

**FEMALE REPRESENTATION IN SPORTS  
ORGANISATION AND MANAGEMENT: A CASE  
STUDY OF CHIPATA DISTRICT IN ZAMBIA**

**BY  
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## **DECLARATION**

I, **Muoli Ngulube**, declare that this dissertation hereby submitted represents my own work and has not previously been submitted for a degree at the University of Zambia or any other University. It has not incorporated any published work from any other dissertation already published. Acknowledgements have duly been made where other people's works have been drawn upon in this study.

**Signed:**.....

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**CERTIFICATE OF APPROVAL**

This dissertation by **Muoli Ngulube** 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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## **ABSTRACT**

This study sought to establish the factors that affect female representation in the organisation and management of sports in Chipata district of Zambia. The study was executed through a descriptive research design where qualitative method was used. The sample size was seventy-six (76) participants comprising head teachers, teachers and pupils who were purposively selected.

For data collection, self-administering questionnaires, focus group discussion and interview guides were instruments used. The findings were that the level of female participation in sports organisation and management in schools of Chipata district was very low. Factors affecting female participation in sports organisation and management were found to be traditional norms and values which were so demanding on the part of the females, interference of male dominant stereotypes on sports and leadership, lack of self-esteem, lack of sufficient knowledge on sports, lack of role models, and lack of female friendly and abused sports places. More findings were that due to low female representation in sports organisation and management, the sports industry was robbed of the potential leadership in women; hence very difficult to achieve gender equality in sports. On the basis of the findings, recommendations were made that there should be gender mainstreaming in sports in the Ministry of Education Science, Vocational Training and Early Education (MESVTEE), community sensitisation at all levels on gender, sports and leadership, MESVTEE to make Physical Education a mandatory subject at all levels in schools, government to consider appointing more females to higher decision making positions and improve the management and structures of sports areas.

## **DEDICATION**

This work is dedicated to my beloved husband, Mr Francis Nyirenda and my dear children Faith Tasila, Isaac Mbamwabi and John Mphatso. You are my strength and hope all the time.

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I give Glory and Honour to God the Almighty for the strength he has always given me.

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## LIST OF ACRONYMS

<b>AIDS</b>	-	Acquired Immune-deficiency Syndrome
<b>ATFCA</b>	-	Australian Track and Field Coaches Association
<b>BDWS</b>	-	Brighton Declaration on Women and Sports
<b>DEBS</b>	-	District Education Board Secretary
<b>DK</b>	-	David Kaunda
<b>EPSSA</b>	-	Eastern Province Schools Sports Association
<b>GID</b>	-	Gender in Development
<b>HIV</b>	-	Human Immune-deficiency Virus
<b>IF</b>	-	International Federations
<b>IOC</b>	-	International Olympics Committee
<b>IOCISL</b>	-	international Olympics Committee and Institute of Sports and leisure
<b>IPC</b>	-	International Paralympics Committee
<b>IWG</b>	-	International Working Group
<b>MDGS</b>	-	Millennium Development Goals
<b>MFNP</b>	-	Ministry of Finance and National Planning
<b>MGCD</b>	-	Ministry of Gender and Child Development
<b>MOE</b>	-	Ministry of Education
<b>MESVTEE</b>	-	Ministry of Education, Science, Vocational Training and Early Education
<b>MYS</b>	-	Ministry of Youth and Sports
<b>NAZ</b>	-	Netball Association of Zambia

<b>NF</b>	-	National Federations
<b>NOC</b>	-	National Olympics Committee
<b>NOWSPAR</b>	-	National Organisation for Women in Sports Physical Activity and Recreation
<b>NSWS</b>	-	New South Wales
<b>PE</b>	-	Physical Education
<b>SADC</b>	-	Southern African Development Community
<b>UK</b>	-	United Kingdom
<b>UN</b>	-	United Nations
<b>UNESCO</b>	-	United Nations Educational, Scientific and Cultural Organisation
<b>WSI</b>	-	Women Sports International
<b>ZNS</b>	-	Zambia National Service

# CHAPTER ONE

## INTRODUCTION

### 1.0 Overview

This Chapter lays the foundation of the problem under discussion. It establishes the background of the study and statement of the problem. The aim of the study is stated as well as the research objectives with their mirror study questions. The significance of the study, delimitations, limitations and operational definitions of some words is also elaborated.

### 1.1 Background to the Study

In most nations worldwide gender equality has been appreciated and promoted in all areas including sports at all levels. Nations have taken up the challenge of promoting gender equality hence in 1995 during the United Nations (UN) conference held in Beijing, China, member states including Zambia made declarations towards the promotion of gender equality in all areas of human endeavour at all levels (Shipolo, 2012). International organisations and movements supporting female participation in sports activities were being formed to ensure more women and girls participate in sports. The Brighton Declaration on Women and Sports (BDWS), which has as one of its principles; leadership in sports was formed with an aim to develop a sporting culture that enables and values the full involvement of women in every aspect of sport (Coakley, 2001; Mattila, 2010; Women Sports International 2010).

According to Sartore and Cunningham (2007), however, research has shown that females are highly under-represented in the upper ranks of sports management and organisation. Even if records are available on increased participation by women in sports at local, national and international levels, Mattila (2010) observed that when it comes to leadership in sports bodies and institutions, women are still significantly under-represented.

The target set by the International Olympics Committee to achieve 20 per cent female representation in decision making positions by National Olympic committees, International Federations, National Federations and other sports bodies by 2005 was not

achieved. As at 15 November 2009, the majority of these sports bodies had not reached the target and worse still there were some executive bodies without a single woman member (Mattila, 2010). The target by the International Paralympics Committee to achieve at least 30 per cent female involvement in sports organisation by 2009 in its member countries was not achieved (International Paralympics Committee (IPC), 2010).

The organisation of sports in Zambia too is seen to have been dominated by men and boys leaving women and girls in the background doing very little. Starting from the lowest level of sports organisation such as the schools and community sports teams to the highest level of sports organisation in the country, which is the Ministry of Youth and Sports headquarters, there are very few females occupying decision making positions on organising committees for sports (NOWSPAR, 2012). Few females take part in sports as athletes, and when it comes to coaching, there are very few females who have taken up that challenging duty in different disciplines. The situation is even worse when it comes to management because females are a minority in sports organising committees (IPC, 2010).

A survey conducted by NOWSPAR on the participation of women in sports leadership in National Sport Associations of Zambia revealed that female representation as board members was 19 per cent, as secretaries of the boards was 22 per cent and as presidents or board chairpersons was 4 per cent. Only one association had a woman as president and this was the Netball Association of Zambia. Netball is known to be a sport for women. It was concluded that even if women were involved in sports management and organisation most of them are in supporting positions (NOWSPAR, 2012).

Regardless of the initiative by the United Nations (UN) to recognise and use sports as the number one and universal tool in achieving the Millennium Development Goals (MDGs), very few women are in the forefront to organise and manage sports. Sports are recognised as one of the tools that can be used to narrow the gender gap that currently exists in all spheres. The matter of concern is that the major stakeholders (target group) who are the women and girls have not widely participated (International Olympics Committee and Institute of Sports and Leisure, 2004; Mwaanga, 2014). The status of female's participation in organisation and management of sports in Chipata district of Zambia is



not known. Hence this study seeks to establish the factors that affect female participation in the management and organisation of sports at all levels.

## **1.2 Statement of the Problem**

The way sports are run in Zambia leaves much to be desired. Research shows that few females are seen to take part in the organisation and management of sports at all levels in all sports disciplines (International Paralympics Committee, 2010; Sartore and Cunningham, 2007; Mattila, 2010). Statistics further indicates that out of the 43 sports associations in Zambia, only six had at least 50 per cent women representation on their national executive committees of which most were in supporting ranks (Ministry of Youth and Sports, 2012). By 2006 a review of the extent to which females were represented in management indicated that public service female representation level was low at an average of 20 per cent (Ministry of Finance and National Planning, 2006). A survey conducted by NOWSPAR on the involvement of women in sport management and organisation indicated a 19 per cent average representation of females on Sports Association Boards in Zambia and only one association had a woman as president (NOWSPAR, 2012). According to Women Sports International (2010), women are under-represented in the leadership and decision making positions in all sports and sports-related organisations.

Regardless of the various efforts at international, national and ministerial levels by the governments and other stakeholders to see more females in management, the extent at which females participate in management and organisation of sports in Chipata district of Zambia is still not clear. The problem is that the factors affecting female participation in sports management and organisation are not known.

## **1.3 Purpose of the Study**

The aim of the study was to investigate female representation in the organisation and management of sports among selected schools in Chipata district of Zambia.

## **1.4 Specific Objectives of the Study**

1. To examine the prevalence of female participation in the organisation and management of sports in selected schools in Chipata district of Zambia

2. To investigate the factors that affect female participation in sports organization and management in Chipata district
3. To examine the effects of female participation in sports organisation and management on the industry of sports

### **1.5 Research Questions of the Study**

1. What is the prevalence of female participation in the organisation and management of sports in the selected schools in Chipata district of Zambia?
2. What factors affect females' participation in sports organisation and management in Chipata?
3. What are the effects of female participation in sports organisation and management on the industry of sports?

### **1.6 Significance of the Study**

The study hoped to enlighten the people in sports on the need to involve females in sports organisation and management through its findings. The efforts to bring out the factors that affect female involvement in sports leadership and making recommendations would contribute to the promotion of gender equality in sports organisation and management.

The study significance was in the sense that its findings would influence the way the community integrate gender and sports and take each other as equal partners in leadership for enhanced sports development. The study would also acquaint the people in sports management at all levels especially in the Ministry of Education, Science, Vocational Training and Early Education and the Ministry of Youth and Sports with the knowledge and skills of how best sports could be developed. The various sports associations and different organisations involved in sports would be enlightened on the knowledge about how best they could prepare the boys and girls for future responsibilities in sports organisation and management.

There has been little research in sports regarding female participation in sports organizational and management in Zambia hence the need to contribute to the existing body of knowledge specifically on gender equality in organising and decision making positions in sports.

### 1.7 Delimitations of the Study

The scope of the study was limited to Chipata district of Zambia particularly Chipata Central, Chipata North and Chipata South in eight secondary schools and eight primary schools. The schools in these areas were easily accessible with less geographical barriers between them. This helped to cut down on the research expenses and time.

### 1.8 Limitations of the Study

It was difficult to generalise the findings of the study because the findings only applied to the target area of study. Moreover the sample was too small to have the findings generalised on a larger population.

### 1.9 Operational Definitions

<b>Evolution</b>	-	A process of gradual change in a particular situation over a period of time
<b>Femininity</b>	-	Having qualities or appearance traditionally associated with women
<b>Gender</b>	-	The social perception of one being male or female
<b>Gender stereotypes</b>	-	The structured set of beliefs about personal attributes of males and females
<b>Involvement</b>	-	To take part in doing something
<b>Management</b>	-	The process of directing and controlling a group of people to reach the set objectives
<b>Masculine</b>	-	A term relating to having qualities or appearance that are traditionally associated with men
<b>Organisation</b>	-	The process of planning and arranging things in a sensible way with an aim to achieve the set objectives
<b>Participation,</b>	-	To do things that others are doing
<b>Representation</b>	-	To act and do things on behalf of other people
<b>Sports</b>	-	All forms of physical activity that contribute to physical fitness, mental well-being and social interaction
<b>Stereotype</b>	-	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 may not reflect the reality.

These three terms **participation, involvement** and **representation** in this context have been used interchangeably and they will mean the same thing

### **1.10 Summary**

The discussed chapter gave a clear insight of the topic under research. The problem under investigation was well introduced with the objectives and significance of the study clearly stated. The operational terms were also described as they imply in this context. In the next chapter, literature by different scholars in related topics were reviewed to establish the link to the topic under discussion.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Overview

Having had outlined the background of the study and having stated the problem under investigation with the objectives of the study and its importance in the previous chapter, this chapter discusses the different literature related to the title Female Representation in the Management and Organisation of sports. The chapter reviews the studies undertaken by different scholars and any other authorised literature in related topics. The research findings and conclusions made by other scholars are also included. The review process is presented under the following sub-headings: (1) Prevalence of Female Participation in Sports Organisation and Management; (2) Factors affecting Female Participation in Sports management and organisation; and (3) Effects of Female Representation in Sports Organisation and Management on the Sports Industry.

