverse sample included 5 head teachers, 5 guidance teachers, 5 heads of sports departments, 5 sports coordinators or sports teachers, along with 30 participants comprising 15 boys and 15 girls from both primary and secondary levels in the selected public schools. To maintain confidentiality schools and the participants were represented by letters as A, B, C, D, and E. It also addressed some the themes that included; Biological factors, social-cultural factors, Economic factors and environmental factors. The following were the information obtained from the participants.

4.1 Demographic Characteristics

This section presented the demographic characteristics of participants who took part in the study. These are presented under i. Interview schedule and ii. Focus group discussion.

4.1.1 Interview schedule (Staff Members)

In the study, 20 staff members were included from five selected schools in Kaunda Square Zone. This group comprised 5 Head teachers, 5 heads of sports departments, 5 guidance teachers, and sports teachers, with a distribution of 13 males and 7 females. Among these participants, others have been teaching physical education or involved in sports for more than 8 years, while the rest just have interest in sports and have enough experience in sports.

4.1.2 Focus group discussion (learners)

In the study, 30 learners participated, with 6 learners from each of the five selected schools. The participant group was gender-balanced, comprising 15 boys and 15 girls. Among them, 4 were in grade 6, 5 in grade 7, 9 in grade 10, 7 in grade 11, and 5 in grade 12. The discussions held within the five selected schools 'A, B, C, D and E' in Kaunda Square regarding girls' participation in football revealed that all of girls involved in football were aged between

twelve (12) and seventeen (17) years, with the younger age group predominantly in primary schools and the older age group in secondary schools. Consequently, secondary schools had individuals with more profound knowledge of the football game.

4.2 Participation of girls in football in primary and secondary schools

This section of the chapter presents findings on the number of girls participating in football in selected primary and secondary schools in Kaunda Square Zone. Based on the data, several emerging themes regarding girls' participation in school football were identified. These included low participation numbers, grade distribution, perception and attitudes, parental influence, and training and supervision.

4.2.1 Low participation numbers

The study findings revealed that across the studied schools, the number of girls participating in football is consistently described as low. Among the reasons cited included lack of interest, academic pressures, and household responsibilities. Teachers and learners who participated in this study in their responses indicated that there are at least between 10 and 25 girls who participate in football from the studied schools. Although girls were participating in football at both primary and secondary levels, the consensus was that insufficient efforts were being made to support girls in excelling in football. The following were some of the participants:

Madam, we have girls who participate in football in our school, but the number is always below 17 and this is because most of the girls are not interested to play football, even when you try to encourage them. (FGD girls, Participant 7, School C).

We have got a team of girls who participate in football, though the number is not encouraging. We have seen girls in groups of about 10 on this day, 15 on this other day and sometimes 18 of them going to the ground to play football. (FGD boys, Participant 7, School E)

We have not seen a good number of girls participating or playing football and this is because girls say they have so many responsibilities in their homes where they come from of which sometimes, we think it is true. (FGD boys, Participant 10, School D).

Similar views were also held by Head teachers and teachers regarding the low number of girls participating in school footballs:

In my school, we only have 15 girls who participate in football, yes they are there but not as it supposed to be. This number is not enough for the school. (KII, Guidance Teacher School E)

I have been a sports teacher for more than 10 years and from the time I came to this school, the number of girls participating in football has never exceeded 25 and the highest number we have had is 25. This indicates that only few girls participate in football. (KII, Sports Teacher School C)

Since I became the head teacher at this school in 2015, the number of girls participating in football has never been more than 20, which is not good for the learners and also for the school. (KII, Head Teacher, School B)

These findings suggest that the participation of girls in school football is relatively low across various schools. Several reasons were provided for this, including lack of interest, responsibilities at home, cultural and societal norms, and limited resources and support. It was noted that there is a historical trend whereby, over several years, the number of girls participating in football has remained consistently low, indicating a persistent issue rather than a temporary trend.

4.2.2 Grade distribution

The findings indicated that girls' participation in school football was concentrated in specific grades, particularly grades 10, 11, and 12, with fewer participants in lower grades.

Here, the records I have for the girls who participate in football is 25 girls against 208 girls in the School and all these are from grade 10 to 12. As a School we cannot boast to have this number because it is very small compared to the total number of girls in this school. (KII, Guidance Teacher School B)

The number of girls in my School that take part in football is around 22 and these are mostly from grade 10 and 11 classes because the grade 12s are mostly busy with studies in preparation for examinations. (KII, Head Teacher School C).

In our school the number of girls who participate in football range from 10 to 19, out of this the bigger number is found among the grade 10,11and 12. (FGD girls, Participant 3, School A).

These findings suggest that the participation of girls in school football varies across different schools, but it tends to be relatively low compared to the total number of female pupils. The distribution of girls' participation in school is concentrated mainly in grades 10 to 12, possibly due to factors such as increased interest or availability of time for extracurricular activities among older pupils. Additionally, the number of girls participating in school football does not seem to reflect the overall population of female learners in the schools, indicating potential barriers or challenges that may be hindering broader participation.

4.2.3 Perception and attitudes

The findings revealed a prevalent perception among both pupils and teachers that football is primarily a male-dominated sport. Girls who participated in this study expressed resistance to participating in football due to this perception, while others showed interest and commitment when given the opportunity. The following were some of the extracts from the verbatim responses related to perceptions and attitudes on girls' participation in school football from the data:

More boys enjoy or participate in football activities than girls. Although there are some girls who were willing to take up football as one of their main sporting activities, still they were few as compared to the numbers of boys. (KII, Teacher School C)

We have not seen a good number of girls participating or playing football and this is because girls say they have so many responsibilities in their homes where they come from of which sometimes we think it is true. (FGD boys, Participant 9, School E)

4.2.4 Parental influence

The findings revealed that some girls express interest in playing football but are discouraged or not allowed by their parents, who prioritize academic pursuits over sports.

In my school most of the girls do want to participate in playing football but they are not allowed as many would say, their parents don't allow them to participate in such activities instead they should concentrate on their academic work. (KII, Female Sports Teacher School A).

This finding suggests that there is a desire among many girls to participate in playing football at school. However, their participation is hindered by parental restrictions, as some parents prioritize academic pursuits over extracurricular activities like sports. This indicates a potential barrier to girls' involvement in school football.

4.2.5 Training and supervision

The findings demonstrated that boys were perceived as more readily available and willing to participate in training sessions compared to girls. Girls were described as needing closer supervision and are sometimes seen as less committed to training, though those who do participate show dedication.

20 to 25 boys who were the majority took keen interest in practice during their own time which is an added advantage to the boys unlike girls who waited to be coached and punished at all time. (KII, Teacher School C)

There are a few numbers of girls taking part in football as compared to boys. They said they have challenges in working with girls when it is training time than when they are training with boys. The girls do not attend training sessions frequently and they always want close supervision for them to work well. Boys are always available and willing to practice and exercise with less difficulties. (KII, Male Sports Teacher Schools E)

These findings suggest that the participation of girls in school football is relatively low across various schools, with reasons including lack of interest, academic pressures, and household responsibilities. The distribution of girls' participation tends to be concentrated in specific grades, mainly grades 10 to 12. There is a prevalent perception among both pupils and teachers that football is primarily a male-dominated sport, leading to resistance among girls to participate. Parental influence also plays a significant role, as some parents prioritize academic pursuits over sports for their daughters. Additionally, boys are perceived as more readily available and willing to participate in training sessions compared to girls, who may require closer supervision and are sometimes seen as less committed.

