

FACTORS THAT AFFECT THE PARTICIPATION OF GIRLS IN SPORT IN ZAMBIA:
THE CASE STUDY OF THE OLYMPIC YOUTH DEVELOPMENT CENTRE (OYDC)
LUSAKA

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DEDICATION

To my father for being my first teacher, the education from childhood up to when he left me, the financial support he gave to me despite the financial challenges, he sacrificed his pleasure on luxurious ways of life for his children. Despite the sacrifice, he died without enjoying from the fruits of his love and care for me. He had a strong and gentle soul, who taught me to trust in God and believe in hard work.

To my husband Josphat Banda and my children Hope and Chimwenwe who supported me during my studies. Special thanks goes to my last born child Lumuuno Banda of whom I left to go for school at the age of six months, the motherly love, care and the breast milk I denied him for my education and possible betterment of the family.

I also dedicate my thesis to Mr. Mayamba Sitali for being my mentor and inspiration but also stood as my teacher, father and friend in advising me. He gave me words of motivation, encouragement and inspiration during my studies.

ABSTRACT

This research aims at assessing the participation levels of females in sports at the Olympic Youth Development Centre in Lusaka – Zambia. The issue of low participation levels of females in Zambia has been in existence for a long time with some interventions put in place by various stakeholders one of which was the construction of the OYDC. The research helped to understand the different views of the society surrounding this issue, although it was deemed challenging to investigate the view points of the real factors that contributed to the low levels of participation of females in sports in Zambia. The research objectives were to determine the extent to which parents’/guardian’s education levels contributed to female participation in sports, to identify and analyse social and cultural factors that affected the participation of girls in sports at OYDC and to determine the extent to which the gender composition of the coaches contributed to the participation levels of the female athletes.

The research methods were based on the review of relevant literature as well as the questionnaire for athletes at OYDC, interview guide for staff at OYDC, interview guide for two professional athletes in Zambia and Focus Group Guide for parents of the two OYDC surrounding communities.

The presentation reviewed that social cultural factors were the major reason that contributed to the low participation levels of girls in sports in Zambia. It was found that social cultural factors, beliefs and traditions that the Zambian people have had from a long time ago still existed in among the people of Zambia. As a result, the involvement of female children in sports was difficult at a very tender stage as it is believed that a girl child’s place was in the kitchen for house chores while a boy child would play around. It was for this reason that female children were taught the traditions of the society at a tender stage meant to better their future, hence this deprived them the ability to fully participate in sporting activities.

The importance of this dissertation and female participation in sports cannot be overstated. Female participation in sports helps them to reduce various risks which come with inactiveness. Therefore, information generated from this research may go a long way in encouraging more females to take part in various sporting activities.

This information may also be essential in informing the policy on gender and sports. The information will also add to existing literature on female participation in sports. The nation will benefit from this research as it will lay a foundation for the present and future of female sports activeness in Zambia.

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I will not forget to thank the OYDC staff at large for making my work a success, the friendship, trust and support they gave to me during the long time I stayed to complete my work there.

List of Acronyms/Abbreviations

A.D	: After the Death of Christ
B.C	: Before the Death of Christ
C.D.C	: Curriculum Development Centre
GBU	: Global Boxing Union
FGD	: Focus Group Discussion
GDP	: Gross Domestic Product
IOA	: International Olympic Academy
IOC	: International Olympic Committee
MoE	: Ministry of Education
NASDEC	: National Sports Development Centre
NOC:	National Olympic Committee
OYDC	: Olympic Youth Development Centre
OVEP	: Olympic Value Education Programme
U.S.A	: United States of America
WHO	: World Health Organisation
WIBA	: Women's International Boxing Association
WIBF	: World International Boxing Federation
WIBO	Women International Boxing Organization
ZPSA	: Zambia Primary School Association

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CHAPTER ONE

1. Introduction

1.1 Background

The perception of different individuals on sport arouses great passion of debate concerning the benefits embodied with the activity. Hornby, (2010:1491) defines sport as, “the activity that you do for pleasure and that needs physical effort or skill, usually done in a special area and according to fixed rules:” this therefore involves the exertion of skill in an individual or team which competes against another or others for entertainment. However, it must be emphasized that in as much as sport is looked at as a form of entertainment by some quarters, it is also a serious economic activity which when properly managed can greatly contribute to the development of a country through its contribution to the share of Gross Domestic Product (GDP).

Strategic policy formulation in all sporting activities should be based on information relating to sports promoting, seeking and utilization behaviour and the factors determining these behaviours. All such behaviours occur within some institutional structure such as family, community or the various sporting institutions and related activities. The factors determining the sporting behaviours may be seen in various contexts: physical, socio-economic, cultural and political. Therefore, the utilization of a sports facility, public or private, formal or non-formal, may depend on socio-demographic factors, social structures, education levels, cultural beliefs and practices, economic and political systems, and environmental conditions. For these and other reasons, countries have invested in the construction of sports facilities and institutions. In the case of Zambia, the Olympic Youth Development Centre is well placed to deal with sports participation issues and as such a wonderful place and institution for sport knowledge production (Kelly, 1996).