#### 2.1 Prevalence of Female Participation in Sports Organisation and Management

The level at which females are involved in sports organisation and management has become a concern for all stakeholders worldwide. Research revealed that in sports organisations, females were under-represented and this was the scenario for all countries in the world (Sartore and Cunningham, 2007; Mattila, 2010). International organisations and movements supporting female involvement in sports activities are being formed to ensure more women and girls participate in sports. For example, in 1972 the title, 'IX' was passed by the United States Congress to protect the freedom and rights of women and girls (Coakley, 2001). Women around the world formed the International Working Group (IWG) on women and sports to promote the enforcement of the supporting laws and policies and to give pressure on resistant governments and international groups to pass their own equal rights legislation (Mattila, 2010). The Brighton Declaration on Women and Sports (BDWS), which has one of its principles; leadership in sports was formed with an aim to develop a sporting culture that enables and values the full involvement of women in every aspect of sport (Women Sports International, 2010).

The International Paralympics Committee (2010) lamented over the levels of female participation in sports leadership and indicated that in its member states, Zambia

inclusive, the levels at which females were being involved in sports management and organisation was very low. It was observed that very few women had taken up the challenging duty of coaching the different disciplines and to be in leadership of sports. A target of 50 per cent female representation in sports by 2015 was not met.

In New South Wales (NSW) however, a country known to be one of the leading nations in the achievement of gender equality, challenges of women and girls being under represented in all decision making roles of sports and recreation were still encountered (Sydney Score Board, 2010). According to the report on NSW Department of Sports and Recreation 41 per cent of executive director positions were occupied by women while only 20 per cent of president or chairperson positions were in the hands of women on the national scale (NSW, 1999). Mattila (2010) said that as at 2006, female membership on sports boards and committees in the UK was at 26 per cent only. At international level, in National Olympic Committees, International Federations and National Federations as at 2009, the majority had reached only 10 per cent female representation in decision making positions.

In the southern region of Africa, nations under Southern African Development Community (SADC) signed the protocol of gender development in 2008 where all nations, Zambia inclusive committed themselves towards supporting women's participation in management (SADC, 2008). The National Sports Policy of the government of Zambia revealed that the government was focused to promote gender equality in sports circles (Ministry of Youth and Sports, 2012).

A survey conducted by NOWSPAR in 2012 on the involvement of women in sports leadership in different National Sport Associations in Zambia indicated low female involvement in sports organisation and management. It was revealed that on average female representation as board members was 19 per cent, as board secretaries was 22 per cent and as presidents or board chairpersons was only four per cent. Only one out of the 43 associations had a woman as president and this was the Netball Association of Zambia (NAZ). A further analysis showed that women held the positions of presidency or executive director in either women only sports organisations or in small or low profile sports, (NOWSPAR, 2012).

However, there was clear evidence of improvement in the way females were getting involved in sports though the evolution rate in management was still said to be very slow. Female athletes were said to have began to establish themselves in the 21<sup>st</sup> Century (Wilde, 2006; Coakley, 2001; Mattila, 2010). Nevertheless, regardless of the recorded increase in the number of sports participation opportunities for girls and women since the mid 1970s, Coakley (2001) said that the ranking of coaching and sports administration on females' programmes still lagged behind. He further stated that in the recent years, the recorded increase of women participation in sports had mainly been in non management and organisation duties. This revealed the leadership patterns reported by NOWSPAR (2012) where the only association in Zambia with a woman as a president was netball; a sport which was female dominated from history.

According to NOWSPAR (2012), there were barely any females in professional sports in Zambia and the few Zambian professional sports women were employed outside the country. However, the UN (1995) observed that girls and women in all countries were less likely than boys and men to participate in sporting activities and sport continued to be dominated by the males.

Moreover, Cox et al. (2006) reported that boys were more likely to be active in sports than girls and that this gender gap became more pronounced as the age advances. It was further justified that the younger women who were active in sports started getting involved in sports when they were still very young and that the early experience had a long term impact upon their current involvement in sports. In fact Strudley (2009) acknowledged that in his research children's participation in exercise peaked at the age of 8-10 years for both boys and girls but by the age of 13-15 years boys' participation declined from 77% to 68% when girls' participation plummeted from 75% to 41%. She also reported that across the world girls' levels in activities was less than that of boys.

Literature review indicated that there was no part of the world which recorded equal participation of males and females in sports management and organisation. The international sports bodies like the International Paralympics Committee and the International Olympics Committee which are present in most nations of the world reported low female representation in sports in their member states. In the United

Kingdom it was reported that females were underrepresented, in the United States the reports indicated low female representation in sports organisation and management, in Africa particularly Tanzania, Nigeria and Botswana, females were reported to be underrepresented and in Zambia there was a report of low female representation in sports organisation and management. However, prevalence of female participation in Chipata district of Zambia has not been studied. It is imperative therefore that this study investigate the prevalence of female participation in Chipata district of Zambia.

## **2.2 Factors that Affect Female Participation in Sports Organization and Management**

For one to be a leader in sports or be able to organise sports effectively, he or she must have participated in sports either as an active athlete or supporter in one way or another. Hence the factors that affect females' participation in sports are the same factors mostly that affect them in being involved in organisation and management of sports (Cox et al., 2006). A research conducted in the United Kingdom indicated that pressure to adhere to social stereotype caused most women and girls not to participate in sports and physical activities. The values held by communities are so heavily stereotyped that they hinder females from taking part in sports in most cases (Allender, 2006).

Matafwali (2010) talked of socio-cultural norms and constraints as some of the factors that affecting girls and women in being involved in sports and physical activities. She indicated that girls were highly restricted in many areas which if countered would open up opportunities for them to get involved in sports and physical activities. Traditional barriers like leaving homes unaccompanied or being seen by men outside their family restricted women's involvement in sports. Munsaka and Matafwali (2013) added that, in the African traditional setup, girls were prepared to be mothers and wives as early as possible in their lives. It was inappropriate for a girl to be seen playing around with boys, instead they were expected to be seen performing domestic duties which transformed them into responsible mothers and good wives.

Santrock (2001) identified parental and social influence as an influencing factor to female involvement in sports. He indicated that parents in most cases encouraged boys to get involved in contact and aggressive sporting activities such as football, wrestling, rugby, boxing and others while girls were in most cases encouraged to engage in home oriented



play activities such as playing at home and cuddling toys. Sports being a social phenomenon, the negative values upheld by the society on female participation in sports go a long way in discouraging females from participating in sports. Thompson (1991) said that parents were the most important figures in terms of influencing how their children perceived sports in their lives especially in their early years of life. In most cases children wanted to do things that impressed their parents. Hence parents' positive comments about sports and support when children are playing influence them positively, and the negative comments put off the children. Kitchnner and Fishburnne (1995) said that if a child was in friendship with another child who loved a particular sport, he or she would develop the love for that sport too and this would go a long way in influencing his or her life.

According to Munsaka and Matafwali (2013), the way teachers treated male and female students or pupils in school had a huge impact on the children's behaviour on the social activities and how they begin to treat members of the opposite sex. Through their body language and voice tone, teachers communicate gender expectations to their pupils unconsciously and consciously at other times. Emphasising the impact a coach had in shaping the future of the children in sports, Thompson (1991) echoed that, "Coaches should be aware that they are in a position both to build confidence or to destroy it with a few words or even a mere look." Coaches who handled athletes in their early stages developed that attachment such that children developed confidence in them. Whatever the coach would say, the children would obey and they would emulate what the coach does.

According to Matafwali (2010), lack of role models in sports had been a hindrance to female participation in sports organisation and management. She reported that self image development in sports was enhanced by reflecting on what a child wanted to achieve, what he or she already had achieved in practice and in competitions, what other children achieved and by watching, observing or communicating with older successful people in sports like the teachers and coaches including elite athletes. The report indicated that when the women netball players were asked how they were inspired into playing netball, most of them mentioned that they were inspired by their female teachers at school.

Fasting et al. in Hartmann-Tews and Pfister (2003) reported that a study done in Norway, England, Germany and Spain indicated that the traditional gender order and the link between sport and masculinity still seemed to be a major hindrance for women in sports. Matafwali (2010) further said that in Tanzania a study conducted by Massao where he looked at the sporting experiences on women revealed that most African women were marginalised in terms of sports participation regardless of sports development programmes taking place in that country. He also brought to light that sports in most African nations were male-dominated as a result there were very few women in sports circles.

Mazrui in Baker and Mangan (1987) linked sports to broader sociological and cultural forces. He attributed women under-representation in sports to the effects of colonial rule. He argued that the advent of colonialists pushed the African women to the limits of subordination. He said that the broader closure imposed by the patriarchal society on female participation in social activities was a contributing factor to females' under-representation in sports. The colonial regime induced a culture on African nations which was male-dominant and this up to now has influence on the social activities in our societies hence affecting the representation of females in sports leadership.

Massao (2001) cited factors like physique, social attributes, role models, media coverage and finance as some of the factors affecting females participation in sports in Nigeria. Females were still viewed as a fairer and weaker sex such that some sports were deemed to be too dangerous for them. The social attitude that a woman's place was in the home continues to affect women's participation in sports. He said women failed to spend more time for training since they shared the time to do house chores. Development of those sportsmanship characteristics like psychological toughness, muscular body and competitiveness were looked at to be for males and not for females. Hence females shunned sports and physical activities for fear of being social misfits.

Disparities that exist in financial allocation and media coverage between males and females where females are usually given less than what males are given perpetuates the low female representation in sport. Low media coverage of females' sports lowered the profile for females in this field (Coakley, 2001). In Zambia, 7 per cent average of media

coverage on females in sports was reported, of course with a drastic difference in quality and positioning in the publication (NOWSPAR, 2012). Strudley (2009) commented that the unequal media coverage dedicated to female sports as well as sporting role models especially in magazines sent a clear message that it was less important than men's sports hence having low impact on inspiring more females into sports leadership.

Meanwhile, poverty, heavy domestic demands, safety concerns, lack of accessible transportation, inadequate sport and recreation facilities and few opportunities for physical education and skills development were also said to be some of the factors that affect women's participation in physical activity and sport management (UN, 1995).

It came out prominently from different reports conducted in different places that there was high interference of traditional values and social stereotypes on females' participation in sports and management. Lack of role models was also a common factor reported in different studies. Other reported factors were low media coverage, low education levels, disparities in media coverage and unequal financial allocation. The gap in this case was that the factors affecting females' participation in sports management and organisation in Chipata district were not known; hence this study was embarked on.

### **2.3 Effects of Female Representation in Sports Organisation and Management on the Industry of Sports**

Levels at which females were represented in sports management and organisation had different impacts on sports in general. According to MSY (2012), females' involvement in sports management and organisation had a direct effect on the rate at which women and girls got involved in sports. One of the effects was that development of sports in the country lagged behind. Coakley (2001) expressed that if more women were involved in management and organisation of sports, there were two signals that were transmitted to the community. Firstly, it would change the people's perception of sports. He said that seeing females in the management and organisation of sports would enable people to define sports and sports participation as important elements in their lives and in their future. Secondly, if females were not seen in the management and organisation of sports programmes it would be concluded that women's abilities and contributions in sports

were less valued than that of men. He then concluded that unless women were seen in the management and organisation of sports, the value of sports would hardly be recognised.

Bailey et al. (2005) said that, females in leadership were role models to girls in sports participation. They stood to motivate and inspire the lives of young girls as they pursued their sports professional careers. Lack of females in sports meant lack of role models for girls and young women in sports. This disrupted the development of self-efficacy and performance motivation in girls and young women. More female stars in sports meant more role models for girl children and later would lead to enhanced performance among girls who are the future leaders.

According to Cox (2006), low participation levels of females in sports hampered leadership abilities in sports as well as other sectors. He explained that participation in sports and sports leadership developed in a person many skills that could not easily be acquired in other areas. Skills like dedication, application and team building were easily acquired in sports and could be applied more to the everyday activities. In short, involvement in sports trained a person to be a leader. It had further been observed that low numbers of females in sports management and organisation retarded the process of development and evolution of sports.

Matafwali (2010) related female participation to achievement of the Millennium Development Goals (MDGs). She said that low rate of achieving the MDGs was one of the effects of low female representation in sports organisation and management. In her thesis entitled, *Experiences and Meaning of Sports in the Lives of Female Netball Players in Botswana*, she attached the development of sports to female participation. She acknowledged the important role played by females through sports in achieving the Millennium Development Goals. Mwaanga and Banda (2014) in their research among people living with HIV and AIDS in Lusaka attached female leadership to the high opportunities for more knowledge for females in communities. Their findings were that the involvement of people, women inclusive, in sports in communities exposed them to educative messages which facilitated the achievement of the MDGS.