4.3 Challenges faced by girls playing football in primary and secondary schools

The study identified a number of challenges faced by girls playing football in primary and secondary schools. Participants who took part in this study acknowledged the challenges faced by girls in school football and confirmed that their participation lagged behind than that of boys. During focus group discussions and interviews, participants from all the five schools

expressed similar concerns regarding the challenges affecting girls' participation in school football, which consequently impacted boys as well. This is due to a number of reasons provided by participants. The common challenges identified included biological factors, social factors, economic factors as well as environmental factors.

4.3.1 Biological Factors

The study findings highlighted the aspects of girls' biological journey, such as menstruation and pregnancy as a challenge to their participation in school football. Participants who took part in this study highlighted that menstruation, in particular, poses difficulties for some girls, with instances of painful experiences leading to absences from the field during their menstrual periods. Many girls reported experiencing abdominal pain during menstruation, impacting their ability to attend football training sessions. The discomfort and pain during this time makes it challenging for them to concentrate on the game or training, resulting in a loss of focus. Additionally, there are situations where the duration of menstruation is prolonged, forcing girls to stay away from participating in football games. From this discussion a number of issues came out and are mentioned below;

4.3.1.1 Menstrual cycle

The findings revealed that the menstrual cycle is a hindrance to girls participating in sports (football). School girls who took part in this study complained that menstruation poses a serious challenge to their participation in school football.

Due to the love of the game, we tried to continue playing even during our painful menses periods but we realized that we could not move fast as we were expected hence, decided to stay away from the game during that period. So many times, we let our team down and the team complains. (FGD girls, Participant 9, School E)

Madam, yes there are many difficulties/challenges that girls face during their monthly periods. Some fail to run due to the abdominal pain; some cannot do exercises because of the discomfort that come with pads and the bad smell. But for me am able to play the game and exercises without any difficulties, am able to handle the menses and participate freely. (FGD girls, Participant 15, School B).

Similar views were also expressed by teachers, who had this say:

We have observed that during menstruation periods the girls do not attend trainings or most of the sports activities, they give different excuses. The traditional myths come in where they will tell you to say it is not right for the girl to be jumping up and down when you are menstruating. (KII, Sports Teacher School D)

Menstruation or menstrual cycle has a very negative impact on girls participating in football. Personally, I have tried to encourage the girls to continue training even during their menses, but most of them have refused stating that their mothers do not allow them to do any sport during their monthly periods. (KII, Guidance Teacher School D)

4.3.1.2 Pregnancy

The findings revealed that pregnancy was a challenge affecting girls' participation in school football. During the focus group discussions, girls were asked about their experience with the players who fall pregnant. The findings indicated that 6 girls out of 15 girls from school A, B, C, D and E in Kaunda Square, shared their experience on how they were affected in participating in football due to pregnancies. They mentioned that;

We love football very much, but at some point, we failed to participate in football due to pregnancies. We really wanted to continue playing football. We tried to involve ourselves with game duties but we realized that as time went by, we could not do the activities fast as we were expected. Our fellow players and our coach started complaining, it was at this point that we had to quit playing and waited until the time of giving birth. (FGD girls, Participant 11, School C)

Head teachers and teachers were asked on how they have handled the issue of girls' football players who fall pregnant. They all had the same sentiments; we have had a number of girls that fall pregnant in our schools and we have handled their cases care that they deserve.

Like any other girl in the School, these girls are given leave when they feel they cannot manage to report for School and for football sessions. (KII, Head Teacher School A)

These findings suggest that menstruation has a significant impact on girls' participation in football, with many girls facing challenges such as abdominal pain, discomfort from pads, and concerns about hygiene and odor. Some girls choose to stay away from the game during their menstrual periods, leading to disappointment from their teammates. Additionally, pregnancy

is identified as another challenge affecting girls' participation in football, with some girls having to quit playing due to pregnancies. Schools and teachers are highlighted as providing support and understanding to girls who face these challenges, offering them leave when needed and handling their cases with care.

4.3.2 Social factors

The study findings revealed that social issues have a very huge negative impact on the girls that participate in football.

4.3.2.1 Gender roles and responsibilities

The learner participants discussed about the social challenges they face as they participate in football. The common points were that most girls go through gender stereotype and they have a lot of responsibilities that hinder them from participating in football. All the girls mentioned that they have a lot of responsibilities and have to work in order to help their families. After school they have to attend to family matters. Therefore, most of them miss out the afternoon training sessions. The following were some of the perceptions of girls during focus group discussions:

Some of us come from vulnerable homes and we are on demand both at home and in the field meaning our services are required on both sides. It has proven difficult for us to attend to both at the same time. So, we divide our time and days in trying to balance but still each side are affected the day you don't attend. (FGD girls, Participant 8, School C)

4.3.2.2 Stigmatization

The findings showed that stigmatization has affected girls' participation in school football. School girls who took part in this study all lamented that stigmatization has promoted division in the sports family because some people feel to be more important than others. The issue of name calling, tagging those girls who play football as gay.

We love football but with these around us or the boys that we learn with, they always laugh at us whenever they see us play football. The comments they give and treatment they give us whenever we are on the pitch are not pleasing., We feel insecure and uncomfortable to play football. (FGD girls, Participant 5, School C).

Boys also added on to say that:

Madam we have seen how unfairly the girls are been treated by some School boys and other community men whenever they are playing football. We hear the negative comments that go towards the girls. (FGD boys, Participant 9, School D)

Sports teachers also acknowledged that, stigma is there, and that boys have not fully accepted girls' participation in football. The failure to accept that the girls can also do what their male counterparts can do has badly contributed to the low participation of football in schools.

The girls in my school are trying by all means to overcome the challenge but as you may know they think always boys have power over them and others have stayed with that. I have tried to talk and encourage them to overlook it and concentrate on their game but still there is that fear in them. (KII, Sports Teacher School E)

I have tried to talk with the girls encouraging them but it has proven difficult, being that the School has so many people with different agendas, some of the male teachers in the School will also come in and talk negatively against the girls in front of the young boys. This has given more energy to the young boys to bully the girls. (KII, Sports Teacher School E)

4.3.2.3 Attitude towards girls' football

All the participants interviewed said that the negative attitude is not just in schools but also with the parents and the homes where these children come from. The findings revealed that the parents have not accepted that the male teachers can fully take care of their children "girls" during games periods.

Some parents are not comfortable seeing their children "girls" in the midst of boys who are involved in playing football. On the other hand, some parents do not allow their daughters to mingle with boys and men in sports. (KII, Head Teacher School B)

4.3.2.4 The Lack of role model

Participants who took part in this study felt that in schools and communities were very few successful sport women whom girls and young women could look up to as examples, none of the sports celebrities in Zambia and the surrounding areas or communities. No national team player in any discipline came from Kaunda-square zone so that young girls could be

motivated. They further said that even in schools very few female teachers or no female teachers were active in sports as coaches and organizers of the sports.

With low numbers of females in sports positions most girls and young women do not have role models and people to encourage and motivate them. There is reduced female participation in sports. Girls get more inspired with female leaders who become their role models therefore, having few females in leadership positions means few role models and there are few examples to be pointed at. (KII, Guidance Teacher School A)

It pains me to see that the female teachers are not interested in sports that included football game. This has led to poor or low participation of girls in football because the girls are lacking role model within the school. If one female teacher can stand up and show that she really enjoys the sport am sure the girls could be motivated. (KII, Male Sports Teacher at School B)

4.3.3 Poor governance

The study findings revealed that poor governance including gender disparities and systemic issues in girls' football development and political interference in girls' football were identified as challenges affecting girls who participate in school football.