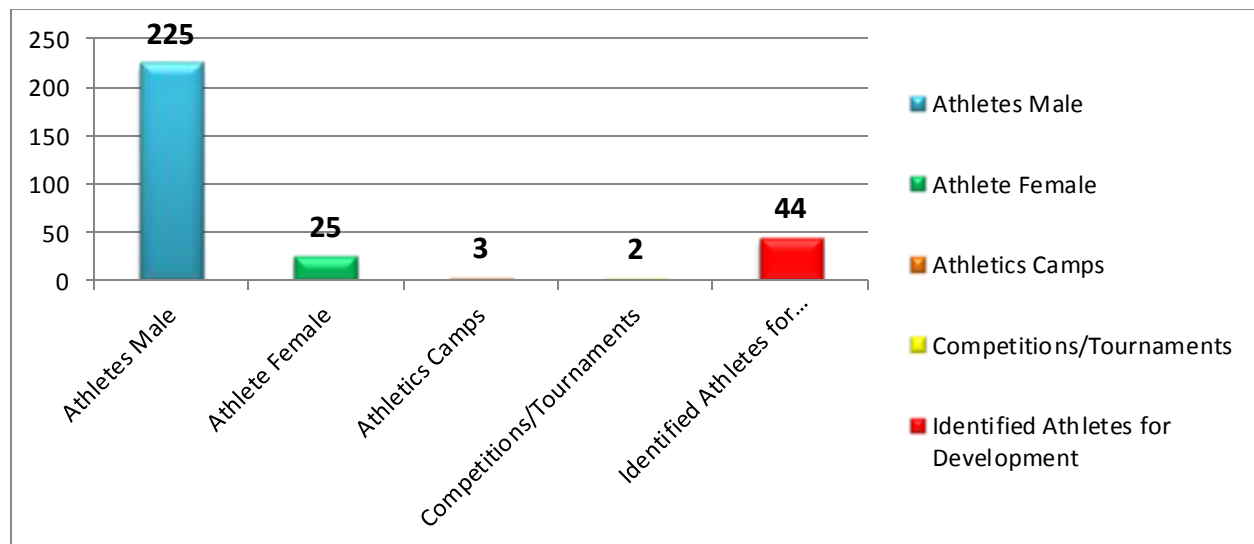
The Olympic Youth Development Centre (OYDC) Zambia

The OYDC is one of the institutions that has been working tirelessly to ensure that there is equity and equality in the utilization of the sports and non- sports facilities available at the centre. This is clearly stated in the fourth objective of the centre which is to provide community development services and Olympic education including, female empowerment, civic education, and health

services to the athletes, surrounding communities, and the general public. In addition, the target groups have also been described in a very gender sensitive language which groups all athletes whether male or female in one big category called athletes.

The Olympic Youth Development Centre was officially opened on 11th May, 2010 by the IOC President Dr Jacques Rogge and then republican president Mr. Rupiah Bwezani Banda. The sports facility is open for use to the general public for free. This is to enable all citizens have access to the facility. Apart from OYDC, there have been other facilities made available to the general populace for use in different sporting activities among them the National Sports Development Centre (NASDEC), the different stadia dotted around the country one in every provincial capital or regional centre, not forgetting the different playing grounds available in many communities and schools. It is expected that such facilities would encourage the participation of females in various sports disciplines. In addition, many efforts have been embarked on sensitizing the people both males and females on the importance of exercise as well as sport in general. The table below shows the participation levels of various athletes;

Table1.



Source: OYDC Annual Report, 2011.

It can be deduced from the table above that, despite efforts of facility provision, female participation in sports in Zambia was still very low compared to that of males and that most if not all sports activities at the Olympic Youth Development Centre (OYDC) recorded lower

female participation than that of male counterparts. This implies that the fourth objective of the OYDC had not been met since a considerable number of females were yet to have access to the Olympic Youth Development centre (OYDC) and not to mention consumption of different services offered (OYDC Annual Report, 2011 and OYDC OVEP). This research therefore, attempted to gain an insight into the factors that influence the participation of females in sports activities at the Olympic Youth Development centre

1.2 Statement of the Problem

Despite all these interventions aimed at changing the attitude of females towards sport, the available statistics from OYDC showed that generally only 10% of athletes are females since inception. Accessibility to facilities and utilization of training and sport participation by females at OYDC increased slightly from 2010 to 2015 though low records. However, this increase has not been satisfactory. It is also argued that the age of participants plays an important role in accessing this facility and sport participation. Essentially, it is not clear why there is less participation in sports and Olympic activities by females in Zambia.

1.3 Research Objectives

1.3.1 General Objective

- To establish the causes of gender imbalances in accessing sport facilities and sport participation at the Olympic Youth Development Centre.