In the same vein, Lindsey and Banda (2010) reported that sports played an important role in contributing to the four pillars of effective HIV and AIDS programming; which are knowledge, life skills, provision of a safe and supportive environment and access to services. Having more women in sports leadership influences more women into sports, exposing more of them to the said lifesaving programmes. Canonised as an integrative force that went beyond racial and cultural differences and communicative challenges that might be encountered due to language barriers, sport provides a unique social interaction powers. Dissemination of information between and among people is very effective such that the fight against social vices and diseases was more effective and sustaining. More involvement of women and girls in sports management and organisation opened more doors for females to social civilization. Having few females in leadership deprives the females and the community of the said opportunities (Darnell 2007; Mwaanga and Banda, 2014).

A research conducted by UNESCO (2011), on gender equality revealed that female leaders demonstrated different leadership styles, provided role models for girls and illustrated the gender inclusiveness of institutions. It further indicated that increased access to empowering experiences and gender-related knowledge could accelerate the process of change towards greater gender equality in management of sports. The impact of female representation in management highlights mainly three distinct achievements. In the first place, it was a demonstration of good leadership styles and secondly, the females in leadership provided the role models for young girls and women to emulate. Finally, inclusion of females in management accelerated the process of change towards greater gender equality. Having few numbers of women in leadership compromised leadership styles exhibited in institutions, restricted the number of role models and more hampered is the pace for change towards gender equality.

Analysing girls' participation in physical activities and sports, Bailey et al. (2005) showed that high levels of female participation in sports in their early years of life would influence increased numbers of female involvement in sports leadership. It was said that unless there was an increase in the number of girls and women participating in sports, leadership in sports would always be a challenge among females. When females were

lowly represented in sports management and organisation, it was difficult to open up routes through which to acquire new social affiliations which traditionally were dominated by males. This further hindered women and girls from operating openly and equally in community life. The researchers also reported that girls' and women's participation at all levels could challenge and change social norms about their roles and capabilities; a thing which would not be achieved with few females in leadership.

It was reported from different literature that due to low female participation in sports organisation and management, the industry of sports has been robbed of potential leadership in women, there were few role models and the achievement rate of gender equality was slowed in sports. However, the effects of female representation on the industry of sports as reflected in Chipata district were not investigated; hence this study.

#### **2.4 Summary**

Sports and gender has been a topic of concern in most parts of the world and in recent years it has gained much attention (Mattila, 2010). International organisations worldwide have put interventions towards equal opportunities in sports organisation and management so that females and males could have the same opportunities. Governments were putting deliberate policies and laws to enforce balanced gender participation in sports (Coakley, 2001). The United Nations recognise the positive role played by females in development and the role sports played as a tool in efforts towards the achievement of the Millennium Development Goals (Mwaanga, 2014).

According to research, nations wide face a challenge of low prevalence of female participation in sports and the factors affecting that include social cultural values, stereotyped traditions, low education levels, lack of role models, and the influence of patriarchal society we live in (Massao, 2001; San Trock, 2001; Matafwali, 2010). Female representation in sports organisation and management has an effect on the development of the industry of sport. The effects of low female participation in sports leadership were identified as lack of development, retrogression and lack of civilisation in society (MYS, 2012; Coakley, 2001).

Regardless of all the efforts towards promoting equitable male-female representation in sports organisation and management at national and international level, there was still unequal representation of gender in sports with females being lowly represented. What was not known was the situation surrounding female representation in sports organisation and management in Chipata district of Zambia. Thus the prevalence of female participation in sports organization and management, factors affecting females' participation in sports organisation and management and how female participation affects the industry of sport in Chipata district. This research therefore explored the situation surrounding the participation of females in sports management and organisation in Chipata district of Zambia.

In the next chapter, methods, approaches and strategies which were used to execute the study have been outlined. The means by which data were analyzed were also explained. In the end, the ethical considerations in respect of respondents' protection were laid down too.

## CHAPTER THREE

### METHODOLOGY OF THE STUDY

#### **3.0. Overview**

Review of the related literature by other scholars done in the previous chapter gave an insight of what different researchers found in their studies, how they executed their research, their conclusions and their recommendations for future action. In this Chapter, the different methods, approaches and strategies used by the researcher to execute the study are explained. The methodology of the study is presented under the headings: (1) research design; (2) population of the study; (3) study sample; (4) sampling procedures; (5) instruments for data collection; (6) data collection procedure; (7) data analysis; and (8) ethical considerations.

#### **3.1 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 this context qualitative research helped to have an in-depth understanding of people's views, their attitudes and beliefs about females' participation in sports management and organisation in Chipata district of Zambia.

#### **3.2 The Study Population**

All schools in Chipata district formed up the study population. This implies that the study population included all head teachers, teachers and pupils in the district of Chipata.

#### **3.3 The Study Sample**

The study sample comprised seventy-six (76) participants of which two (2) were members of the Chipata district executive committee for the Schools Sports Association and two (2) were head teachers' representatives for sports in the Chipata district. Eight (8) participants were coaches for the Schools' Sports Association district teams while thirty-two (32) were the sports teachers and thirty-two (32) were pupils from the selected



sixteen (16) schools in Chipata district. However, it was difficult to ensure balanced gender participation because the choice of participants was dictated by the composition of the mentioned structures. The sixteen (16) schools were selected from Chipata district out of which eight (8) were from the township and the other eight (8) were from the rural part of Chipata, with a 50-50 representation of secondary schools and primary schools.

### **3.4 Sampling Procedure**

In this study purposive sampling was used to select head teachers' sports representatives, district executive members of the Schools' Sports Association, coaches for district sports teams, sports teachers and pupils to get their views, ideas, attitudes and opinions. According to Msabila and Nalaila (2013), purposive sampling is a non-probability sampling procedure where by the researcher selects the respondent on basis of knowledge they have on the topic of study.

### **3.5 Instruments for Data Collection**

The instruments used in collecting data included interview guide, questionnaires and focus group discussion guide. These instruments were suitable for studying people's understanding of prevailing situations and for describing their experiences, attitudes, ideas and opinions. Moreover use of more than one instrument to collect information was more helpful because the instruments complemented each other's limitations (Creswell, 2003). Interview guide was used when collecting data from the head teachers' sports representatives (appendix 4: ii) district executive committee members of the Schools' Sports Association (appendix 4: iii), sports teachers (appendix 4: ii) and pupils in the selected schools (appendix 4: iv). Questionnaire was used to collect data from the head teachers' sports representatives (appendix 3: ii), district executive committee members of the Schools' Sports Association (appendix 3: iii) and sports teachers from selected schools in the district (appendix 3: i).

To ensure a deeper understanding of the situation from the perspective of the teachers who organised sports and the head teachers who supervised sports, both open-ended and close-ended questions were included in the questionnaire. Focus group discussion guide was used to collect data from the coaches of the district sports teams (appendix 5). This facilitated for the collection of complementing views, ideas, attitudes and opinions.

### **3.6 Procedure for Data Collection**

Before the participants were given any task, the researcher got their consent on their willingness to participate in the project. The researcher started with questionnaire administration to the head teachers' sports representatives followed by an interview schedule the following day. The next group of people to deal with were the district Schools' Sports Association executive committee members to whom the questionnaires were administered followed by the interview schedule the following day. The third group or respondents to be met were the sports teachers and the pupils in the selected schools. For each school visited, the sports teachers were given the questionnaires on the first day and interviewed the pupils. On the second day of each school visit, questionnaires were collected and teachers were interviewed.

All interview sessions were treated with high level of confidentiality such that it was strictly one to one. The researcher interviewed one respondent at a time. Interview data were collected by means of taking note of points presented by the respondent. Lastly but not the least, was focus group discussion with the coaches of the district sports teams conducted at Sunny Side farm, a place away from town. However, before the commencement of the exercise of data collection, permission to work with schools was sought from the District Education Board Secretary (DEBS) and for each school, the head teacher's permission was also sought to work with his or her teachers and pupils in school.

### **3.7 Data Analysis**

Qualitative data was analysed by use of common themes based on the objectives that guided the study. Data was presented in form of percentages, graphs, frequency tables and comments.

### **3.8 Ethical Considerations**

As part of ethical considerations, all participants were assured of total confidentiality and privacy. The identity of the respondents was not required and the researcher ensured that the phrasing of questions in the questionnaire did not cause psychological or emotional injury on the part of the respondents. The researcher also made sure that no participant was forced to participate in the exercise. Seeking consent of the school administration in

the concerned schools was a priority before anything was done at a school. Moreover, as much as possible disruption of the process of learning in schools was avoided. During interviews, the freedom of the interviewee was well respected. In case of focus group discussions, it was ensured that no participant was intimidated or threatened in any way. All collected information was kept under lock and key, accessible only by the researcher for confidentiality and privacy sake. Above all, permission from the District Education Board Secretary (DEBS) to work with his schools in the district was sought.

### **3.9 Summary**

The plan of how the research was carried out, the kind of people involved in the study and the instruments used were outlined in the methodology chapter. This chapter established all it took for the researcher to successfully collect and analyse data. In the following chapter, findings of the study were presented as were given by the respondents.

## CHAPTER FOUR

### PRESENTATION OF FINDINGS

#### 4.0. Overview

The previous chapter outlined the methodology employed by the researcher to come up with the data by means of the said research instruments. This chapter therefore presents the findings of the study as were provided by the respondents. The presentation is done under three topics following the three research objectives and these were: (1) Prevalence of Female Participation in Sports Organisation and Management; (2) Factors Affecting Female Participation in Sports Organisation and Management; and lastly but not the least (3) Effects of Female Representation in Sports Management and Organisation on the Industry of Sports. The findings were presented in form of figures, graphs percentage and comments.

#### 4.1 Prevalence of Female Participation in Sports Management and Organisation in Chipata District

##### 4.1.1 Participation by Male and Female Pupils in Schools' Sports

The performance of boys and girls in terms of their participation in sports activities and leadership in schools was investigated and this is what one sports teacher said in an interview:

*I have few challenges in dealing with boys when it comes to sports activities than when I am dealing with girls. Boys are always willing to practice and execute any exercise and instruction I give them but girls would sometimes decline and they always want close supervision to work well.*

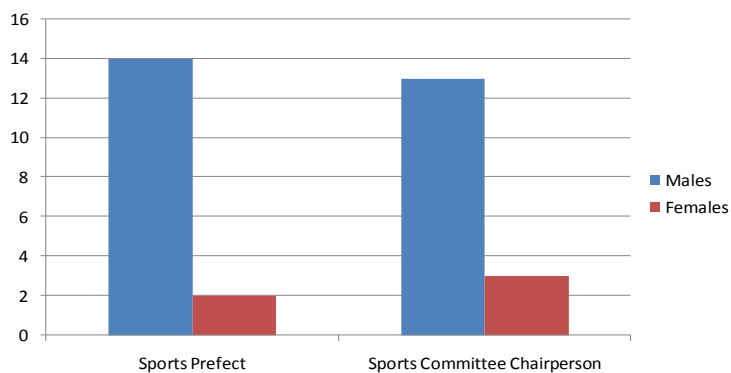
It was found that more boys than girls enjoyed participating in sports and even taking up the organisation and management roles at different times. Even if there were some girls who willingly took up the leadership roles, they were very few compared to boys since most of them declined. Moreover boys took their time to practice the learnt skills on their own unlike girls. Moreover an investigation on how the distribution in terms of leading

other pupils at sports was, it was found that more boys were appointed sports prefects for the schools than girls. All co-education schools had boys as sports prefects whereas girls were only assistants to the boys. The only two schools with girls as sports prefects were girls' only schools (see figure 1).

#### 4.1.2 Participation by Male and Female Teachers in Schools' Sports

Comparing males and females' participation in the organisation and management of sports in schools, it was found that the proportion of females in leadership positions was low compared to that of the males. Very few women were chairpersons of sports committees. Of the sixteen schools that participated in the research, only three schools had female sports committee chairpersons. These schools were in township where the ratio of male to female teachers was 1 to 15. Moreover the three female teachers who headed the sports committees in their schools were trained in Physical Education at either diploma or degree level, (see figure 1).

**Figure 1: Distribution of Leadership in Schools by Gender**



More findings showed that out of the 32 pupils interviewed, only ten (10) said that they were coached by female teachers.