4.3.3.1 Gender disparities and systemic issues in girls' football development

Sports teachers who took part in this study felt that there were issues concerning the operations of sports in the School and this has created division among sports teachers. Teachers explained that the girls' footballers have not been supported fully as they have always been the victims in the school sports fraternity.

The school administrations have a long way to go. There is too much politics involved and the girls' football will continue to suffer unless this is stopped. Instead of them helping the sports teachers in sourcing for funds and also organizing the sports activities, they are busy following the activities by making sure that you fail in other areas so that the costs are cut. They misuse the money meant for sports to other things and when you ask for money, they always make sure that they frustrate you so that you give up in other activities, they will always trim your budget to the extremes and at the end of the day if it is time for ball games, they will run to telling you to leave out the girls' football team and concentrate on the boys' teams. It is from this reason that girls' teams have not been accorded the importance that it deserves. (KII, Sports Teacher at School A)

4.3.3.2 Political interference in girls' football

The findings of the study revealed that wrangles between sports teachers and administrations on who to run sports in schools has negatively affected the industry. The findings demonstrated that there is too much corruption among the sports teachers and administrators. As a result, the grassroots leaders suffer a lot as they are answerable to the community, yet they have nothing to offer them.

We have continued to put same people in same positions year in year out of which some do not even understand sports, this is done because of relationships that they hold with the administrators and because they know that these people do not know what they are doing and they are easy to manipulate, they continue to recycle leaders. This has not helped the football fraternity in any way in schools. So, infighting and corruption are a big disease that is eating the entire girls' football in schools slowly. The completion especially the girl's football competition has suffered the most due to poor leadership. (KII, Sports Teacher at School D)

The same comments that the teachers give about administrators are the same sentiments that we get from the players or pupils and fellow sports teachers. There are conflicts within the sports committees in schools and also from the association in this case the (PESTAZ) that are saying sports should be run by people who have done physical education and sport. But from the look of things in schools there are teachers who have not done physical education and sports but doing very fine where sport is concerned than the so-called physical education teacher. As a result, you are left with no option but to let those that have the interest to take up the positions in sports and run the industry. He further argued that the administrators are doing everything possible for every discipline to be looked after and see to it that girls participate in various competitions at every stage. (KII, Head Teacher at School C)

4.3.3.3 Lack of support

The findings revealed that lack of support from community and other stakeholders was also a challenge faced among girls who play school football.

The biggest challenge that the schools face is lack of support from the community and other well-wishers in terms of finances to enable the schools run sports in a dignified manner and with the respect it deserves. The communities are not letting their talented children move especially the girls to come out and show their talents, though some have valid points because they say they do not want their children to be exploited because some already come

from poor families and do not want to add more problems to the already existing ones. (KII, Head Teacher at School C)

4.3.4 Economic factors

Data collected by the researcher revealed that some economic factors truly affected the smooth participation of girls in football. Proper help is needed to overcome the hindrances.

4.3.4.1 Financial challenges and lack of sponsorship

The learner participants were asked about economic challenges they face as they wish to participate in football. The common challenges were centered on lack of funds and sponsorship. The following were selected responses.

Many of us face financial constraints that make it difficult to afford proper football gear, like boots and jerseys. (FGD girls, Participant 5, School A)

We struggle to get sponsorship or financial support to attend football clinics, workshops, or camps that could enhance our skills and exposure. (FGD girls, Participant 7, School D)

Head teachers and teachers also acknowledge that most schools miss opportunities for competition due to lack of funds. They explained that most girls are bread winners in their homes especially single headed homes and only think about looking for money instead of going for trainings. The following were selected responses from various staff group members.

At my School, opportunities for competitive tournaments or leagues are often limited, partly because of the costs involved in participating. (KII, Sports Teacher School B)

Almost girls are forced to prioritize household chores or income-generating activities over football due to financial pressures at home. (KII, Guidance Teacher School E)

The cost of medical care or insurance coverage for injuries sustained during matches is a concern, as it adds to our financial burden. (KII, Head Teacher A)

As the school sports head of department, I can say, there is transportation costs to and from matches and training sessions and we find it hard as a school to take our children to the playing ground. (KII, Teacher School C)

4.3.5 Environmental Factors

The study identified several environmental factors affecting girls' participation in school football. These included lack of lack of infrastructure and dilapidated infrastructure.

4.3.5.1 Lack of infrastructure

The findings pointed to the fact that the greatest concern was that girls do not attend or miss the training due to lack of infrastructure. As a result, it is quite difficult for coaches to have all the team members in the field at the same time, and so it become very difficult to coach them as a team.

We use the grounds which are also used by the community members. Sometimes we find the grounds being used by the community members and we have to wait for them to finish training. At times we have to use the grounds first and made to train fast so that we can leave it for them and at time we are told to use half the field while the men use the other half during training. (FGD girls, Participant 10, School B)

We are fortunate at this school that, we have some community open spaces which we use occasionally for football activities. Since these spaces are available the whole day. We are able to use them though we share with the boys. However, boys still are priority. But we are very lack to have this community ground which is available to use. We were engaged in making programs and decided on who use the grounds and what time. (FGD girls, Participant 4, School D)

Most of the times, we don't give girls time to train in these grounds because we feel like the grounds are meant for us and that they waste out time to play. (FGD boys, Participant 2, School E)

4.3.5.2 Dilapidated infrastructure

The study sought to establish the status of the playing grounds in the studied schools. The findings revealed that access to better facilities, such as playing fields, and changing rooms has greatly affected the girls participating in football. It was noted that limited access or poorly maintained facilities discourage girls from engaging in sport. Also, the distance between the community and better playing fields is a factor that either increases or reduce the ability to participate regularly.

Most of the grounds you see around are not in good shape hence, not user friendly to our girls in Schools. Here at my School the ground is located right in the compound and the ground has no goal posts. The ground is surrounded by the small shops or makeshifts. People from within the compound throw liter anyhow as a result I find it difficult to take the girls to such a ground. (KII, Sports Teacher School E)

4.4 Measures to enhance girls' participation in football in primary and secondary

In trying to increase girl's participation in football at primary and secondary levels, some measures should be seriously considered if the schools have to achieve this goal. Head teachers who participated in this study stated that they are trying by all means to take interest in trying to promote awareness and inclusivity through workshops that highlight the benefits of girls participating in football. Participants explained that during these workshops they bring in some local female athletes who speak on the importance of girl's football and its benefits. Head teachers are trying to create an inclusive environment to promote the sport in schools and communities. Three themes emerged relating to measures to enhance girls' participation in football in primary and secondary. These included awareness campaigns, community engagements and media.

4.4.1 Awareness campaigns

Awareness campaigns were identified as one of the measures to enhance girls' participation in school football. It was noted from the findings that Sports teachers try to engage parents and communities through sessions to address concerns and highlights the benefits of football to girls.

As sports teachers we try to engage the parents and community by conducting sessions to address any concerns and highlight the benefits of girls playing football. We also engage the community through some events that happen in schools such as ball games and athletics where the local community is involved through participation or competing with the school going children. All this is done in a way that the community can understand what their children do in schools. By so doing, the community will allow their children to participate in sports. (KII, Sports Teacher D)

4.4.2 Community engagements

The findings also revealed that community engagements were identified as among the measures to enhance girls' participation in school football.