1.3.2 Specific Objectives

- To determine the extent to which parents'/guardian's education levels contribute to female participation in sports.
- To identify and analyse social and cultural factors affecting the participation of girls in sports at OYDC
- To determine the extent to which the gender composition of the coaches contributes to the participation levels of the female athletes.

1.4 Research Questions

Some of the questions that this research would want to answer included:

- Does the education level of the parent or guardian of a female athlete contribute to female participation in sports at OYDC?
- What social and cultural factors affect the participation of girls in sports at OYDC?
- Does the gender composition of coaches contribute to the participation levels of female's athletes?

1.5 Significance of the Study

A state of the art modern sports infrastructure like the Olympic Youth Development Centre provides training facilities for about seventeen (17) different sports disciplines including those which have been termed minor sports. Ordinarily, it is expected that with such kind of a facility which is free to the general public, a lot of people from the surrounding communities and beyond would be flocking to the centre so as to benefit from what it offers. A large number of athletes that have been engaging in sports activities at the OYDC have been males while their female counterparts have been shunning the activities or attend in small numbers.

The importance of female participation in sports cannot be overstated. Female participation in sports helps them to reduce various risks which come with inactiveness. Therefore, information generated from this research may go a long way in encouraging more females to take part in various sporting activities. This information may also be essential in informing the policy on gender and sports. The information will also add to existing literature on female participation in sports. The nation will benefit from this research as it will lay a foundation for the present and future of female sports activeness in Zambia.

1.6 Purpose of Study

The purpose of this research was to investigate and analyse factors that affect the participation of girls in sports at OYDC in Zambia.

1.7 Theoretical Framework

This research was guided by the feminist theory. The main assumption in this theory is that social life is organised according to gender relations and division of labour between woman and man. Essentially, there is a gender inequality in society that favours males. Males have advantages in many aspect of social life like sport. To promote female position in society, and improve gender equality, gender equality policies should be developed and applied. Sport is a social field which is characterised by male hegemony both in numbers and culture.

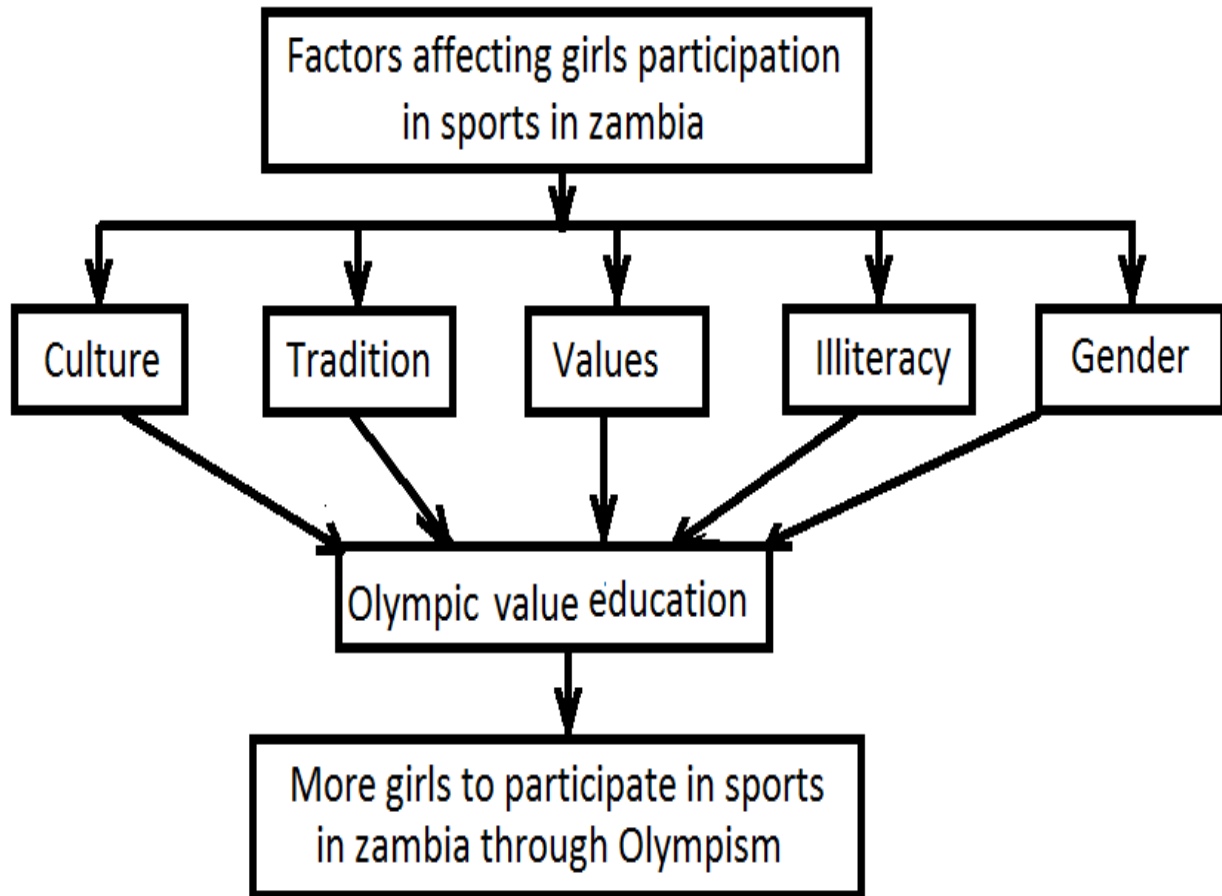
Women and men have different experiences in sport. Thus, there is a gender gap in the majority of sport at all levels and positions such as coaching, athlete, referees and amperes, sports directors and managers. Contextualising this theory to the Zambian situation, sport is dominated by males. The motivation on the part of males is as a result of many male role models who have excelled in life through sport such as Samuel Matete who won a silver medal in athletics in 400m huddles in 1996 at Atlanta Olympic Games as quoted from Times of Zambia, August 12, 1996, “Zambia’s 400 metres hurdles and Atlanta Olympics silver medallist Samuel Matete beat his greatest rival Derrick Adkins to win the Monacoprix over the weekend. The win by Matete was a sweet revenge over Adkins who denied the Zambian star a gold medal at the just ended Olympic Games in United States where Matete finished a second to mint silver. Adkins scooped gold”. It is for this reason that athletes develop confidence through the models and that from the confidence that Matete had during his time will always motivate the young male athletes.