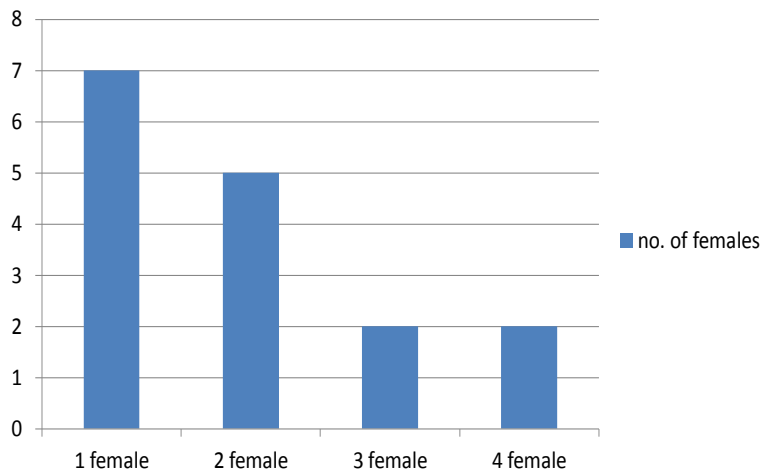
One sports teacher lamented over low representation of females in schools' sports committees and said:

*It pains me to see that there is no female teacher in our school who is interested in sports. The only*

*female teacher we have in the sports committee was forced to be there to serve the duties as matron and this teacher is only active when we have a trip to go out. It is a very big challenge to have a matron who does not understand sports. In some cases she does not even understand us as sports men when it comes to relating with girls as our athletes.*

It came to light that in most schools there was only one female teacher in the sports committee and in some cases they were forced to be there to serve as matrons especially when the teams were travelling out. Such situations created challenges to some male teachers who were implicated of having sexual affairs with school girls since the matron did not understand them. It was revealed that in all the sixteen (16) schools visited, out of eight (8) sports executive members, 2 schools had 4 female teachers, 2 schools had 3 female teachers, 5 schools had 2 female teachers and seven schools had only one female teacher on the committee as indicated in figure 2.

**Figure 2: Distribution of Female Teachers in Sports Committees in Schools**



However, another sports teacher said

*It does not mean that the schools have no female teachers who have the knowledge of sports but the administration does not want to put them there due to one or two reasons. For some it is because the women decline when they are given those duties and for others, it is because the administration underrates the women's capabilities in sports leadership.*

The findings indicated that some female teachers were unwilling to take up leadership duties in sports while in other cases some administrators did not entrust them with leadership duties.

#### **4.1.3 Participation of Female teachers in Community Sports**

However, when asked about the prevalence of girls and women participation in sports, one teacher in an interview had this to say:

*Female' participation in sports in Chipata district is mostly prevalent in schools and other institutions of higher learning. This is because sport is part of the institutions' learning activities.*

The findings indicated that in schools and other learning institutions was where more females participated in sports. This was attributed mainly to the nature of curriculum. They said it was unlike in community organised sports where people voluntarily went for sports without being compelled to do so.

It was further revealed during a focus group discussion that the participation levels by females in organising and management duties of sports at community level was very low.

This is what one coach said:

*In Chipata district very few women participate in terms of sports management and organisation. Even in sports disciplines which were predominantly female like netball, very few women were in decision*

*making positions, i.e. only one woman is a member of the Chipata District Netball Association Executive.*

Low prevalence of females involved in organisation and management of sports at community level was revealed.

**4.1.4 Status of Physical Education in Schools**

An investigation on whether the teachers in sports committees were trained in Physical Education revealed that most teachers both male and female teachers had not been trained in Physical Education. Statistics showed that of the thirty-two (32) teacher respondents, only twelve (12) were trained in Physical Education. Of the twelve only 4 were females and the other 8 were males as shown in table 1.

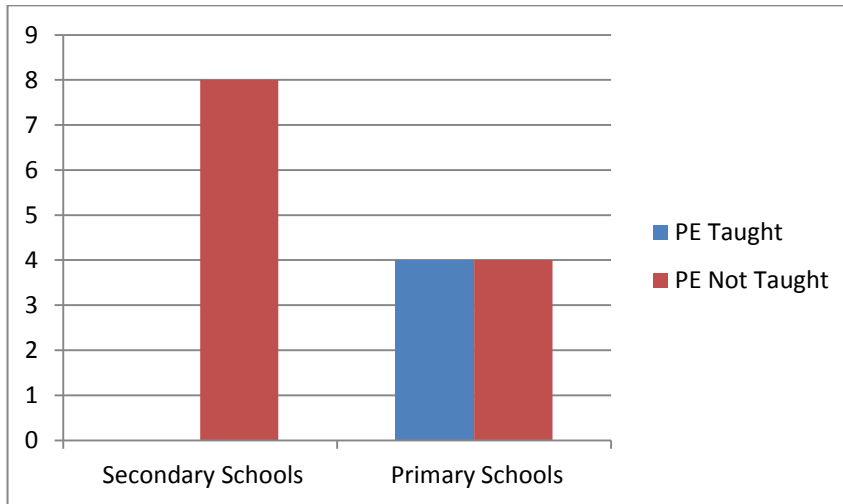
**Table 1: Teachers Trained in Physical Education**

<b>Female</b>	4	9	13
<b>Male</b>	8	11	19
<b>Total</b>	12	20	32
	<b>Trained</b>	<b>Not Trained</b>	<b>Total</b>

As of whether the subject was taught to pupils in schools, the findings showed that only 4 of the sixteen schools had Physical Education actively taught and these were primary schools from grade 1 to grade 7. None of the 8 secondary schools visited had Physical Education taught as a subject (see figure 3).



**Figure 3: Teaching of Physical Education in Schools**



It was revealed that very few teachers both males and females were not trained in Physical Education and none of the secondary schools teach Physical Education. Meanwhile not all primary schools teach physical.

To sum up, it was found that boys participated more in sports activities and in leadership roles than girls, few females were given the responsibility of being chair person of sports committees in schools compared to males and there were very few females in sports committees compared to males. Among pupils, girls were not entrusted with responsibility of being sports prefect in co-education schools.

#### **4.2 Factors that Affect Female Participation in Sports Organization and Management in Chipata District**

The scenario about the prevalence of female participation displayed in the previous section of this chapter was further investigated and factors affecting female representation in sports organisation and management were presented. The data collected through the questionnaire, interview and focus group discussion was analyzed under three themes which emerged from the findings. Data that were associated with culture and the sociological aspect of people were presented under the theme social cultural factors, data that were associated with a person's character were presented under the theme personal

factors and data that were associated with the happenings within the surrounding environment were presented under the theme environmental factors.

#### **4.2.1 Social Cultural Factors**

These are issues that affect a person on grounds of the traditional and social practices, beliefs and values prevailing in the society. A focus group discussion revealed that traditional norms and values had to a larger extent affected the participation of females in sports organisation and management. Two traditional norms were identified and there are demand to be at home and always be in descent dressing and pressure to adhere to gender stereotypes.

It was said that traditions surrounding the community of Chipata district did not allow women and girls to spend their time away from home in the midst of men and boys. Instead, women were expected to spend most of their time caring for their families at home and girls were supposed to be with their mothers helping with household chores. They prepared them into becoming good wives and mothers.

It was further found from the coaches that such expectations by society posed a challenge to the females in sports because much as household chores demanded more time sports too demanded more time. Hence it was difficult to divide time between the two. In the long run the females stopped being active in sports for the sake of serving their homes. More findings expressed that some parents did not allow their children to go for sports insinuating that they would grow up as irresponsible women. One head teacher in an interview said that:

*Some husbands are not comfortable to see their wives in the midst of other men in sports. In the same way some parents do not allow their daughters to mingle with men and boys in sports.*

It was also revealed during interviews with teachers when they were asked about the challenges faced by females in sports that name calling like ‘prostitute’ was one of the challenges that they faced when found participating in sports in the company of male counterparts. A discussion with the coaches further indicated that as more women shun participation in sports, the few who were there interact more with men who were the

majority and were always there. They said it was this same situation that caused some people to label women in sports as having negative social life styles (see figure 4).

**Figure 4: Coaches and Sports Administrators in Sports**



*The above picture shows a group of coaches and sports administrators in Eastern Province Schools Sports Association posing for a photo with the only Zambian gold medalist in 400m hurdles World Championship (Samuel Matete) during inter-provincial athletics competitions.*

*Source: EPSSA files*

It was also found that dressing in sport circles like jerseys and sports attire was another issue of concern with many people traditionally. A discussion among coaches indicated that most husbands and parents refused their children and wives to participate in sports because they were not comfortable to see them dressed in sports attire which expose hidden parts of the body like thighs. For example the jerseys for netball and athletics for females expose some hidden parts of the body

One coach in charge of athletics gave a description of the athletics attire and said:

*The recommended athletics attire for females is a breast holder which only covers the breasts and a bum short. The rest of the body remains uncovered*

(See figure 5).

**Figure 5: Sports Girls in Typical Athletics Attire**



*The picture shows four primary school girls posing for a photo during the interprovincial athletics competition ready for a 4x400m relay race.*

*Source: EPSSA files*

The coaches lamented that on-lookers including some government officials in the Ministry of Education, Science, Vocational Training and Early Education condemned the attire on the grounds that it was against the local tradition for girls to expose their bodies in such a manner.

Nevertheless, not all parents and husbands were unsupportive of female participation in sports. Findings indicated that there were some husbands and parents who supported their wives and daughters to take part in sports. They were proud to see them in sports attire. Responding to the question whether parents supported their children in sports, one head teacher said:

*Parents are in support of their children to take part in sports because they buy them sports attire to use when training and when they are picked to go and play outside the school their parents give them the necessary requirement for sports. Some of them even give them pocket money to use when they are way from home.*

However, interviews with sports teachers also revealed that gender stereotypes surrounding the community contributed so much to having few females in sports organisation and management. It was believed that women were good followers not leaders, sport was masculine hence it was for males not females. This made women to withdraw from sports for fear of being labeled anti-social and to be called all sorts of negative names like prostitute, arrogant, woman-man and other. One grade eleven pupil when asked about the challenges she faced in sports, she had this to say:

*A lot of people look at us negatively in school as well as in the community. Some of them say sport is for prostitutes so if we get involved in sports we are more likely to start prostitution. Others say we are wasting time in sports because as girls we cannot go anywhere since sport is meant to be for males not for females.*

In line with the same, another pupil said:

*Our friends in school laugh at us because of the sport we play. They say basketball is for boys and we will grow stiff muscles like those for boys because we play boys' sport. They also say that we are not going to have children.*

Meanwhile another girl had this to say:

*It took time for my parents to allow me to do sports freely. It was after her friend who is a sports teacher talked to her that she finally allowed me to go for sports. She said her fears were that I would get pregnant and I would also fail at school.,*

These perceptions in the name of tradition were said to be restricting the participation of females in sports.

#### **4.2.2 Personal Factors**

Among the factors that affect females' participation in sports organisation and management were those that have been categorised as personal factors. These are issues that are associated with one's own behaviour and individual traits. The factors that affect a person because of the way he or she interacted or reacted to things and people around him or her.

In the first place the findings showed that lack of self-esteem among women and girls was one of the factors identified to have been preventing more women and girls from participating in sports organisation and management. When asked what could be the possible causes of low female representation in sports management and organisation, one of the sports teachers said that some females lacked self-esteem. He said that they had the knowledge quite alright but they did not have the drive to take up the challenging duty to be coaches in sports. He disclosed that there were some women who when given the opportunity to organise sports they did it very well but they could hardly do the work on their own.

However some findings had also shown that lack of technical knowhow in different sports disciplines among women had caused females to be under represented in sports leadership. The only sport most of them knew was netball. This was what a sports teacher in an interview said:

*In my duties as a sports teacher, I have had challenges working with ladies because in most cases they were not very helpful when it comes to*

*coaching some sports disciplines. They show very little interest and some have very little knowledge concerning sports but netball. In some cases I end up engaging people from outside to assist with coaching basketball, volleyball and table tennis.*

It was reported that most females knew only netball as sports. They could not coach any other discipline because they did not have the knowhow.

Femininity interference among most women and girls was identified as another factor that affected female representation in sports management and organisation. Talking about females and femininity, one sports teacher lamented that:

*Some good players quit sports on account that they don't want their legs to look like those for men.*

It was identified that some women shunned sports because they were fed with the notion that, if women were active in sports, they develop muscular bodies. They shunned sports because they did not want their legs to look like those for men. They preferred to keep their legs in a good and feminine shape.

#### **4.2.3 Environmental Factors**

Environmental factors are some of the issues that have been identified to be contributing to low female representation in sports organisation and management. These are the issues that negatively affected women and girls in sports from the point of view of the environment surrounding the community. In this case factors identified were lack of role models, supervisors underrating females and female unfriendly and abuse of sports areas.

Lack of role models for young women and girls in the area and in schools has been identified as one of the factors hindering female participation. Coaches in the focus group discussion said that in Chipata district there were very few successful sports women whom girls and young women could look up to as examples. None of the sport celebrities in Zambia or abroad had Chipata as their home area. None of the players of the national teams in any of the disciplines came from Chipata so that young ones could

be motivated. They said that even in schools very few female teachers were active in sports as coaches and organisers of sports.