In our school we have partnerships with local football clubs so to add additional training opportunities for the girls that have interest. This is promising to be a good idea though there is still some resistance from other girls. Nevertheless, we will try to push for this until it works. (KII, Sports Teacher School B)

4.4.3 Media

It was observed that engaging with the media was one of the measures suggested to enhance girls' participation in school football. Participants who took part in this study felt that engaging the media is essential in reaching out to the communities with regards to girls' participation in school football.

We are trying to engage the media, so that it can help us reach out to the communities, using social media and local media outlets to showcase girls' football activities and achievements will be a good motivating factor. We want the media to help in talking about successive stories of girls in football in order to inspire girls join the game. (KII, Sports Teacher School C)

Learners also held similar views on engaging the media to promote girls' participation in school football. During one FGD as one of the schools, one girl echoed that:

There is need to improve the playing fields in schools to attract others to have interest and also there is need to increase funding towards the sport in schools so that proper equipment is bought, this will encourage both sexes to take keen interest in the sports / football. (FGD girls, Participant 2, School B)

4.4.4 Setting up good facilities and equipment

The findings also showed that there is need for good facilities and equipment. Administrators who took part in this study felt that it is important to set up appropriate facilities and equipment to enhance girls' participation in school football.

The other measure we are putting across is that we are on the school administrators to make sure that schools have good facilities and equipment. We are doing this to ensure that schools have proper sports facilities and equipment suitable for the girls and make sure that the girls are provided with proper uniform that will allow the girls participate. (KII, Sports Teacher A)

These findings suggest the putting up good facilities and equipment may help improve and enhance the participation of girls in school football.

4.5 Summary of the chapter

Chapter Four of the thesis presented findings from a study focused on girls' participation in football in Kaunda Square Zone, Lusaka District. The research involved 50 participants from primary and secondary schools, including staff members and learners. The study highlighted demographic characteristics, such as age groups and grades, revealing challenges faced by

girls in football. These challenges encompassed biological factors like menstruation and pregnancy, social factors such as gender stereotypes and stigmatization, economic factors like financial constraints and lack of sponsorship, and environmental factors including infrastructure limitations and poor governance. Despite these challenges, the research identified measures for improvement, including awareness campaigns, community engagements, media involvement, and enhancing facilities and funding for girls' football. The chapter emphasized the need for inclusive strategies to promote girls' participation in football, addressing societal barriers and advocating for supportive environments within schools and communities.

CHAPTER FIVE: DISCUSSIONS OF FINDINGS

5.0 overview

In Chapter Four, the study delved into critical questions about girls' involvement in football, the challenges they encounter, and potential strategies for fostering greater participation. The insights were drawn from a diverse group of 50 participants, consisting of educational leaders, sports heads, and both male and female pupils from selected primary and secondary schools in Kaunda Square, Lusaka District. The findings provide a comprehensive understanding of the current landscape of girls' engagement in football within the study area. Chapter five aimed to analyze and discuss these findings in detail and relate them to the literature review, aiming to draw meaningful conclusions and propose actionable recommendations to address the identified challenges and enhance girls' participation in football.

5.1 Demographic Characteristics

The demographic characteristics of the study participants provided insightful data regarding both staff members and learners involved. Among the staff members, a diverse group of 20 individuals from five schools in Kaunda Square Zone participated. This included 5 Head teachers, 5 heads of sports departments, 5 guidance teachers, and sports teachers. The gender distribution was relatively balanced, with 13 males and 7 females. Notably, there was a discrepancy in experience levels, with 11 participants having more than 8 years of experience in physical education or sports roles, while 9 had less than five years of experience. This mix of experience likely influenced the perspectives and insights shared during interviews, offering a broad range of viewpoints on girls' participation in sports, specifically football.

In contrast, the focus group discussions involved 30 learners, with 6 learners each from the same five selected schools. The participant group was meticulously gender-balanced, consisting of 15 males and 15 females. The learners spanned various grades, with a distribution of 4 in grade 6, 5 in grade 7, 9 in grade 10, 7 in grade 11, and 5 in grade 12. These discussions within the schools highlighted the age range of girls actively engaged in football, primarily between twelve and seventeen years old. This age division also corresponded to the educational levels, with younger participants predominantly from primary schools and older participants from secondary schools. The findings indicated that older students in secondary schools tended to possess more in-depth knowledge about football, possibly due to extended exposure and engagement with the sport. These demographic insights contributed

significantly to understanding the nuances of girls' involvement in football across different educational levels and experience backgrounds.

5.2 Participation of girls in football in some selected schools of in Kaunda Square Zone

The data gathered from the interviews and focus group discussions in Kaunda Square Zone regarding the participation of girls in football reveals several key findings. Firstly, the number of girls actively involved in football in selected schools is relatively low. According to the focus group discussions with learners, each school had between 10 to 20 girls participating in football, with some variation based on grade levels. For instance, in School A, the majority of participating girls were in grades 10, 11, and 12. This aligns with Mposha's (2012) observation that organized women's football in Zambia remains limited, despite some progress at the community level through sports academies.

Moreover, the interviews with head teachers and guidance teachers corroborate the notion of low girls' participation in football. Head teachers noted that the numbers rarely exceeded 30 girls per school, and in some cases, the figures were even lower, such as the 15 girls participating in football at School E. These findings resonate with Mwambwa's (2013) assertion regarding deep-rooted gender discrimination in Zambian sports, including football, which may contribute to girls' reluctance to engage actively in the sport.

Furthermore, the sentiments expressed by sports teachers and heads of department sports emphasize the persistent challenge of low girls' participation in football across the schools. One sports teacher mentioned that in over a decade, the number of girls involved in football had not surpassed 25, indicating a consistent pattern of limited female representation in the sport. This aligns with Kay's (2017) emphasis on the need for substantial support and efforts to nurture talented female footballers in Zambia.

Comparing these findings with the literature on women's football in Zambia, there are notable gaps and contrasts. While the national context highlights initiatives such as the establishment of women's national teams, leagues, and sponsorship deals, the localized data from Kaunda Square Zone underscores the ongoing barriers and challenges faced by girls in actively participating in football. This contrast highlights the need for a more nuanced understanding of the socio-cultural, economic, and institutional dynamics that influence girls' involvement in football at the grassroots level, as emphasized by Kay (2017) and the Olympic Youth Development Centre Report (2011).

4.3 Challenges girls who play football face in selected primary and secondary schools Kaunda Square Zone.

The study on challenges faced by girls who play football in selected primary and secondary schools in Kaunda Square Zone provides valuable insights into the specific hurdles that impact girls' participation in sports. These challenges encompass biological, social, economic, and environmental factors, aligning with existing literature on women's participation in football globally.

Biologically, the study highlights how girls' menstrual cycles can pose challenges to their participation in football. The data collected resonates with findings in literature that discuss how menstruation can lead to physical discomfort, abdominal pain, and a lack of concentration during sports activities (Hargreaves, 1997). This can result in girls missing training sessions or games, impacting their overall involvement in football.

Moreover, the issue of pregnancy among female football players is addressed in the study. The findings reflect existing literature that acknowledges the challenges pregnant athletes face in continuing their sports activities (UNICEF, 2008). Pregnancy can necessitate breaks from football, affecting players' consistency and overall contribution to the team.

Socially, the study delves into gender roles and responsibilities that can hinder girls' participation in football. This aligns with literature that discusses how societal norms and expectations can limit girls' access to sports, including football (Coakley, 1998). Girls often face pressures to prioritize household chores or income-generating activities over sports, impacting their ability to commit fully to football training and games.