The other motivation male’s model is Kalusha Bwalya who was voted African Footballer of the year 1988. Quoting Daily Mail, December 29, 1988 which states, “Bwalya, who won international acclaim through his brilliant performance during the Olympic Games in South Korea, scored 111 points in polls conducted by the influential magazine France football. The 25-year-old dribbling wizard overwhelmed 74 other candidates with Cameroon’s Rodger Milla coming second with 65 points. Cote d’Ivoire’s Yousuf Fofana who plays for Monaco was placed third with 48 points”. This has been a motivating factor the male sex such that a great impact on the participation in sport leads than that of the female counterpart. Sports has a great influence on the youths especially when the models records is good. The good reputation of good sports ladies and gentlemen will not only influence the youths, but the parents who happens to be in-charge of the young ones or their children.

On the part of females, there seems to be a few or non who have excelled to greater heights in sports but two females boxers have been doing fine in sport and these are Esther Phiri the world champion with four world titles. Catherine Phiri who once won the world title as a boxer has brought a good impact and reputation for a girl child with sports in Zambia. Despite these efforts, a lot needs to be done in order to encourage and motivate the participation of females in sports in the country. (Zambian Daily Mail News of September 9, 2015), (Times of Zambia of December 31, 2014).

1.8 CONCEPTUAL FRAMEWORK

Upon looking at the factors that affect the participation of females in sports in Zambia, the researcher structured the conceptual frame work. It is for this reason that working on these factors will bring more girls into the sports family. Looking at the factors that affect the girls' participation in sports and these are; culture, traditions, values, illiteracy and gender, the children attain from their homes, in the community and at school, sports is highly affected hence a girl child suffer the consequences. Once these problems are worked on, it is very possible that more girls will participate in sports in Zambia and that is through Olympism and Olympic Education. In the Zambian culture, female children receive the special teachings from an early age compared to that of the male child. This has therefore been carried out from one generation to the other so as to protect the female fork for they are delicate species. Below is the diagram of the theoretical frames work formulated:



Summary of the Chapter

This chapter covered the research background, statement of the problem, research objectives, and research questions, significance of study, purpose of study, theoretical framework and lastly conceptual framework. The next chapter considered created literature to the topic under review. In this case, the topic under review is; analysing factors affecting the participation of girls in sport: the case study of Olympic Youth Development Centre (OYDC) in Zambia.

Chapter two

Literatures review.

2.0 Introduction

The involvement of women in sport cannot be overemphasized. This has prompted a variety of responses from a wide of sports psychologist and researchers. This had led to differing sound debates on the subject matter of women participating in sport. The purpose of this chapter is to critically review some of the materials and literature put forward by different researchers on the participation of females in sport. There have been a number of studies that focuses on a female participation in sports and these have linked sport with educational and physical well-being of a human body. The participation in sport of both male and female leads to the holistic development of the leaner (Van Deventer, 1998: 21-102). Involvement in sport and other related activities is cardinal as it leads to competence in physical world of sport and can also be extended to real life situation.