Findings showed that most pupils had no role models to inspire them for leadership in sports in the school setting. Only three out of the 32 pupil respondents mentioned female teacher as role models in sports while 5 mentioned male teachers as role models. The teachers too when asked who their role models were 6 of them said they had no role model and only 5 mentioned their teachers as role models of which only one said his role model was his female teacher (see table 2).

**Table 2: Role Models for the Teachers and Pupils**

<b>Role model</b>	<b>Pupils</b>	<b>Teachers</b>	<b>Total</b>
<b>Local Sports Persons</b>	5	5	10
<b>Female Teacher</b>	3	1	4
<b>Male Teacher</b>	5	4	9
<b>National Player</b>	9	8	17
<b>International Player</b>	10	8	18
<b>No One</b>	0	6	6
<b>Total</b>	32	32	64

However, though not local, one of the respondents said that the use of the Shepolopolo Costa Rica victory as reference helped him so much in motivating the district football team for girls during the 2014 sports season.

Coaches in the focus group discussion indicated that some women were under-rated and hindered by their supervisors at their place of work who thought only men could make good leaders.

Furthermore, some respondents complained of the unfriendly nature sports places as one of the factors hindering female participation in sports. This is what one sports teacher said:



*The public sports places available in the district are not friendly for female use. When you go there as a woman you feel out of place because of what happens. The David Kaunda (DK) tennis club has been turned into a bar where only drunk men are found. Moreover only men are found there.*

Research results also showed that another factor that affects females' participation in sports organisation and management was the state of the sports areas. Coaches in the focus group discussion and sports teachers expressed that the sports areas in the district were not female friendly in that there were no shower-rooms for bathing and were abused. There were no functioning showers and toilets. The coaches confessed that the operation of a liquor shop at the sports complex was the worst abuse of the sports facilities ever seen. They also said the whole scenario tarnished the image of sports and of those that were in sports who were found at such places.

A tour at the David Kaunda stadium and tennis club showed that the toilets and shower rooms were there but not in function. They were blocked and some were used as store rooms while others were locked up because of broken systems. The care taker was a man who was found at the bar chatting with others. The bar at tennis club was in full swing and one of the rooms was used as a police post.

However the factors found to be affecting female representation in sports organisation and management were found to be social and cultural factors which demanded for females to be at home and be decently dressed, and the influence of the gender stereotypes in the society. The others were personal factors as in lack of self esteem lack of knowledge on sports and femininity interference. The environmental factors were also identified which included lack of role models, females being underrated by their supervisors and female unfriendly and abused sports areas.

### **4.3 Effects of Female Representation in Sports Organisation and Management on the Industry of Sports**

Having outlined factors that influence females' participation in sports organisation and management this section outlines the findings on the ways female representation in sports organisation and management affect the industry of sports.

#### **4.3.1 Effects on Perspective of Administration**

An investigation on the effects of female representation in organisation and management of sports showed that the industry of sports was negatively affected in terms of development if there were few females. When asked what the impact of having few females in sports organisation and management on the industry of sports were, respondents mentioned that the numbers of girls and young women taking part in sports were compromised, making it difficult to achieve gender equality. Response from the focus group discussion indicated that few females in decision making positions in sports made it very difficult to strike a balance in terms of gender.

The findings also showed that having few females in sports leadership robbed the sports industry of its good leaders hence retarding the development of the industry. Respondents during an interview indicated that there were some women who were very good leaders when given the platform. One male pupil said:

*I appreciate the work displayed by female teachers in sports. They do things which some male teachers cannot do. For example when it comes to coaching, our female coach in athletics trains us very well and we enjoy. I like the way she takes us like her children and the way she cares for us when we have injuries. She is gentle and encouraging in all areas of life... I will always support women in sports because we need them.*

A female pupil also had this to say:

*Female teachers are very important in sports because they encourage us to do sports and parents when they see that there are female teachers accompanying us for sports they allow their children to go.*

It was found that the presence of females in sports made parents to trust the teachers with the safety of their children especially girls.

Response from the focus group discussion indicated that since many people think sport is for men and boys, having few females in management perpetuated the negative notion and the stereotypes surrounding sports. It was said that females' concerns remained unexplored and this led to having policies which did not fully address the needs of the females. One coach said:

*The 2012 National Sports Policy document does not specifically come out on how the Ministry of Youth and Sports intends to achieve gender equal in sports participation.*

It was found that females' concerns were not fully attended to with programmes formulated by males.

#### **4.3.2 Effects on Perspective of Individual Persons**

It was also found that few females in sports organisation and management restricted the number of role models to the `young females in sports. One of the teachers from the selected schools had this to say:

*With low female representation in sports organisation and management, most girls and young women do not have role models and people to encourage and motivate them. There is reduced female participation in sports... an organised*

*activity with women in the fore front would be more appealing to the women folk.*

This is what one coach said in a focus group discussion:

*Girls get more inspired with female leaders who become their role model. Having few females in leadership means few role models and there are few examples to be pointed at.*

However, response from one of the head teachers indicated that the health of the society was another effect of female representation in sports. Low numbers of female participation in sports leadership has negative health impact on the industry of sports and the nation at large. When asked her opinions about the girls' and women's participation in sports one female sports teacher said that it was important that the females should be encouraged to do sports because of the health factor attached to it. She said '*sport is health*'.

Collectively, the effects of female representation on the industry of sports were found that the situation affected the achievement of gender equality in sports. With few females it was difficult for people to understand and appreciate the contributions made by females in sports and the policies formulated on females were not fully responsive to the intended target since they were formulated in abstract. Moreover the situation affected the health aspect of people since sport is health.

#### **4.4 Summary**

The findings of the study were that there were few females in sports management and organisation in schools of Chipata District. Interference of traditional norms and negative stereotypes on sports, gender and leadership hindered a lot of females from participating in sports organisation and management. Lack of role models, lack of self esteem, lack of knowledge, femininity interference, supervisors underrating females and female unfriendly and abused sports areas were other factors which were said to be hindering female participation in sports organisation and management in Chipata.

More findings were that having few females in organisation and management of sports negatively affected the development of the industry of sports. It was difficult for people to appreciate the value that females had in sports. The situation compromised the health of the people and the policies affecting females were formulated in abstract hence not fully responding to their needs.

The next chapter discusses the findings of the study according to how they were presented in chapter four in relation to the objectives of the study.

## CHAPTER FIVE

### DISCUSSION OF THE FINDINGS

#### 5.0 Overview

The findings which were presented in the previous chapter displayed the views and opinions of the respondents on female representation in sports organisation and management. In some cases statistics were used to express figures according to what the researcher found on the ground. This chapter discusses the findings as they were presented in the previous chapter. The views and opinion of the researcher came out as the findings were interpreted in relation to the set objectives. The discussion has been presented following the three objectives, under the headings: (1) Prevalence of Female Participation in Sports Organisation and Management; (2) Factors affecting Female Participation in Sports Organisation and Management; and finally (3) Effects of Female Representation in Sports Management and Organisation on the Industry of Sports.

#### 5.1 Prevalence of Female Participation in Sports Management and Organisation in Chipata District

The administration of sports in schools of Chipata district showed a certain pattern which makes it very unique and of high educational value. All schools are obliged to have sports as one of the co-curricular activities. The Zambian government through the Ministry of Education, Science, Vocational Training and Early Education is committed to providing a curriculum which was more relevant to the needs of the learners and the society. This is to ensure the provision of universal basic education to children with a vision to produce holistic learners (Ministry of Education, 1996).

Leagues are run in different disciplines in government schools making the schools to be active in sports in most parts of the year. A school is known to be a training centre for children. Apart from the acquisition of academic concepts, values, attitudes and skills, pupils are also expected to explore and develop their talents. Sport is one area which helps to develop talent in the young ones. Through extra curriculum, sport and other activities are provided to learners by differently skilled teachers to help children develop holistically by the time they left school (MESVTEE, 2013).

When the findings indicated that boys were more active in sports activities than girls and the prevalence of women participation in sports organisation and management was low compared to that of men, there was a pattern being revealed. At both ages of life females' participation prevalence in sports was low unlike that of males. This is an indication that there is more to it than just having no interest in sports. Moreover this pattern of participation was also expressed by Kitchner and Fishburne (1995) who said that boys participated more in exercises than girls. They further outlined that while for both participation levels declined as they moved from childhood to early adolescence, for boys the decline was less compared to that of girls. A critical observation on the decline in activeness as one grows in Chipata revealed the same pattern.

Where findings showed that very few female teachers were entrusted with the responsibilities of chairing the sports committees in schools and none of the girls were appointed sports prefects in co-education schools, the situation was alarming. It surely shows that sports are highly associated with males. Moreover the fact that findings also indicated that only 3 pupils said that they were coached by female teachers, low participation of females in sports was further revealed. The sports departments in schools are really dominated by males at all levels.

Further findings that the only 3 female teachers who chaired sports committees in schools were trained in Physical Education at either degree or diploma levels suggest a relationship between leadership in sports and training in Physical Education. Physical Education being a subject where students are taught the various physical activities and skills in sport, it has the capacity to empower students with leadership and organisational skills. Cox (2006) said that training in Physical Education (PE) and Sports empowers an individual in terms of leadership, teamwork and organisation skills among others. It is one of the aims of PE to promote exercise and life-long participation.

This indicates that training in Physical Education acquaints females as well as males with certain skills which could not be acquired in other subject areas. Exposing children to this subject at an early stage would help equip them with the skills needed in the management and organisation skills of sports.

Misunderstandings between the coaches and the matrons explained in the previous chapter negatively affect the development of sports in schools. In most cases the situation affects participation by girls and women since they feared to be negatively labeled.

Moreover, such cases challenged the whole aim of equal participation in sports organisation and management. A sports matron is expected to possess good knowledge on sports and sportsmanship in order to perform effectively. If matrons have sound knowledge in sports coaching, they will understand what it takes to deal with young athletes as a coach. This is in line with the Australian Track and Field Coaches Association (1991), which explains that a coach should among other responsibilities be a teacher, psychologist, physiologist, diplomat, detective and actor to mention but a few roles. People should understand that for these roles to be carried out effectively, a coach is expected to develop close relationship with his or her athletes who in the school context are the pupils. Sports teachers and the pupils develop close relationship as they interact in training. More time spent together in training created strong bonds between the two parties.

The findings showing that some women were underrated by their supervisors indicated a certain trend possessed by school supervisors. In Chipata district allocation of members to committees in schools is highly a responsibility of the school administration. It is clear from the findings that whilst in some cases the female teachers declined when given responsibilities in sports the school administrators at times restricted some female teachers from taking up organisational and management roles in sports. Some of the reasons for restrictions will be discussed in the next subheading.

The general picture in schools is that there are few female teachers in sports committees. However, observations confirmed that the same pattern of female representation prevailed at district level where the district executive committee for Eastern Province Schools' Sports Association (EPSSA) was run by mostly men. There were only three female teachers against eight males on the committee. Until February 2015, this committee had never been chaired by a female teacher.



Meanwhile, the provincial committee for Schools' Sports Association has only one female member who was the secretary. The same trend of low female representation was reflected at the national committee for Schools Sports Association. There was only one female teacher out of eight on the national executive committee for schools' sports association and she was only a committee member. At the Ministry of Youth and Sports headquarters in Zambia, it was observed that of the nine senior management officials under sports only four are women.

Moreover, there was recorded relationship between the activities in schools and in the community. When in schools the prevalence of female participation in sports was recorded to be low, in the surrounding community too it was low. Matafwali (2010) in her research identified a relationship between activities in schools and sociological and cultural forces of the surrounding community. Whatever happened in schools has a reflection of the values and the attitudes of the surrounding community. Sport is linked to the sociological and cultural forces of the land. Some values and attitudes on sports in schools are influenced by the values and attitudes of the community surrounding the schools.

It is clear that the problem of having few females in management and organizational duties of sports does not only affect the district of Chipata but the whole country of Zambia. The appointment of a female teacher as a chairperson of the Chipata district sports committee showed a positive sign towards balanced participation in sports by gender in the district. It shows that there are some head teachers with the awareness of gender equality in sports organisation and management. The creation of the gender desk at the Ministry of Youth and Sports and the appointment of a female as sports director at ministry headquarters is an indication that the government recognises leadership potential in females and efforts are there to improve the participation of females in sports organisation and management. This included females in schools too since the two Ministries, MYS and MESVTEE, work hand in hand.