Additionally, the study sheds light on the stigmatization experienced by girls who play football. This resonates with literature that acknowledges the societal stigma attached to female athletes, including stereotypes about their sexuality and femininity (Bailey, 1999). Stigmatization can create a hostile environment for girls in football, leading to feelings of insecurity and discomfort.

Economically, the study emphasizes financial challenges as a barrier to girls' participation in football. This aligns with existing literature highlighting how lack of funds and sponsorship can limit girls' access to sports opportunities, including training, equipment, and participation in competitive events (Crompton, 1995).

Environmental factors, such as lack of infrastructure and dilapidated facilities, are also addressed in the study. This mirrors literature that discusses how inadequate sports facilities can hinder girls' engagement in football and other sports activities (UNICEF, 2008). Limited access to well-maintained playing fields and changing rooms can discourage girls from actively participating in football.

In analyzing these findings, it's clear that the challenges faced by girls in football in Kaunda Square Zone reflect broader global issues outlined in existing literature. Addressing these challenges requires holistic interventions that tackle biological, social, economic, and environmental barriers to girls' participation in sports. By promoting inclusivity, providing adequate resources and support, and challenging societal norms and stigmas, girls' involvement in football can be enhanced, fostering a more equitable and vibrant sports environment.

5.4 Measures for improvement to improve girls' participation in football

The findings regarding measures for improving girls' participation in football align with existing literature on promoting inclusivity and breaking down barriers to female sports involvement. The strategies outlined in the study resonate with global efforts to encourage girls' engagement in football and other sports.

The first measure highlighted in the study is awareness campaigns. This approach corresponds to literature emphasizing the importance of creating awareness about the benefits of girls' participation in sports, including football (Coakley, 1998). By organizing workshops and inviting local female athletes to share their experiences, schools can educate parents, communities, and girls themselves about the value of sports in promoting physical health, teamwork, and personal development.

Community engagement emerges as another crucial measure for improvement. This aligns with literature that underscores the role of community support in fostering girls' interest and participation in sports (Fasting, 1989). Involving local football clubs and organizing events that bring communities together can help break down stereotypes and encourage girls to pursue football without fear of stigma or discrimination.

The use of media, both traditional and social, is also emphasized in the study. This mirrors literature on the power of media in shaping perceptions and promoting positive narratives

about female athletes (Bailey, 1999). By showcasing success stories and achievements of girls in football, the media can inspire other girls to join the sport and challenge societal norms that may discourage female participation.

Improving facilities and funding for girls' football is another key measure highlighted in the study. This corresponds with literature that emphasizes the importance of providing adequate resources and infrastructure to support girls' sports programs (UNICEF, 2008). Proper equipment, playing fields, and uniforms can enhance girls' experience in football and attract more participants.

In relating these findings to existing literature, it's evident that the measures for improvement identified in the study are in line with global efforts to promote gender equity in sports. By addressing awareness, community engagement, media representation, and infrastructure support, schools and communities can create inclusive environments that encourage girls to actively participate in football and reap the numerous benefits associated with sports involvement.

5.5 Application of the theory

In this study, the application of Liberal Feminism theory provided a robust framework for understanding and addressing gender inequalities in football, specifically focusing on girls' participation in Kaunda Square Zone, Lusaka District. The theory, advanced by Mary Wollstonecraft, John Stuart Mill, and Harriet Taylor, focuses on issues of discrimination, exclusion based on sex and gender, economic and structural inequality, power dynamics, and perpetuation of gender roles and stereotypes (Knoppers, 1994; Olgesby, 1978).

One of the key aspects of Liberal Feminism theory that was applied in the research was its recognition of the influence of societal institutions, such as family and media, in shaping gender roles and expectations (Knoppers, 1994). The study delved into how socialization practices within schools and communities influenced girls' sports choices and perpetuated stereotypes, particularly regarding football as a male-dominated domain. By acknowledging these socialization processes, the research was able to contextualize the challenges faced by girls in actively participating in football.

Furthermore, the theory's emphasis on structural and economic inequalities was instrumental in examining unequal access to resources, facilities, and opportunities in women's football

(Pherson, 1989). The study highlighted issues such as limited funding, inadequate sports facilities, and disparities in coaching and leadership roles between men's and women's football. These structural barriers contribute significantly to the low participation of girls in football and underscore the systemic challenges that need to be addressed.

Moreover, the application of Liberal Feminism theory facilitated the exploration of discriminatory practices within football, including unequal wages, awards, and resources allocated to women's football compared to men's (Scraton, 1992). The study uncovered how gender-based discrimination permeates various levels of sports, affecting girls' engagement and opportunities in football. In addressing the research gap, the study applied Liberal Feminism theory to advocate for transformative changes within football structures. This included challenging traditional power dynamics, redefining notions of femininity and masculinity within the realm of football, and advocating for policies and interventions that promote gender equity and inclusivity (Scraton, 1992). By employing this theory, the research not only identified existing challenges but also proposed solutions and strategies to address the gender disparities in girls' participation in football.

However, it's important to note the limitations of Liberal Feminism theory, such as potential oversimplification of gender dynamics and understating the role of cultural factors and individual agency (Greendorfer, 1993). Despite these limitations, the theory provided a solid foundation for understanding and addressing the complexities of gender inequalities in football, contributing to a more nuanced analysis and recommendations for promoting girls' participation in the sport.

5.6 Summary of the chapter

In the study on girls' participation in football in selected schools of Kaunda Square Zone, the data reveals a low level of involvement among girls, with each school having 10 to 20 participants, primarily in higher grades. This aligns with existing observations of limited women's football organization nationally. Challenges such as menstrual cycles, pregnancy, social pressures, stigmatization, financial constraints, and inadequate infrastructure hinder participation. Measures for improvement include awareness campaigns, community engagement, media representation, and infrastructure enhancement. Liberal Feminism theory aids in understanding and addressing these gender disparities, emphasizing socialization,

structural inequalities, and discriminatory practices within football, while also proposing transformative changes for gender equity.

CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS

6.0 Overview

This chapter includes the conclusion drawn from the study and makes recommendations. The present study was aimed at investigating the low participation of girls in football in some selected public primary and secondary schools in Lusaka District. The findings were discussed and related to what other researchers reported the extent to which the objectives of the study were achieved.

6.1 Conclusion

In conclusion, the comprehensive analysis of findings in this study sheds light on the myriad challenges hindering the participation of girls in football within selected primary and secondary schools in Kaunda Square, Lusaka, Zambia. The research uncovered significant gender disparities in participation numbers, deeply rooted in societal expectations, cultural biases, and inadequate institutional support. The application of Liberal Feminism theory provided a lens to understand the structural and ingrained discriminatory practices that perpetuate these disparities. The study revealed that, despite global progress in women's football, persistent gender biases, negative societal attitudes, and limited resources continue to impede girls' engagement in football. The multifaceted nature of the identified challenges calls for targeted interventions that go beyond providing opportunities for training. Rather, there is a pressing need to challenge and reshape cultural attitudes, addressing both practical constraints and deeply ingrained perceptions.

Moreover, the study underscores the crucial role of parental influence, the absence of female role models, and limited access to facilities in shaping girls' participation in football. The findings emphasize the need for a holistic approach that involves not only schools but also parents, communities, and sports organizations. The identified challenges have implications not only for girls' participation in football but also for their broader development, impacting their confidence, physical well-being, and opportunities for personal growth. The study's recognition of the interconnectedness of issues, such as the impact of societal attitudes, inadequate funding, and the absence of female role models, contributes to a more comprehensive understanding of the barriers faced by girls in football. As a result, the proposed measures for improvement, including community engagement, workshops featuring

local female athletes, and partnerships with local football clubs, offer actionable steps to address these challenges.