2.1 The history of female sport

Female sport can be traced as far back as ancient times. Current studies have revealed that in ancient times, females played different sport such as ballgames, wrestling, hunting, swimming, charioting, dancing and singing. Women at first did not actively take part in sports but later they participated in athletics either as participants or as spectators. It is imperative to know that Greece gave birth to sports as the Greek history gives this record (Peradotto and Sullivan, 1984),

On the other hand, there were dominator societies who worshiped fierce gods. The dominator model identified privileged women in terms of race and class as dominators in the patriarchal social system. Between 4300 and 600BC at different places, societies become more male-dominated. A group of people from the dominator societies referred to by scholars as 'Indo-Europeans' (Aryans or Kurgans) were from Russian steppes. The Krugans brought a revolution by altering the structure and values of the societies that they conquered. It is for this reason that they attacked goddess religions and at a later stage they demolish the power and the popularity of the goddess. The changing image of the goddess led to the transition from partnership societies

to dominator societies. The Greek women were not regarded as active members in their societies and were therefore excluded from politics and sports (Costa and Guthrie, 1994).

Incidentally, females had no economic power as they were married and had children at a very early age. With this reason, early marriages resulted to early child bearing and this frequently resulted in early deaths. Essentially, women could not play sport as opposed to being active. Married women were therefore expected to run their husband's affairs while men served their military obligations until the age of thirty. After thirty years, men preferred to spend their time with other men as this compelled women to keep themselves busy with other things instead. It is at that point in time that women developed in some sport activities such as racing, wrestling, discus and javelin. Women also took part in pleasurable dances at festivals and of which they were at all times encouraged to be independent (Costa & Guthrie, 1994).

2.1.1 Herean Games at Olympia

Women were economic active members of the society as they were most of the times entertainers. They had to practice how to dance, sing and how to present poems. It is observed that these games were divided into different age groups. These different age groups engaged them into participating in activities such as foot races of a shorter distance that of which were also ran by men. The winning prizes included a crown of olive branches and a portion of a cow that was sacrificed for Herean. Women also took part in two choral dances in which maidens were initiated into the secrets of their femaleness. They were also taught how to become useful women within their own societies. The usefulness of the women e included activities such as the distributing of medicine, agriculture, wine-making, weaving and other productive tasks. The participation of females in the sport was not a priority for the Herean games and in fact, females were only used as a source of entertainment for males. The productive role played by women was regarded as being very valuable and important for their clans only (Peradotto and Sullivan, 1984).

2.1.2 History of female participation in Greece

The participation of girls in sports in Greece is evidenced by ancient Greeks in as far as the position of women was concern in the games. Ancient athletics in Greece for women were part of religious ceremonies and ritual taking as well as initiations some passage rite for the girls.

Initially, in Greek world, women did not participate in sporting events hence their duties were attending to house chores, making sure that everything moved smoothly in the kitchen, the house and family at large. This was practical duty of a woman in the house in order to check on the life styles of everyone in the family. The husbands as men were participating in a lot of different activities and these are military services and games in that ancient times (Peradotto and Sullivan, 1984).

As Miller (2008:16) stipulates, “it is a longstanding truism that women’s place in the ancient Greek was in the home”. This is a conformation that marriage life was important and therefore, the role of a woman in society had reserved position. This seemed to be harsh a law with the woman but it helped in guiding the moral grounds of making the married women take care of their homes as it was their responsibility. Women in the ancient Greek times were not allowed to attend the Games, but they believed that women had the responsibility of taking good care of their homes and this includes taking care of house chores and their husbands.

As Miller (2008:16) put it “the custom of competing in nude is perhaps the striking aspect of Greeks athletics”. Although no one knows the whole truth about the origin of nudity in the ancient Greek Games, it can be addressed by looking at the whole scenario about its origin by looking at the story of Orsippos, an athlete whose cloth slipped off as he was running in a competition. Orsippos did not stop to pick his clothe but continued to run and won the race. This gives slight evidence confirming the beginning of the practice of nudity in the ancient Greek Games. Despite his clothe dropping, the athlete continued to run and ended up winning the race. Due to this, it was believed that running in nudity is the best as a conclusion was drawn by a lot of people that athletes ran well without clothes. Due to nudity in the Games could have been the reason to that married women were not allowed to attend ancient Olympic Games. On the contrary, virgin girls or maidens had the privileges of attending Olympic Games although as spectators. This way the unmarried maidens were able to find suitors, the future husbands.

In addition, the priestess Demeter was the one other woman who was allowed in the stadium to watch the games. The stadium which is on the bank of the earth, has seats of sponsors and judges and on its opposite, stood the priestess Demeter. To confirm this, Miller (2008:105) states that, “opposite is the Hellanodikai, an altar of white marble seated on this is a woman watching

Olympic Games, priestess Demeter Hymine, this office is bestowed on a woman from time to time by the Eleans.”

Despite the extreme and strict laws of Elis, that women should not participate in Olympic Games, Kyniska, the daughter of the king of Sparta, king Achidamus was the first female who participated in Olympic Games. After her participation in the Olympic events, Kyniska decided to re-contest and that she did after four (4) years as was the standard practice for the Games. It was therefore, put as a law that anyone who wins the crown should place a statue in the sanctuary of Zeus and for that reason, Kyniska the lady of Sparta was allowed to place her statue in the sanctuary of Zeus. The Greeks believed that every active girl in athletics built the physical fitness of their bodies as it prepared their bodies to stand pain of giving birth but also bearing very healthy babies who in future they believe could be very good athletes (Dillon, 2000).