## **5.2 Factors that Affect Female Participation in Sports organization and management in Chipata District**

Having discussed the prevalence of female participation in sports organisation and management in the previous sub-heading, this sub-heading will discuss the findings about the factors that contribute to low female representation in sports organisation and management. The discussion was done under three sub-headings which emerged from the findings and these are: Social Cultural Factors, personal factors and environmental factors.

### **5.2.1 Social Cultural Factors**

Schools are part of the community in which they are established and whatever activity that takes place in school has a bearing of the social and cultural values of that community. Sports being social phenomena are influenced and affected by the values of the community. Linking sports to sociological and cultural forces of the society, Mazrui in Baker and Mangan (1987) said that sport was connected with the indigenous culture, as well as to the imported culture. Schools being part of the society, the traditions and values of that society influenced the culture, values and attitudes on sports.

Where the findings indicated that some females were not allowed to do sports on account that they are not suppose to mingle with males according to traditional culture is real on the ground. Sports by nature do not segregate females from males but allow the two to work together. Much as it is important to preserve the culture of the land it is also important to follow the culture of sports. The cultures of the two institutions when well applied are very helpful in helping females to participate sports. Friction between the two cultures only comes in when they are applied in wrong institutions. Sports culture applied at sports will not be a problem. At the same time if you apply the cultural practices of the community at sports things cannot work. Most females failed to balance the two cultures hence they clashed. Where there is a clash of two cultures women and girls found it difficult to strike a balance. When on one hand they wanted to be committed sports women on the other hand they want to be true citizens of their society by following their culture. Just like the home, sports demand more time and if someone does not know how to balance the two, she ends up withdrawing from sports.

While Matafwali (2010) asserted that time factor hindered females from participating in sports organisation this research puts that inability to balance the demands of home and that of sports is a factor.

The findings that some females were not allowed to participate in sports on account of attire is a result of lack of understanding of the sports culture and biomechanics of sports. Some husbands and parents did not understand the sports culture hence the women and girls suffered restriction. The attire recommended for each particular sport has biomechanical explanations behind it.

However, not all were negative on female participation in sports organisation and management. The two situations prevailing on the ground where some people support female participation in sports and others discouraged indicates a green light at the end of a tunnel. There is room for positive change towards female participation in sports organisation and management. This reflects a step towards increased female participation in sports as reflected by Mattila (2010) who said that there was a recorded increase in female participation in sports in the recent years. With more efforts in sensitizing many on the advantages and the benefits of having females in sports both as athletes and in leadership change cannot be difficult. A lot of people would understand sports and drop the prevailing stereotypes associated with sports and support the females.

The notion of male dominance in society is in line with Massao (2001) who said that most societies have taken male supremacy for granted such that males still dominate in both private and public spheres of our society. This affects the way the social structures are organised even in the modern days. Sport in particular has been considered to be for men and boys. This ideology affects the females' participation in sports organisation and management in that they feel it is against the social norms to take up a leading role in the midst of men. They also feel not obliged to organise an activity which was known to be for males. The young girls too have no support from their parents and the community to take a lead in sports as sports for women was considered to be of less value.

### 5.2.2 Personal Factors

As earlier explained, personal factors are those factors that are associated with one's own behaviour. According to tradition in Chipata, females are trained to be submissive to males. They are trained to be more on the background than to be outspoken or on the lead in public especially in the presence of males. From as early as possible, males are taught that they are leaders while females are taught that they are followers. Females are also taught to prepare and keep their bodies in good shape for men. This is why even when they go to school girls and women found it difficult to take up some challenging and strenuous work because their mind have already been fed with the notion that such duties are for males.

Such attitudes also lead to lack of self-esteem in most females whereby the drive and self-confidence in them is missing. This affects their performance in sports since it is said to be for males and the strenuous activities would damage their bodies. The types of sports that women and girls mostly play are those which are non-strenuous and this is netball. As a result, most female teachers do not have knowledge about other sports than netball.

Femininity interference recorded in the findings is in line Mafawali (2010:46) who says, "In the past women involvement in sports was discouraged because there were misconceptions that depicted women as being weaker than men and that sports are damaging for women's health, particularly reproductive health". Such discouragement still existed only that the levels of discouragement are reducing because of continued education to the community. Much as it is clear that some people have started appreciating female participation in sports, negative community influence on sports still exist.

Moreover, when Mazrui in Baker and Mangan (1987) attributed low female representation in sport to the effects of colonial rule he was right. In sports, most of those modern sports disciplines came with colonialism. Initially, there were sports disciplines for men and for women only. In most cases they chose non-vigorous sports like netball for women because they were considered to be weaker vessels. This is reflected in the current sports arrangement in schools because the only sport most ladies are conversant with is netball. The male dominant culture induced by the colonial regime on our society

has an influence on the females not to have the zeal towards sports management and organisation. They feel that sport is for men and so is leadership. As a result very few females have the desire to take up organizational and management roles in sports and explore further.

However, the world has not sat to see this scenario continue. Bandy (2005) said that the feminists of the 18<sup>th</sup> and the 19<sup>th</sup> centuries recognised that females needed to be physically strong and have the right to exercise and be physically educated. She further indicated that there was need to persuade women to endeavour to acquire strength of both mind and body and that the girls should be allowed to take exercise like boys do so that the question of superiority of males is answered. She reported that when girls were given the same physical freedoms as boys in different sports they proved to be physically capable just like the boys did.

With such evidence about the potential in girls, it is clear that girls and women are not any different from boys and men. The challenge of females not participating more in sports at all levels is not due to their physiological being but other factors. It was to this fact that there is room to have the situation changed. The society is made up of people and all what is in it was created by the same people hence it is possible to change.

### **5.2.3 Environmental Factors**

Environmental factors are issues that affected females on the point of view of the interference by the community. The fact that most females shun taking up management and organizational roles in sports left Chipata without role models for the young ones. This was also noted at national level where NOWSPSR (2012) lamented that the few Zambian professional sports women were employed outside the country. Women in leadership are role models to the young women and girls in sports participation because they stand to motivate and inspire them in their lives as they pursued their sports professional career.

Meanwhile, Matafwali, (2010), explained how role models motivated the young athletes. She said that by reflecting on what she wanted, what she already achieved, and what others achieved, self-image development gets enhanced. Self-image gets more enhanced

when an athlete watches, observes and communicates with other successful sports persons who in this case are the sports teachers and elite athletes.

The influence of school supervisors who are the head teachers on deciding which teacher should belong to which committee was identified to have an impact on the female participation in sports organisation and management. The element of some women being sidelined when it come to sports leadership was reflected in the graph showing the prevalence of female leadership in schools. This is where no co-education school had a girl as a sports prefect and only three of the sixteen schools had female teachers as sports chairpersons. This still linked to the earlier discussed factor of the influence of traditional norms but this time it affected the supervising officers. The negative stereotypes about female leadership prevailing in the community continue to affect the female teachers in schools such that the few females who desired to do organisational work in sports are at times prevented by their supervisors.

Schools in most cases used public sports areas for sports activities. The findings that sports areas were female unfriendly and abused put the participation of females in leadership in sports at stake. As emphasised by Mwanga (2012), sports were used for information dissemination because this was where people of different social backgrounds interact. When negative social vices such as beer drinking are created at the centre of sports organisation the first group of people to be deprived of such good information would be the females because they were the most protected in the society. In such cases it was difficult to have more women participate in sports.

Sports are known to play a very important social rehabilitation role among the people in the society. Selling of beer at the sports complex challenges the whole purpose of sports. Most people around the place have married sports with beer drinking hence they do not encourage any participation in any activity at the stadium. In the end the sufferers are the females. Moreover it is difficult to control youths and juveniles when there is beer being sold freely at the sport places.

### **5.3 Effects of Female Representation in Sports Organisation and Management on the Industry of Sports**

Following the discussion of the findings that exposed the factors affecting female participation in the organisation and management of sports, this section discussed the findings on how the situation affected the industry of sports. Balancing gender required equal proportion and representation of both males and females. The presence of females in the organisation and management of sports was said to have a big impact on the development of sports. Where females are not increasing in number and ability to the level where males are, it is not possible to strike a balance in terms of gender. Gender in Development (GID) advocates that females and males should work together to enhance development in all areas. If females are not there to work with males then the whole effort towards gender equality is a failure.

Findings showed that females in leadership provided role models to upcoming sports women. Role models are a direct and clear example of success to the followers as well as on lookers. The females in organisational and management duties are the role models and icons for others to look unto for future success. As said by Meier (2005), coaches and teachers are role models who have a considerable impact on the attitude of girls and boys towards sports. From the role models it is not only the technical skills which are transmitted and emulated but the attitude towards sports too. People in power possess certain authority that influences many to change their perception about things. The authority and influence that persons in power have can be used to work towards improved participation in sports organisation and management.

The development of sports is highly dependent on good and sound leadership. There are some females who are very good leaders and even when it comes to coaching they can perform better than men. The absent of such females deprives the industry of the best leadership and this retards the development of sports at all levels.

Pupils' acknowledgement of the influence that female teachers have on the mindset of parents towards sports unveils the big role played by females in the development of the sports industry. Female leadership in sports unlocks people's negative perception concerning sports. Women are known to be mothers wherever they are. The negative

notion about sports and gender that existed in the community could best be corrected by seeing more women in administration so that people see the benefits.

Having few females in sports organisation and management led to the community remain uninformed about sports gender and leadership. By promoting female sports and by encouraging girls and women to be physically active, gender stereotypes would be challenged because the females would be able to speak for themselves and they would understand things better. As long as the number of females in sports management and organisation remain less, the negative notion about sports and gender will remain the way it is. Moreover the underdeveloped condition of the industry of sports will also remain the way it is. Having more females in organisational and management positions would surely go a long way in improving sports among females.

The findings pointed at National Sports Policy 2012 as not specifically coming out on how the Ministry of Youth and Sports intends to improve the participation of females in sports. According to ministry of Youth and Sports (2012:13) “The major driving force is equitable provision of services to the sports men and women to bridge the participation gap that perpetuates imbalances of the men and women.” The policy only points at the desired results ignoring the process which requires getting more females to participate in sports. Dealing with what holds the females back is what can effectively lead to balanced participation of males and females. This can effectively be achieved with the input of the females themselves. It is not easy to solve a problem without identifying and dealing with its root cause first.

Women understand issues that affect them much better than men so if there is a woman in decision making position and at policy level such issued would be well articulated and dealt with accordingly. A policy made by well-informed citizens well represents the needs of the people it is intended for. Implementation of the policy is also done effectively if the implementers understand it better. Hence when the females are few in sports management and organisation, the policies made are most likely to be partially responsive. The programmes for females will not be addressing the intended issues because the programmers programme in abstract.



Research shows that people who took part in sports protected themselves from different diseases and they kept themselves healthy and fit. This is in line with Allender and others (2006) who said that involvement in sports and physical activities helps women and girls to challenge some conditional diseases such as diabetes, hypertension, cardiac failure, osteoporosis and others.

Having few women in sports management and organisation deprived more females from exercising since many are discouraged and sports environments are not user friendly for them. This has a negative effect on the development of sports as well as the nation because the health aspect is missing among the majority of the population who are the females. Healthy people are the ones that do sports and when exercise is missing among the people they will not be fit enough to do sports effectively. Above all, this situation compromised the health of the nation.

#### **5.4 Summary**

Like in other studies conducted in different places, low female representation in sports organisation and management was revealed in this study. While other studies reported that pressure to adhere to traditional culture was one of the factors contributing to low female representation in sports organisation and management, failure to balance between the traditional culture and sports culture was identified to be the contributing factor in this study. Low education level was a factor identified in Tanzania but in this research the identified factor was lack of knowledge on sports. Factors like lack of role models, lack of self-esteem, and femininity interference were also identified and reported in studies conducted in Europe, Tanzania, Nigeria and Botswana. However female unfriendly and abuse of sports areas, a factor identified in this report was not identified in any of the reviewed literature.

Like anywhere else, the industry of sports has suffered stagnation since the contributions from females were not incorporated. It is difficult to achieve balanced participation because females are not there on the other side. Moreover it is difficult for people to appreciate and acknowledge work by females in sports. This was the observation reported in all areas where similar studies were conducted.

The next chapter presents the conclusion about the research drawn from the findings and discussion of the study. The recommendations were later presented as suggestions of how best the problem identified would be solved.

## CHAPTER SIX

### CONCLUSION AND RECOMMENDATIONS

#### 6.0 Overview

In the previous chapter where the findings were discussed and related to what other researchers reported, the extent to which the objectives of the study were achieved were established. In this chapter, the conclusive summary of the whole research was presented. Later, the suggestions recommending how best the identified problem could be solved taking into consideration the different findings already discussed were presented.