Importantly, the study provided evidence that challenges in girls' football participation are not isolated but are part of a global discourse on women in sports. By aligning the findings with existing literature on women's sports, the research contributes to the broader conversation on gender equality in sports, providing empirical support to theoretical frameworks and highlighting the universality of certain challenges. The conclusions drawn from this study have the potential to inform policy changes, educational practices, and community engagement strategies aimed at fostering a more inclusive environment for girls in football. Ultimately, the insights gained from this research contribute to narrowing the gap in understanding the challenges faced by girls in football and provide a foundation for future initiatives to promote gender equality in sports.

The study successfully assessed the participation of girls in football within selected primary and secondary schools in Kaunda Square, Lusaka, Zambia. Through quantitative data collection methods such as surveys and participation records, the research accurately quantified the number of girls actively involved in football activities. The findings revealed a disparity in participation rates between boys and girls, highlighting the need for targeted interventions to encourage more girls to engage in football.

The study effectively identified the challenges hindering girls' participation in football within the study area. Qualitative methods such as interviews, focus group discussions, and observations provided rich insights into the various obstacles faced by girls, including societal expectations, cultural biases, inadequate institutional support, limited access to facilities, and the absence of female role models. These findings were crucial in understanding the complex factors contributing to the low participation of girls in football.

6.2 Recommendations

In order to effectively address the gender imbalance that exists in sports, there was need for intervention from all stakeholders on sports development. Through the findings and conclusion of the study, a number of recommendations have been made to different stakeholders.

6.2.1 Recommendations to national government

Finding: The study found that existing policies on gender equality in sports were outdated and not effectively enforced, leading to a lack of opportunities for girls in football.

Recommendation: Review and Update Policies on Gender Equality: Based on the finding, the national government should review and update existing policies on gender equality in sports, ensuring their alignment with current challenges and needs. Strict implementation mechanisms should be put in place to enforce these policies in schools, fostering a culture of inclusivity and equal opportunities for both genders. By aligning policies with current challenges identified in the study, such as outdated policies and lack of enforcement, this recommendation aims to directly address the findings and improve opportunities for girls in football.

6.2.2 Recommendations to School Headteachers

Finding: The study revealed that school headteachers played a crucial role in shaping the sports culture within their institutions but often lacked awareness of the benefits of girls' participation in football.

Recommendation: Foster Inclusive Environments: To address this finding, school headteachers should actively foster environments where girls feel welcomed and valued in sports, emphasizing that participation is about skill-building, teamwork, and personal growth rather than reinforcing gender stereotypes. This recommendation directly addresses the finding by focusing on creating inclusive environments within schools, which was identified as a key factor in promoting girls' participation in football.

6.2.3 Recommendations to the football association of Zambia (FAZ)

Finding: The study highlighted a lack of comprehensive youth development programmes specifically targeting young female football talent.

Recommendation: Comprehensive Youth Development Programmes: To address this finding, FAZ should establish comprehensive youth development programmes with a specific focus on identifying and nurturing young female football talent from grassroots levels. This recommendation directly tackles the finding by suggesting a targeted approach to developing female football talent, which aligns with the study's objective of promoting girls' participation in football.

6.2.4 Recommendations to NGOs

Finding: The study identified a need for sustainable girls' football programmes and empowerment workshops to build confidence and leadership skills among girls.

Recommendation: Collaborate for Sustainable Programmes: NGOs should collaborate with schools to establish sustainable girls' football programmes, complemented by empowerment workshops focused on building girls' confidence, leadership skills, and self-esteem through sports participation. This recommendation directly addresses the findings by proposing collaborative efforts between NGOs and schools to create sustainable programmes that empower girls through football. By integrating specific findings from your study into each recommendation and explaining how each recommendation addresses the findings, you create a more robust and targeted set of recommendations that directly address the identified challenges and objectives of your research.

6.2.5 Recommendations for future research

- i. Comprehensive Study on Barriers: Future research should conduct a comprehensive study to identify and understand specific barriers that deter girls from participating in football. This in-depth analysis can inform targeted solutions and interventions tailored to address the unique challenges faced by girls in football.

- ii. **International Models for Adaptation:** Research should explore successful international models for promoting girls' football participation and adapt them to the Zambian context. By learning from global best practices, stakeholders can implement more effective and context-specific strategies to enhance girls' involvement in football.
- iii. **Expand Research to Other Districts:** To gain a more comprehensive understanding of the challenges and opportunities, a similar study should be conducted in other districts of the country. This expansion of research scope would provide a broader perspective and facilitate the development of strategies that consider regional variations in challenges and resources.

In implementing these recommendations, stakeholders can contribute collectively to reducing the gender gap in sports, specifically in girls' football. By addressing policy gaps, improving infrastructure, challenging stereotypes, and fostering supportive environments, Zambia can pave the way for increased participation and success for girls in football. This multifaceted approach, involving various stakeholders, holds the potential to create lasting and positive changes in the landscape of girls' football in the country.

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APPENDICES

Appendix I: Informed Consent Form

RESEARCH TOPIC: THE LOW PARTICIPATION OF GIRLS IN FOOTBALL IN SELECTED PRIMARY AND SECONDARY SCHOOLS OF KAUNDA SQUARE IN LUSAKA.”

Dear participant

My name is **PHEBBY MILIMO**, I am a student enrolled in Master's Degree in Physical Education and sport under the school of Education with the University of Zambia.

You have been selected to participate in this study and wish to inform you that your participation in this study is voluntary and you are to withdraw at any stage if you so wish. You will be asked some questions on girls' football and factors contributing to low participation of girls in football in which the discussion will take about 40 minutes one hour to complete.

All the information provided will be kept confidential. Therefore, you will not receive anything as a pay after the discussion.

Participant's Signature	Date
.....

Facilitator's Signature	Date
.....

Contact Person

PHEBBY MILIMO, the University of Zambia, Department of School of Education, Lusaka.

Cell 0977984460.

Appendix II: Interview guide questions

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION (PRIMARY)
DEPARTMENT OF PHYSICAL EDUCATION AND SPORT
INFORMED CONSENT FORM

TOPIC: “The Low participation of girls in football in selected primary and secondary Schools of Kaunda square in Lusaka, Zambia.”

Dear participant,

I am a 2nd year student from the Department of Physical Education and Sport of the University of Zambia (UNZA) undertaking research titled “An Investigation into The Low Participation of Girls in Football in Selected Primary and Secondary Schools of Kaunda Square in Lusaka, Zambia.” Your participation in this study is voluntary and all the information you will provide will be treated with the strict confidentiality it deserves. You do not have to avail your identity. Your contribution would be highly appreciated.

Appendix III: Focus group guide.

INTRODUCTION

This part of the study requests the attention of different people from different schools within Kaunda zone in Lusaka district. People will be required to help in bringing in some information based on the study title, an investigation into low participation of girls in football in selected primary and secondary schools in Kaunda square zone in Lusaka District, Zambia. It will require enough time for it to come out as a perfect piece of work. During this period, there will be some considerations that will be needed to be observed and these will include, the protection of the participants and the schools by not publishing their names. The participants will be free to withdraw from the study if they so wish, their participation will be on voluntary basis no payments will be there at the end of it. No respondent will be allowed to tell their full names instead it will be on the first name basis. Finally it will show the speculated time line of finishing the project and also a small budget that will help finishing the project.

WELCOME.

Introduce the moderator and assistance.