Thereafter, this became a motivation to a lot of women and girls of Sparta to participate in Olympic Games and sports. Another example of a woman who participated in Olympic events happens to be Kallipateira although some knew her as Pherenike who had been widowed with a son and the woman had trained her son without rest, and made him ready to participate in a combat sport of boxing. Dillon (2000: 459) point out that, “Kallipateira in her excitement, jumped over the fence separating the trainers from the competitors and revealed that she was a woman” it was law that married women were not allowed to enter as spectators or participants, Kallipateira faked her dressing as a man and sat together with other male spectators pretending to be a man. After her son won the race, she could not hold the joy of sport as this always happen to everyone even nowadays due to excitement and the spirit of sport. She could not hide the victory, enthuse, the zeal that she exhibited. Kallipateira stood with joy, jumped over the fence that blocked trainers during competition and went in to congratulate him. It was unfortunately that her dressing fell down as she disgraced herself as a woman. The law by that time was to kill such a woman who was so disgraceful in such a manner but she was pardoned and sent away to the mountain (Lefkowitz& Fant, 992).

Despite having the zeal to participate in the Olympic Games girls were denied a good privilege to show their physical art. It can be argued that this was somehow unfair as it is clear that if given an opportunity, women had the desire to do better even more than men. A constitution

was therefore established for women contests and it took its roots despite the restrictions. Among the activities in the women Agon were; foot race among the other strenuous activities like those of men and that is throwing discus and wrestling. Just like it was for men and boys participation, women and girls sporting events were also as a result of honoring the gods' and Zeus was the supreme of all the gods and Hera the wife to Zeus. The religious ceremonies were done at the religious site of the ancient temple of Zeus (Miller, 2008).

According to the myth, just like Olympic games, Heraia festival which women and girls participated were founded by Pelops after defeating king Oinomaos of Pisa in a chariot race after winning the princess, his daughter for new generation. Hippodameia the wife of Pelops established the Heraia festival in honor of Zeus wife Hera. Scanlon (2002:113), states that, "the tradition of founding of the games by Hippodameia may be mythic shorthand to suggest that the Heraia was founded simultaneously with Pelops games". Therefore, it can be deduced from this argument that, some scholars are still in denial that Heraia Games were founded at the same time with the Pelops games thus portraying the story as a myth. The festival took place every four years. Heraia festivals were held during the Olympic year prior to men's Olympic Games and events and these were only meant for the Greek girls. Heraia left the painted portrait in the temple of Hera in the Olympic sanctuary though a lot of them are not there but only the only columns are remaining.

In the classical times, Greek girls came to compete in men's athletic festival. This was a result of some social factor that rose from the Romans as well as changes that took place in political system. The daughter of the rich participated in the athletic events for men. Several noble girls were recorded as visitors in chariots race at the Olympic and elsewhere though the owners of the horse did not ride. According to inscriptions, the first century A.D. found that records showed a young woman who personally participated in the chariot and foot races at Delphi, Isthmian and Nemea though that was not in the Olympics. This goes to show that it can be justified that some girls were participants in the games but some were not obliged to actively participate hence this has been the case of female participation in sports. It has been there from this period up to date in Greece that girls participated but at a low pace as compared to the number of boys (Scanlon, 2002).

2.1.2 Historical developments of female participation in sports in the USA.

Research reviews that women competed in boating horse racing, hunting and fishing and belonged to sports clubs. Bear baiting, bull fighting between animals continued to attract both male and females at all levels of society. There were stages where women and men fought each other in single and couple fights. Different equipment like swords and quarterstaves would sometimes be used and the winning person would receive a monetary rewards. Wrestling was also popular among the laboring men but occasionally they also had females taking part. Historians sometimes discussed gambling operations of black American women and the fishing and sailing of white Americans. Harvesting time weddings and funeral; brought families together. This invited the sharing of food, drinks but also games and dancing. Women were put into places to organize recreations for the entire community (Guthrie and Costa, 1994).

Women also became visible in what we call the most public spot of the 18th century and the sport activities included horseback racing although the truth being that it was traditionally a male sport. Women raced frequently among themselves but they also occasionally raced against the men. Women also got interested in other activities such as gambling, paddling canoes and racing on riverboats. Those practices were meaningful as women had an opportunity to be together with men as it was also a break for them to relax especially after spending long hours at work. Unfortunately for women, their socio-economic background and race determined their place in the society. Still this did not alter the sense that historians made concerning sport in 17th and 18th century. Sport was seen as males sphere and that women were supposed to be good wives and most ornamented spectators (Leonord, 1984).