#### 6.1 Conclusion

Equality in gender participation in sports has been a topic of concern in most parts of the world. The levels at which females were represented in sports management and organisation were reported to be very low compared to that of males. The findings of this study showed that the proportion of female participation in organisation and management of sports in Chipata district of Zambia was very low compared to males.

The factors that have been identified to be hindering most women from taking part in the organisation and management of sports include social cultural factors, personal factors and environmental factors. Social cultural factors whereas because of the values held by the society, the traditional practices prevailing and the stereotypes surrounding the society about sports and gender, most women and girls were not free to participate in sports as athletes, coaches and in administration. Personal factors where by most females lack knowledge about sports, some of them lacked self-esteem, and for others it was because of the effect of femininity. Environmental factors as in lack of role models, being underrated by the school management, female unfriendly sports areas and abuse of sports areas.

The low female representation in sports organisation and management was said to have negatively affected the development of the sports industry since it was robbed of the potential leadership in females. These were the role models and the mouth piece for the females when it comes to policy making. The situation made it difficult to achieve gender equality in sports and the society did not see the importance of females in sports as well

as in leadership. Moreover, the society was deprived of the cheapest remedy to some of the body conditions such as hypertension, obesity, osteoporosis, and others.

However, my observation is that even if a number of factors have been mentioned to be influencing low female participation in sports organisation and management there were mainly two factors that embrace them all. These were traditional and social norms and values and lack of knowledge on sports and gender. The effect of the prevailing traditional and social norms and values upheld by the Chipata society had high influence on the behaviour and attitudes people had on sports, gender and leadership in schools. The stereotyped notions about sports, lack of self-esteem, supervisors underrating females, femininity effect, lack of role models and female unfriendly sports areas are all socially ascribed and result from wanting to perform in conformity with the norms of the land as valued by the society.

Due to lack of knowledge the people held on to untrue notions about sports gender and leadership. Due to lack of knowledge the sports areas were abused. Both males and females had little knowledge about sports. They were equally ignorant of the influence the females could have on the sports industry. The best way to work towards gender equality in sport was by working together males and females through continued education about sports gender and leadership.

Following the findings of this study, it is clear that the contribution was made to the body of knowledge in the sense that new findings were discovered. It was found that failure to balance between the traditional culture and sports culture, lack of knowledge on sports by both males and females and female unfriendly and abuse of sports areas as factors contributing to low female representation sports organisation and management were new findings in this study area.

## **6.2 Recommendations**

In order to effectively address the gender imbalance that exists in sports organisation and management, there was need for concerted intervention efforts from all stakeholders on sports development.

1. Gender mainstreaming in the Ministry of Education, Science, Vocational Training and Early Education can be an answer so that when assigning responsibilities in schools sports, female representation is taken into consideration.
2. There is need for community sensitisation at all levels on gender and leadership and on the state of affairs in sports especially on female participation as athletes as coaches as well as in management. This will help break through the negative cultural norms and drop the stereotyped notions about sports and gender.
3. To ensure that more females are exposed to exercise and sports activities at an early age, the Ministry of Education, Science, Vocational Training and Early Education should consider making Physical Education a mandatory subject and ensure that it is effectively taught in all schools at all levels.
4. Government should consider appointing more women into high decision making offices. These will be i-cons providing the role models to the young women and girls.
5. Ministry of Youth and Sports in conjunction with the Ministry of Education Science Vocational Training and Early Education to improve on the sports infrastructure so as to promote more girls and women's participation in sports and allow many to have access to sports facilities.

### **6.3 Recommendation for Future Research**

There is need to have more research on gender, sports and leadership but this time involve the community.

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**APPENDICES**

**APPENDIX 1**

**Work Plan**

**TIME FRAME FOR CARRYING OUT THE RESEARCH**

<b>Activity</b>	<b>Jun</b>	<b>Jul</b>	<b>Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>
<b>Problem Formulation</b>	■								
<b>Writing Proposal</b>		■							
<b>Literature Review</b>			■	■					
<b>Instrument Development</b>					■				
<b>Data Collection</b>						■			
<b>Data, Discussion and Analysis, and presentation of Results</b>							■		
<b>Draft Report Submission</b>								■	
<b>Final Draft Submission of Research Paper</b>									■

**APPENDIX 2:  
BUDGET**

<b>Stationary</b>	<b>ZMK Total</b>
6 reams of paper	180.00
Pens	20.00
<b>Secretarial Works</b>	
Typing and Printing	2,000.00
Final production of three copies	1,000.00
<b>Field Work</b>	
Transports	1,500.00
Lodging and feeding	4,500.00
Drinks and snacks for participants	2,000.00
<b>GRAND TOTAL</b>	<b>K11,200.00</b>

**APPENDIX 3  
QUESTIONNAIRES**

**i. Questionnaire for the Sports Teachers in Schools**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
DEPARTMENT OF PRIMARY EDUCATION POSTGRADUATE STUDIES**

I am a postgraduate student at the University of Zambia carrying out a research on female representation in sports in Chipata district. The information you will provide is purely for academic purposes and will be treated with the highest degree of confidentiality. You are therefore requested to be objective in your responses and need not to give the details of your identity.

**Instructions**

Please indicate your response/answer to each question or statement by ticking or filling in the appropriate blank spaces provided.

*Now answer the following questions sincerely and freely (where there are options tick the correct answers)*

**SECTION A**

1. What is your Gender?      Male ( )      Female ( )

2. How old are you? \_\_\_\_\_ Years

3. For how long have you been in service?

Less than 10 years ( )

11 to 19 ( )

20 to 29 ( )

30 and above ( )

4. What is your highest level of professional qualification:

Certificate ( )      Diploma ( )      Degree ( )      Masters Degree ( )      PhD ( )

**SECTION B**

5. What position do you hold in the sports committee? .....

6. Who is the chairperson of the sports committee in your school? Male ( ) Female ( )

7. Have you ever attended a coaching course? Yes ( ) No ( )

If yes state in which discipline .....

8. Have you ever attended a sports management course? Yes ( ) No ( )

9. Are you trained in Physical Education? Yes ( ) No ( )

10. At your school, is Physical Education taught? Yes ( ) No ( )

11. In your school how many sports teams do you have? .....

12. Of the teams mentioned above which ones are coached by women? .....

13. How many members has the sports committee at? .....

How many are females? .....

14. Is there a balance in terms of gender for the sports staff in your school? Yes ( ) No ( )

If no: (a) Who dominates? Male ( ) Female ( )

(b) How do you intend to narrow the gap?

.....  
.....

15. Are there community based teams for females in your area? Yes ( ) No ( )

(A) If yes, in which disciplines .....

(B) Which of these are coached by women? .....

(C) Which ones are coached by men? .....

16. Does your school take part in sports competitions? Yes ( ) No ( )

(a) If yes which disciplines does your school participates in? Football ( ) Netball ( )

Volleyball ( ) basketball ( ) Athletics ( )

Others (state which one) .....

(b) Which of the above disciplines are dominated by;

Boys only .....

Girls only .....

Both .....

(c) If your answer was No in (16) above give reasons

.....  
.....

16. Whilst at school which of the following did you do in teams of sports

Played in a team:    yes ( ) no ( )

Was a captain of a team:    yes ( ) no ( )

Watched games                    yes ( ) no ( )

Was a member of the supporters group    yes ( ) no ( )

Had nothing to do with sports yes ( ) no ( )

**SECTION C**

17. Which sport discipline did you participate in while at school?

Football        ( )                    Netball ( )                    Volleyball ( )                    Basketball ( )

Others        ( ) (state) .....

(a) Is there any person who inspired you into participating in that sport?    Yes ( )    No ( )

(b) If yes who is that person? .....

18. Do you have girl children of your own who take part in sports?                    Yes ( )    No ( )

(a) If yes do you encourage them to continue?                    Yes ( )    No ( )

(b) Give reasons for your answer .....

.....  
.....

18. Is it right for a girl to participate in sporting activities?                    Yes ( )    No ( )

Give reasons for your answer

.....  
.....

19. How does the community perceive a woman or a girl participating in sports? .....

20. As a member of the school sports committee, are there any challenges that you encounter as you execute your duties? Yes ( ) No ( )

(a) If **YES** mention them

.....  
.....

(b) What are the possible causes of these challenges?

.....  
.....

(c) How do you intend to overcome these challenges?

.....  
.....

21. Having worked with females in sports, are there any challenges that they encounter in their duty as sports organisers and coaches? If **YES** list them.

.....  
.....

22. In your school, how is the male officials and female pupil's relationship towards sports participation. Good ( ) Bad ( )

State the reasons for your answers .....

23. According to your observation who faces more challenges in sports? Boys ( ) Girls ( )

(a) What are these challenges that are gender inclined?

.....  
.....

(b) How do you intend to overcome these challenges?

.....  
.....

## SECTION D

24. Are there any benefits for the girls who take part in sports? Yes ( ) No ( )

Support your answer

.....  
.....

25. Given an opportunity to redesign the curriculum for schools would you include sports?

Yes ( ) No ( )

Give reasons for your answer

.....  
.....

26. If more women are involved in sports management and organisation what would be the benefit?

.....  
.....

27. In your own opinion, how does low female representation in sports management and organisation affect the development of sports?

.....  
.....  
.....

28. What do you think should be done to encourage more women and girls to participate in sports?

.....  
.....

***Thank you for your participation***

***May God Bless You!***



ii. Questionnaire for Head Teachers' Sports Representatives

**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**  
**DEPARTMENT OF PRIMARY EDUCATION POSTGRADUATE STUDIES**

I am a postgraduate student at the University of Zambia carrying out a research on female representation of Chipata district. The information you will provide is purely for academic use and will be treated with the highest degree of confidentiality. You are therefore required to be objective in your responses and need not to give the details of your identity.

**Instructions**

Please indicate your response/answer to each question or statement by ticking or filling in the appropriate blank spaces provided. Where options have been given tick in the appropriate space.

*Now answer the following questions sincerely and freely*

**SECTION A**

1. What is your gender?            Male ( )      Female ( )
2. How old are you? .....
3. For how long have you been in service?  
  Less than 10 years ( )      11 to 19 ( )  
  20 to 29 ( )                      30 and above ( )
4. What is your highest level of professional qualification:    Certificate ( )  
  Diploma ( )    Degree ( )    Masters Degree ( )    PhD ( )

**SECTION B**

5. In your district how many sports teams do you have? .....  
Of the teams mentioned in (2) how many are coached by women? .....
6. In your district who is the chairperson for sports?    Male ( )      female ( )
7. Whilst at school which of the following did you do in teams of sports. Place a tick for **Yes** and a cross for **No** in the appropriate space

- (i) Played in a team ( )
  - (ii) Was a captain of a team ( )
  - (iii) Watched games ( )
  - (iv) Was a member of the supporters group ( )
  - (v) Had nothing to do with sports ( )
8. When you were young did you participate in any sporting activity? Yes ( ) No ( )
- (a) If yes mention the sport .....
  - (b) What was your highest level of participation? School level ( ) District level ( )  
Provincial level ( ) International level ( )
  - (c) Was there any person or anything that inspired you to play the sport you have mentioned in (11) when you were young Yes ( ) No ( )
  - (d) If yes whom .....

**SECTION C**

9. As a head teacher representing the head teachers' association in sports in the district are there any challenges that you encounter as you execute your duties? Yes ( ) No ( )
- (a) If yes list them  
.....  
.....  
.....
  - (b) If there are any challenges what are the possible causes of these challenges  
.....  
.....
  - (c) How do you intend to overcome the challenges?
11. In your district, are there any incidences of male teachers having sexual affairs with female pupils? Yes ( ) NO ( )
- (a) If yes, how have you handled such case?

(b) How has such cases affected the girls and other pupils?

12. Do the parents of children who take part in sports support their children? Yes ( ) No ( )

If yes, how

.....  
.....

If no what is the reason

.....  
.....

13. According to your observation have the parents got influence on their children's participation in sports at your school? Yes ( ) No ( )

If yes, state how?

.....  
.....

**SECTION D**

14. Are there any benefits for the girls who take part in sports? Yes ( ) No ( )

Support your answer

.....  
.....

15. Given an opportunity to redesign the curriculum for schools would you include sports

Yes ( ) No ( )

Give reasons for your answer

.....  
.....  
.....

16. If more women are involved in sports management and organisation what would be the benefit

.....  
.....  
17. In your own opinion how does low female representation in sports management and organisation affect the development of sports?

.....  
.....  
What do you think should be done to encourage more women and girls to participate in sports?

.....  
.....