Our topic of discussion is, an investigation into the low participation of girls in football in selected primary and secondary schools of Kaunda square in Lusaka District, Zambia. The result will be used on academic purposes and for the improvement of the system of service provision here at this school, other schools in Lusaka and outside Lusaka.

You are invited because you are among girls who have played football before and still playing football. Hence you are familiar with, the how girls football is handled here in the school and the society at large here in Kaunda square zone.

Guidelines

1. No right or wrong answers, only differing points of view
2. We are tape recording, one person speaking at a time
3. We are on a first name basis
4. You do not need to agree with others, but you must listen respectfully as others share their views

5. Rules for cellular phones
6. My role as moderator will be to guide the discussion
7. Talk to each other Opening Questions.

Appendix IV: Girls playing football (focus group guide)

1. What is the importance of football to you?
2. When do you think one is supposed to start playing football "while still in school or when you finish school"? Give a reason to your answer.
3. What are some of the perceived or known effects of not involving yourself in sporting activities (football)?
4. What influenced your decision to play football?
5. What do you think are the main factors that contribute to low participation of girls in football in your school?
6. Do you enjoy play football with boys within your school?
7. Are you free with having a male coach?
8. Who do you prefer coaching you, a male coach or a female coach?
9. In which way does your school support the girls' football team
10. What challenges have you faced since you started playing football?
11. How do you overcome those challenges you encounter when playing football?
12. What are some of the benefits you have taken from this sport?
13. What assistance have you received from the ministry in terms of equipment?
14. Do your parents or other family members know you play football? If yes, what is their view on that?
15. What do you think should be done to improve girls' participation in football in your school?

Appendix V: Girls not playing football (focus group discussion)

1. Does the girls football mean anything to you?
2. What are some of the perceived or known effects of not involving yourself in sporting (football) activity
3. What influence your decision not to play football?
4. What do you think are the main factors that contribute to low participation of girls in football in your school?
5. Have you ever taken time with your family members to discuss issues concerning girls' participation in football?
6. What challenges do the girls who participate in football face as they participate?
7. What do you think should be done to improve the girls' participation in your school?
8. What do you think of girls who play football in relation to other sports?

End Questions.

1. Of all the things we have discussed, what is the most important thing? Or what is your take home message?
2. What can each one of you do to make sure that girls are actively involved in football playing?
3. Words of appreciations to the participants.

End of focus group discussion.

Appendix: VI Boys participating in football (focus group discussion)

1. How long have you been playing football?
2. What motivated you to join the football team?
3. Can you share any memorable experiences or achievements related to playing football?
4. In your opinion, what are the positive aspects of participating in football?
5. How supportive are your teachers and parents of your involvement in football?
6. What challenges have you encountered as a boy playing football?
7. Are there any stereotypes or opinions about boys who play football in your school?
8. Is there any school support or organized events related to football?
9. Do you see yourself continuing to play football in the future?
10. Are there any football players or role models that inspire you?
11. What would you say to boys who might be hesitant to join the football team?

Appendix VII: Boys not participating in football (focus group discussion)

1. What are the reasons you choose not to participate in football?
2. Have you ever been interested in playing, and if not, what influences your decision?
3. Are there any perceived barriers that prevent boys from joining the football team?
4. Do you feel there is any societal pressure or stereotypes associated with not playing football?
5. What other activities or sports do you find more appealing than football?
6. Are there any organized events or programmes that you feel are more inclusive of boys not interested in football?
7. Do you think there are stereotypes associated with boys who do not play football?
8. What strategies do you think would encourage more boys to explore different extracurricular options?
9. Can you share any success stories of boys finding fulfillment in non-football activities?
10. What kind of support or changes in the school environment would make you more likely to participate in extracurriculars?

Appendix VIII: Sports Coordinators (Physical Education and Sport) Officers Interview

Guide.

My name is Pheby Milimo, a post-Graduate student at the University of Zambia pursuing a master's Degree in Physical Education and sport. As a partial fulfilment of Master programmeme, I'm carrying out a study on An Investigation into low participation of girls in football in selected primary and secondary schools in Lusaka District.

Therefore, you have been selected to participate in this study. Your response is highly welcome pertaining to the study. I will require your honest opinion and feel free to ask questions where necessary. I also wish to assure you that your name, identity or school will not be published for confidential purpose. Your participation in this study is by informed consent. You are also free to withdraw from this study at any time.

QUESTIONS

1. What has been your reaction to the introduction of girls' football in primary and secondary schools?
2. What do you think this establishment do to the sport community?
3. How will this help the girl child in terms ofthe sports community?
4. How much does the school support the girls' football in your school?
5. What do you think are the main factors that contribute to the low participation of girls in football in your school?
6. Are there social and cultural factors affecting girls' panicipation in football in your school? If yes, what are they?
7. What are some ofthe challenges have you encountered as a sports leader in implementing and ensuring that the girls benefit from football?
8. Ifthere are any challenges faced, what strategies have you put in place in trying to overcome the challenges?
9. Give reasons for the choice of strategies that you have explained

10. How has this been taken by the sport leaders, is their biasness in this establishment with the boys?
11. What methods do you think can be implemented to ensure that the sport stay in school?
12. How was football received by boys and girls in both primary and secondary school?
13. What recommendations do you put in place to make sure that girls' participation in schools is improved?

Appendix IX: Guidance teachers (Interview Guide)

1. How is girl's participation in football at your school?
2. What is your view of girls who participate in football?
3. Are there any challenges that you face in guiding the girl child in choosing the different types of sports disciplines?
4. What is the importance of girls participating in football at your school?
5. What have you done as the office in trying to help the girl child who is interested in playing football?
6. What do you think are the main challenges that contribute to the low participation of girls in football in your school?
7. What are some of the measures put in place to eradicate these challenges?

Appendix X: Head Teachers (Interview Guide)

1. How is girl's participation in football at your school?
2. What is your view of girls' participation in football?
3. What has been your reaction to the establishment of girl's participation in primary and secondary schools?
4. What are some of the ways in which girls are encouraged to participate in football at your school?
5. How is the girls' participation perceived by the sports community?
6. What are some of the challenges your school faces as far as football for girls is concerned?
7. What are some of the measures you have put in place to improve the girls participation in your school.

Appendix XI: Football coaches (Interview Guide)

1. How long have you been coaching the girl's football team?
2. What has been your experience been the coach for the girls football team?
3. How has been the response from the girls in line with attending training sessions?
4. How is girls' participation in football perceived by you and the community?
5. What are some of the challenges you face during your sessions with the girls?
6. What are some of the measures you have put in place to improve the girls' participation in your coaching duties?

Appendix XII: Budget for data collection

S/NO	ITEM/ACTIVITY	TOTAL COST	REMARKS
01	Transport	K3500=00	
02	Data Bundles/Airtime	K1000=00	
03	Stationery	K3000=00	
03	Typing/Printing/Photocopying/Binding	K2000=00	
04	Food	K1000=00	
05	Hiring of the interpreter	K3000=00	
	TOTAL	K13,500=00	

Appendix XIII: Study period

PROPOSED TIMETABLE FOR THE COMPLETION OF THE WORK

STUDY PERIOD												
GANTT CHART												
	2021	2022	2022	2023	2023	2024						
ACTIVITY	MARC	JULY	AUG	SEP	OCT	NOV	DEC	FEB	JUNE	AUG	NOV-DEC	JAN
Proposal writing, editing and submission												
Proposal presentation												
Pilot testing of the data tools												
Orienting data collection assistants on tools and ethics												
Data collection and entry												
Data cleaning, analysis and comparisons												
Correction and												

compilation												
Spiral binding												
Final presentation												
Printing of the project												
First project submission												
Final project submission												

Appendix XIV: Introductory Letter



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

Telephone: 291381
Telegram: UNZA, LUSAKA
Telex: UNZALU ZA 44370

PO Box 32379
Lusaka, Zambia
Fax: +260-1-292702

06/06/22
Malikus
Introduce the
student to our
school in the
ZONE (KAWWA SQUARE)
Also for DRGS

Date *31st May, 2022*



TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR MASTERS/ PHD STUDENTS

The bearer of this letter Mr./Ms. *MILIMO PHEBET* Computer number *2019098741* is a duly registered student at the University of Zambia, School of Education.