At the beginning of the 19th century, America was a leading country in which women were referred to be dependent and inferior. This meant that women were regarded as inferior to men and they had to perform house chores but as well as giving birth. It was also the women's responsibility to bring up children in a proper way and make the home a favorable environment for the child. It was the duty of a woman to teach the children about the decency of a girl child. That fact that women plays a vital role in the up bring of the girl children created an impact on a female child. Until the middle of the 19th century, women started to become pro-active in changing their status. The first American feminist movement was born. Women formed groups

whereby, they discussed dress reform and birth control. Women also fought for better working conditions and politics for female demanded raised and attracted votes for entry into higher education which was considered most as male controlled professions and the demand for sports and physical education. Women were able to express their discontent in an attempt to liberate themselves. These demands were not only visible in North America but also in European countries. The development of science and technology through decentralization created new opportunities, which totally changed people's way of thinking. Women were on longer regarded as being passive but they were now active members of the economic and social world). The 19th century marked the growth of gymnastics as a means of systematic development for healthy and educational reforms and more importantly as a form of therapy. Gymnastics thereafter became popular and through industrialization it spread to Sweden, England, United States and Germany. At a later stage, games for both males and females were organized. Archery and tennis became quite popular as ideal sports for females. Archery was one of the first organized competitive sports for women. Archery clubs also became a place for women and they were allowed to participate in tournaments regularly. It is until 1896 that modern Olympics continued to resist the involvement of women having in mind the belief being that it was unnatural for women to play sport and that Olympics was the forum for men to display their athleticism. Despite resistance, the number of female participants started increasing at Olympic Games (Guthrie & Costa, 1994), (Maguire et al 2002).

Evident to the independent of women in the nineteenth century is the involvement of women in issues to do with the transformation of different sports to modern ones and making them official. The good example of a sport which was transformed during this era was golf which emerged with the inclusion of women. The first time golf was included in the Olympic Games was in 1900 in Paris. By then only Canada and United States of America participated with one category of men and one category of women hence qualifying the woman's identity in sports (Beashel and Tylor, 1996).

2.2 Female participation in sports on a Zambian perspective

In Zambia, sport is recognized by the government through the ministry of Sports and the ministry of Education. It is for this reason that the recognition of physical education by successive governments through the referred to ministries plays a very significant role in the general development of sport and well-being of the people of Zambia. Sport is taught in schools through physical education. The government of Zambia through the ministry of education in line with Curriculum Development Center (CDC) has a right to implement the curriculum. The curriculum development center in Zambia has subject panels which are made up of teachers, teacher's educators and inspectors of schools, the University lecturers, religious leaders as well as other interested parties at all different sexes. This clearly shows that subject teachers including females are considered. Physical Education (P.E) and sports has therefore, been considered in the Zambian curriculum since 1964. A declaration of Physical Education as a compulsory subject was made by the late 3rd Republican President Mr. Levy Patrick Mwanawasa in 1996 and it was made examinable in 2001 (Forojalla, 1993), (MoE, 2000), (MoE, 2013).

Sport is not only taught in schools in Zambia, but also there are different organizations that facilitate the development and spirit of sport. The Olympic Youth Development Center (OYDC) through sport involves government schools in Olympic education by engaging the best athletes who are selected from all provinces after inter schools competition in the country. OYDC has the capacity of delivering sports and Olympic values education to Zambians of which includes female participation as it is one of the institution's objectives. It has been a campaign for OYDC to empower girls and women through sports. The OYDC programs fall under the umbrella of the IOC through the National Olympic Committees NOCs and Olympic Villages, government schools as well as other sports organization (OYDC OVEP and OYDC Annual Report 2011).

Carmody, 2004:17 states that, "one of the factors to be noted in the study of colonial education in Northern Rhodesia as elsewhere, is that there was a gender imbalance. This dates back to the advent of the missionaries, most of whose pioneers were men." There has been a background of less participation in education by women in Zambia. This happens as a result of belief and culture that 'a girl child's place is in the house'. Long time ago, a girl child was denied chances for school, hence parents believed in educating a boy than a girl child. Girls were kept for

marriage purpose, hence resulting to low levels of education of female children in the society. Low education levels of most parents' results to low income jobs such as working as secretaries, maids' house boys and many more hence; this denies a good opportunity of girls to find means and ways of participating in sports.

Zambia is embedded with many tribes with different cultural and traditions background. These beliefs have brought co-existence among these tribes. Throughout history, the Zambian culture has generally appreciated its beliefs and traditions. To this effect, females were taught by aunties, grandmothers to take care of house chores and the elderly people as well as the sick unlike taking part in sport and play. Girls are therefore denied some good privileges of actively participating in sport as a result of gender purposes resulting to the background of female participation in education. With this reason, it can be argued that even male children should do the house chores than leaving everything in the hands of girls which can be a fair action to every gender (Carmody, 2004), (Kelly, 1996).

Women and men, boys and girls have different experiences in sport in Zambia and thus, there is a gender gap in the majority of sport at all levels and positions such as coaching, athlete, referees and amperes, sports directors and managers.