*Thank you for your participation*

*May God Bless You!*



7. Have you ever attended a sports management course? Yes ( ) No ( )
8. When you were young did you participate in any sporting activity? Yes ( ) No ( )  
 If yes, in which discipline .....  
 What was your highest level of participation? School level ( ) District level ( )  
 Provincial level ( ) International level ( )
9. Was there anyone or anything that inspired you into doing the sport you mentioned earlier. Yes ( ) No ( )  
 If yes, Who/what .....
10. At district level in sports how many terms do you have? .....  
 Of the teams mentioned above how many are coached by women? .....
11. In your district main executive for sports how many are males and how many are females? Males ( ) Females ( )
12. What positions do females hold in the executive? .....
13. Is there a balance in terms of gender for the coaching and executive sports staff in your district? Yes ( ) No ( )  
 If no, which group dominates the other? Male ( ) Female ( )  
 What do you think could be the cause of the disparity?  
 .....  
 .....  
 How best do you think this disparity could be overcome?  
 .....  
 .....
14. Whilst at school which of the following did you do in terms of sports.  
 Played in a team ( )  
 Was a captain of a team ( )  
 Watched games ( )  
 Was a member of the supporters group ( )  
 Had nothing to do with sports ( )

15. Are you trained in Physical Education Yes ( ) No ( )

At which level? .....

**SECTION C**

16. As one of the organisers of sporting activities in the district are there any challenges that you encounter as you execute your duties? Yes ( ) No ( )

If yes list them

.....  
.....

What could be the possible causes of these challenges

.....  
.....

17. According to your experience, men compared to women which group faces more challenges in sports? Men ( ) Women ( )

What are the reasons for your answer above?

.....  
.....

18. Spots at district level, how is the male officials and female pupil's relationship towards sports participation. Good ( ) Bad ( )

State the reasons for your answers .....

.....  
.....

19. Working with females as coaches and as executive members,

What are the challenges that they encounter in their duties?

.....  
.....

20. In your district have the parents got influence on their children's participation in sports?  
Yes ( ) No ( )

Support your answer

.....  
.....

**SECTION D**

21. Are there any benefits for the girls who take part in sports? Yes ( ) No ( )

Support your answer

.....  
.....

22. Given an opportunity to redesign the curriculum for schools would you include sports  
Yes ( ) No ( )

Give reasons for your answer

.....  
.....

23. If more women are involved in sports management and organisation what would be the  
benefits?

.....  
.....

24. In your own opinion how does low female representation in sports management and  
organisation affect the development of sports?

.....  
.....



What do you think should be done to encourage more women and girls to participate in sports?

.....

.....

*Thank you for your participation*

*May God Bless You!*

## **APPENDIX 4**

### **INTERVIEW GUIDE**

#### **i. Interview Guide for Sports Teachers in Schools**

#### **THE UNIVERSITY OF ZAMBIA**

#### **SCHOOL OF EDUCATION**

#### **DEPARTMENT OF PRIMARY EDUCATION POSTGRADUATE STUDIES**

I am a postgraduate student at the University of Zambia carrying out a research on female representation in sports organisation and management in Chipata district of Zambia. The information you will provide is purely for academic purposes and will be treated with the highest degree of confidentiality. The meeting we will have is purely private; no one is monitoring us. You are therefore required to be objective in your responses and need not to give the details of your identity.

#### **Instructions**

Please respond to the questions you will be asked sincerely and freely because you are protected.

1. For how long have you been in service?
2. What is your highest level of professional qualification?

#### **Prevalence of Female Participation in the Organisation and Management of Sports in Schools of Chipata District of Zambia**

3. Have you ever attended a coaching course?
4. Have you ever attended a sports management course?
5. In your school how many teams do you have?
6. Of the teams mentioned above how many are coached by women?
7. Is there a balance in terms of gender for the coaching staff in your school?
8. Are there any community based local teams for females in the area where you live?

## **Factors that Hinder Women Participation in Sports Organization and Management in Chipata**

9. What sport discipline did you participate in whilst at school?
10. Was there anything or anyone who inspired you into sports?
11. As a member of the school sports committee are there any challenges that you encounter with female officials as you execute your duties?
12. What are the challenges that you encounter as you deal with girls?
13. In your observation what are the challenges mostly encountered by girls in sports?
14. Working with female coaches what are the challenges that they encounter as they execute their duties in sports?
15. What is the attitude of the community that surrounds your school towards girls and women participation in sports?

## **Effects of Low Female Representation in Sports Organisation and Management on the Industry of Sports**

16. If more women are involved in sports management and organisation what would be the benefits? (Personal and in Sports)
17. In your own opinion has female representation in sports organisation management got any effect on sports?
18. What is the effect of low female representation in sports management and organisation on sports development?
19. In your own opinion, how best can more females be encouraged into sports management and organisation?

**Thank you for your attention and participation. It was interesting to work with you.**

*Stay Blessed!*

**ii. Interview Guide for Head Teachers' Sports Representatives**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
DEPARTMENT OF PRIMARY EDUCATION POSTGRADUATE STUDIES**

I am a postgraduate student at the University of Zambia carrying out a research on female representation of Chipata district. The information you will provide is purely for academic use and will be treated with the highest degree of confidentiality. You are therefore required to be objective in your responses and need not to give the details of your identity.

**SECTION A**

1. How long have you been in service?
2. What is your highest level of professional qualification

**Prevalence of Female Participation in the Organisation and Management of Sports in Schools in Chipata District of Zambia**

3. Have you ever attended a coaching course
4. Have you ever attended a sports management course?
5. In your district how many teams do you have?
6. Is there a balance in terms of gender for the coaching and management staff in your district?

**Factors that Hinder Female Participation in Sports Organization and Management in Chipata District**

7. What sport discipline have you participated in before; either as a player or an official?
8. Is there any person who inspired you into that sport?
9. As one of the supervisors and coordinators of sports in the district what are the challenges that you encounter as you execute your duties?
10. Having had worked with female coaches what are the challenges that they encounter in their duty as sports administrators and coaches?

11. What does the community say about women and girls who take part in sports?
12. What is the relationship between male coaches and girls in sports?
13. In what ways does the community influence the running of sports in the district?
14. In your district, are there any disparities in terms of participation in sports between boys and girls?

**Effects of Low Female Representation in Sports Organisation and Management on the Industry of Sports**

15. If more women are involved in sports management and organisation what would be the benefits? (Personal and in Sports)
16. In your own opinion what is the effect of low female representation in sports management and organisation on sports development?
17. In your own perspective, how best can more females and girls be encouraged into sports management and organisation?

**Thank you for your attention and participation. It was interesting to work with you.**

*Stay Blessed!*

**iii. Interview Guide for District Sport Executive Members**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
DEPARTMENT OF PRIMARY EDUCATION POSTGRADUATE STUDIES**

I am a postgraduate student at the University of Zambia carrying out a research on female representation in sports organisation and management in Chipata district of Zambia. The information you will provide is purely for academic use and will be treated with the highest degree of confidentiality. The meeting we have is purely private; no one is monitoring us. You are therefore required to be objective in your responses and need not to give the details of your identity.

**Instructions**

Please respond to the questions you will be asked sincerely and freely because you are protected.

1. How old are you?
2. For how long have you been in service?
3. What is your highest level of professional qualification?

**Prevalence of Women Participation in the Organisation and Management of Sports in Schools in Chipata District of Zambia**

4. In your district how many sports teams do you have?
5. Of the teams mentioned in (2) how many are coached by women?
6. Is there a balance in terms of gender for the staff coaching and managing sports in your district?
7. Are there any community based teams for females in the area you stay?
8. When you were young did you participate in any sporting activity?
9. In sports do you have any role model?

## **Factors that Hinder Women Participation in Sports Organization and Management in Chipata**

10. Is Physical Education taught in schools in your district?
11. As one of the organisers of schools' sports in the district are there any challenges that you encounter as you execute your duties?
12. Having worked with females as coaches or organisers of sports what are the challenges that they encounter in sports?
13. Boys compared to girls how do you describe their performance and behaviour in sports?
14. In your district, what is the relationship between male officials and girls?
15. What is the perception of the community towards female participation in sports?
16. In what ways do the communities influence the running of schools' sports in your district?

## **Effects of Low Female Representation in Sports Organisation and Management on the Industry of Sports**

17. If more females are involved in sports management and organisation what would be the benefits (personal and in sports)
18. In your own opinion, what is the effect of low female representation in sports management and organisation on the industry of sports?
19. What do you think should be done to encourage more women and girls to take part in sports?

**Thank you for your attention and participation. It was interesting to work with you.**

*Stay Blessed!*

#### **iv. Interview Guide for the Pupils in Schools**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
DEPARTMENT OF PRIMARY EDUCATION POSTGRADUATE STUDIES**

I am a postgraduate student at the University of Zambia carrying out a research on female representation in sports organisation and management Chipata district. The information you will provide is purely for academic use and will be treated with the highest degree of confidentiality. This meeting is purely private; there is no one monitoring us. You are therefore required to be objective in your responses and need not to give the details of your identity.

**Please Respond to the Questions You will be Asked Sincerely and Freely Because You are Protected**

1. How old are you?
2. For how long have you been in sports?
3. In which grade are you?

**Prevalence of Female Participation in the Organisation and Management of Sports in Schools of Chipata District of Zambia**

4. What sport do you play?
5. For how long have you been playing in the said sport?
6. Who is your sports captain in school?
7. What responsibility do you have in sports?
8. At what level have you played sports?

**Factors that Hinder female Participation in Sports organization and management in Chipata**

9. Who inspires you in sports?
10. Who is your coach?
11. How does he/she treat you?
12. Is there any difference in terms of the way you are treated at sports with the other sex?



13. Is there any special treatment to the girls or to the boys by coaches during sports?
14. In your sporting experiences what are the challenges that you face?
15. Are your parents in support of your participation in sports
16. What is the perception of the community around you about women and girls who take part in sports?
17. In your experience as a sports girl/boy what is it that you dislike most?
18. Are there any female teachers in the sports committee at your school?
19. Do you appreciate their in-put?

**Effects of Low Female Representation in Sports Organisation and Management on the Industry of Sports**

20. What do you think could be the benefits of having more women and girls in sports?
21. The fact that there are few women and girls in sports management and organisation, how is this affecting the development of sports?
22. In your own thinking what do you think should be done to encourage more women and girls to participate in sports?

**Thank you for your participation and cooperation. It was interesting to work with you.**

*Stay Blessed!*

## **APPENDIX 5**

### **Focus Group Discussion Guide for Coaches of the District Teams**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF PRIMARY EDUCATION POSTGRADUATE STUDIES**

#### **1. Prevalence of Female Participation in the Organisation and Management of Sports in Chipata District?**

- (a) In Chipata district how much are the females participating in terms of sports management and organisation?
- (b) What are the cases of women and girls participation in sporting activities in the district of Chipata?

#### **2. Factors that Affect Female Participation in Sports Activities in Chipata**

Sports are known to be activities that take part in schools and both girls and boys take part. What could be the possible factors that influence people's participation in sports organisation and management?

#### **3. Effects of Female Representation in Sports Organisation and Management on the Industry of Sports**

- (a) What are the effects of low female representation in sports organisation and management on sports development?
- (b) In what ways do you think the industry of sports is being affected when women and girls are few in leadership positions of sports?
- (c) How is the development of sports being affected by the presence of females in sports management and organisation? How best can this be challenges?

**End of discussion**

**Thank you for your cooperation and contribution**

***STAY BLESSED***

## APPENDIX 6

### PERMISSION LETTERS

#### i. Permission Letter to the DEBS

Ts# 45619  
JM Cronje Primary School  
P.O. Box 510111  
Chipata

The District Education Board Secretary  
Chipata District  
P.O Box 510241  
Chipata

21<sup>st</sup> January, 2015

Dear Sir,

#### **REF: PERMISSION TO WORK WITH YOUR SCHOOLS IN THE DISTRICT**

As the subject denotes, I write to seek permission to work with some schools in Chipata district. I am a Masters student intending to do my research on sports in schools.

Find attached is a letter from my learning institute (The University of Zambia)

I will be grateful if you will grant me the permission.

Yours faithfully

Muoli Ngulube

**ii. Permission Letter to the Head teachers**

C/O J.M. Cronje Primary School

P.O. Box 510111

Chipata

3<sup>rd</sup> February, 2015

Dear Sir/Madam,

**REF: PERMISSION TO WORK WITH YOUR SCHOOL**

As above captioned I write to seek your permission to work with your school. I am a student at The University of Zambia conducting a research on sports among schools in Eastern province.

Find attached is a letter from my institution (The University of Zambia) and permission from the DEBS office.

I thank you in anticipation.

Yours faithfully

Muoli Ngulube