~~He/She~~ is taking a Masters/PhD programme in Education. The programme has a fieldwork component which ~~he/she~~ has to complete.

We shall greatly appreciate if ~~the necessary~~ assistance is rendered to ~~him/her~~.

Yours faithfully



Bibian Kalinde (Dr)
ASSISTANT DEAN POSTGRADUATE STUDIES- SCHOOL OF EDUCATION

cc: Dean-Education
Director-DRGS

Appendix XVI: Permission Letter

All correspondences should be addressed
to the District Education Board Secretary
Telephone: 0211-240250/240249/0955 623749
E-mail: desbnsisk@yahoo.co.uk



REPUBLIC OF ZAMBIA MINISTRY OF EDUCATION

DISTRICT EDUCATION BOARD SECRETARY
P.O.Box 50297
LUSAKA

In reply please quote

No. _____

6th May, 2022

To: All Headteachers
Kaunda Square Zone Schools
LUSAKA

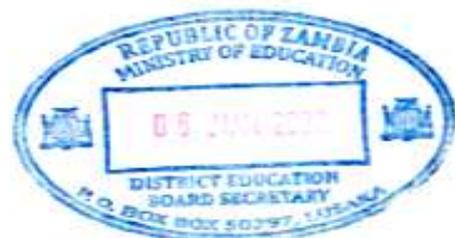
RE: PERMISSION TO DO FIELD WORK FOR MASTERS

The above subject matter refers.

I write to introduce **Milima Phehhe** a student at University of Zambia who intends to do field work for masters in your school.

Kindly, welcome and give her all the necessary support accordingly.


I. Myoba (Mr.)
**DISTRICT EDUCATION BOARD SECRETARY
LUSAKA DISTRICT**



cc: The Principal
University of Zambia
LUSAKA

/mn

Appendix XVII: Approval Letter



THE UNIVERSITY OF ZAMBIA

DIRECTORATE OF RESEARCH AND GRADUATE STUDIES

Great East Road Campus | P.O. Box 32379 | Lusaka 10101 | Tel: +260-290 258/291 777
Fax: (+260) 211 290 258/253 952 | Email: director.drgrs@unza.zm | Website: www.unza.zm

APPROVAL OF STUDY

IORG No. 0005376
HSSREC IRB No. 00006464

25th July, 2022

REF NO. HSSREC-2022-JUL-057

Phebbly Milimo
The University of Zambia
School of Education
Department of Primary Education
P.O. Box 32379
LUSAKA

Dear Ms.Milimo,

RE: "AN INVESTIGATION INTO THE LOW PARTICIPATION OF GIRLS IN FOOTBALL IN SELECTED PRIMARY AND SECONDARY SCHOOLS OF KAUNDA SQUARE IN LUSAKA DISTRICT, ZAMBIA"

Reference is made to your submission of the protocol captioned above. The HSSREC resolved to approve this study and your participation as Principal Investigator for a period of one year.

REVIEW TYPE	ORDINARY REVIEW	APPROVAL NO. HSSREC-2021-JUL-057
Approval and Expiry Date	Approval Date: 25 th July, 2022	Expiry Date: 24 th July, 2023
Protocol Version and Date	Version - Nil.	24 th July, 2023
Information Sheet, Consent Forms and Dates	<input type="checkbox"/> English.	To be provided
Consent form ID and Date	Version - Nil	To be provided
Recruitment Materials	Nil	Nil
Other Study Documents	Questionnaire.	
Number of Participants Approved for Study		

Specific conditions will apply to this approval. As Principal Investigator it is your responsibility to ensure that the contents of this letter are adhered to. If these are not adhered to, the approval may be suspended. Should the study be suspended, study sponsors and other regulatory authorities will be informed.

Conditions of Approval

- No participant may be involved in any study procedure prior to the study approval or after the expiration date.
- All unanticipated or Serious Adverse Events (SAEs) must be reported to HSSREC within 5 days.
- All protocol modifications must be approved by HSSREC prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address.
- All protocol deviations must be reported to HSSREC within 5 working days.
- All recruitment materials must be approved by HSSREC prior to being used.
- Principal investigators are responsible for initiating Continuing Review proceedings. HSSREC will only approve a study for a period of 12 months.
- It is the responsibility of the PI to renew his/her ethics approval through a renewal application to HSSREC.
- Where the PI desires to extend the study after expiry of the study period, documents for study extension must be received by HSSREC at least 30 days before the expiry date. This is for the purpose of facilitating the review process. Documents received within 30 days after expiry will be labelled "late submissions" and will incur a penalty fee of K500.00. No study shall be renewed whose documents are submitted for renewal 30 days after expiry of the certificate.
- Every 6 (six) months a progress report form supplied by The University of Zambia Humanities and Social Sciences Research Ethics Committee as an IRB must be filled in and submitted to us. There is a penalty of K500.00 for failure to submit the report.
- When closing a project, the PI is responsible for notifying, in writing or using the Research Ethics and Management Online (REMO), both HSSREC and the National Health Research Authority (NHRA) when ethics certification is no longer required for a project.
- In order to close an approved study, a Closing Report must be submitted in writing or through the REMO system. A Closing Report should be filed when data collection has ended and the study team will no longer be using human participants or animals or secondary data or have any direct or indirect contact with the research participants or animals for the study.
- Filing a closing report (rather than just letting your approval lapse) is important as it assists HSSREC in efficiently tracking and reporting on projects. Note that some funding agencies and sponsors require a notice of closure from the IRB which had approved the study and can only be generated after the Closing Report has been filed.

- A reprint of this letter shall be done at a fee.
- All protocol modifications must be approved by HSSREC by way of an application for an amendment prior to implementation unless they are intended to reduce risk (but must still be reported for approval). Modifications will include any change of investigator/s or site address or methodology and methods. Many modifications entail minimal risk adjustments to a protocol and/or consent form and can be made on an Expedited basis (via the IRB Chair). Some examples are: format changes, correcting spelling errors, adding key personnel, minor changes to questionnaires, recruiting and changes, and so forth. Other, more substantive changes, especially those that may alter the risk-benefit ratio, may require Full Board review. In all cases, except where noted above regarding subject safety, any changes to any protocol document or procedure must first be approved by HSSREC before they can be implemented.

Should you have any questions regarding anything indicated in this letter, please do not hesitate to get in touch with us at the above indicated address.

On behalf of HSSREC, we would like to wish you all the success as you carry out your study.

Yours faithfully,



Dr. J. I. Ziwa
DR. J. I. Ziwa

**ACTING CHAIRPERSON
THE UNIVERSITY OF ZAMBIA HUMANITIES AND
SOCIAL SCIENCES RESEARCH ETHICS COMMITTEE - IRB**

cc: Director, Directorate of Research and Graduate Studies
Assistant Director (Research), Directorate of Research and Graduate Studies
Assistant Registrar (Research), Directorate of Research and Graduate Studies