2.3 Women and sport

Leonord, (1984: 219) says that, "When the youth sport movement was conceived, it was presumed that sport involvement would facilitate the development of desirable characteristics. Accordingly, the initial objectives of such programmes included the development of wholesome personalities, the building of physical fitness (i.e., strength, agility, coordination and stamina). It is important to acknowledge the important role women and girls play in getting the nation at a better level. Gender equality and right of women to participate in sports are cardinal. National institutions have to be encouraged to advise training and development programmes to facilitate the participation of females, and to remove the barriers that may prevent girls from various vocations in training. This therefore includes barriers in administration, coaching and sport recreation management. Specific resources should be therefore allocated for the development of sports skills and facilitation of women and girls out there. It is for this reason that suitable

candidates have to be identified and be introduced to leadership training and coaching in sports and recreation to encourage the participation of women and girls in sports and recreation.

It said that sport plays an important role in the process of nation building and as it has been fully recognised worldwide. Sport is an investment in health, strength and productivity of one's people. It is also an investment in the future well-being of people. The social benefits include an overall improvement in the quality of life, physical, mental and moral well-being of the people of the country. The achievers such as unofficial ambassadors and as individuals committed to equality and fairness in competition. Because of its vitality, sport can play a massive part in readdressing gender inequalities and discrimination against even the disabled and the minorities (Leonord, 1984).

2.4 Biological Factors Influencing Female Sport Participation

2.4.1 Physiological growth

The physical growth in women comes with its challenges which may hinder participation of girls in sports. The challenges women face includes menstrual cycle, reproduction, damage to breasts and genitals. Early studies argued that females should not be involved in sports due to reasons that the damaging effects of physical exertion on the occurrence of menstruation and the fact that the reproductive organs of females can be affected. These beliefs prevailed for years and of which later evidence began to prove these early beliefs wrong. Knowing very well that pre-adolescence starts at the age of 9 to 11 years. This is a stage that involve slow but consistence form of growth. It is a critical stage of the child development at all cost. It is a calm period just before rapid ambush of adolescence. At this stage, the body undergoes the developmental changes in the skeletal system, muscular system and motor development. Motor development mostly essential coordination develops which later helps to master many physical skills

Accepting one's physical appearance and being able to deal with physical changes involved with maturity and growth is one of the most critical developmental tasks common and it applies to all passing through 'adolescents' stage. Adolescent stage has been referred to as a period of 'storm and stress'. This is also a period when a teenager is antagonized with series of hormonal hurdles and developmental challenges. It is at this stage that adolescents have to deal with a number of issues simultaneously including the development of personal recognition as well as achieving

independence away from the family. At the same time there is need to engage acceptance by the peer groups. Most importantly, adolescent happens to be the translation from childhood to adulthood, which comes with many psychological and physiological adaptations.

2.4.2. Menstruation

Although people may think that menstruation cycles can be affected if a girl child actively participate in sporting activities of which is not the case. This can therefore be argued and demonstrated that strenuous exercise did not negatively affect the menstrual cycle nor did menstruation significantly affect the physical performance in an adolescent female. The participation of girls in sports does not lead to interruption and inconsistency menstrual functioning. Their primary complaints which girls that are actively involved in sports being that most of them experience some delays in the onset of their menstrual cycles. For many years, it has been believed that delayed onset of the menstrual cycle caused many girls to continue playing sports based on the observations that occurs in athletes than in non-athletes girls. It is important to note that there can be a link between strenuous physical activities and delayed menstrual cycle but not necessarily. For many years, researchers argued that menstrual irregularities are caused by exercise and training. Carrington, (1979: 70) states that, “The theoretic normal interval from the beginning of the onset of the next in 28 days, but few women menstruate absolutely regularly. Intervals of 21 to 41 days may be considered normal. The postovulatory phase is constant at 14+ 2 days, whereas the pre ovulatory interval may be as short as 3 to 4 days or as long as 26 days”. This therefore indicates that there is no problem with delayed menstruation and sports.

2.4.3 Pregnancy

It might be said that sports and pregnancies do not accommodate each other but which is not the case. It has been a wrong thinking that pregnant females cannot participate in athletics. This does not bring up bad results but it maintains the well-being of pregnant women. It is important for the pregnant females to participate in sporting activities as it keeps them healthy and sound. Females look forward to having activities during their pregnancies. This is so because it is believed that when pregnant women do a lot of exercises it will lessen the problems at giving birth or to lessen caesarean cases. There are a number of caesarean cases nowadays in hospitals due to a number

of problems although lack of exercises during pregnancy is one of those. Medical findings say that there are lower cases of caesarian section during giving birth of the female athletes compared to the non-athletic sample. From this perspective, we can argue that athletic fitness is associated with a comprehensive pregnancies and child delivery. Caesarean cases are as a result complications for a pregnant mother making it not possible to deliver normally. It is for this reason that pregnant mothers are encouraged to be active in order to avoid some complications when giving birth (Carrington, 1979).

2.4.4 Hormones

Current studies have indicated that females who participate often in sports experience delayed menarche and this could have both positive and negative consequences. Historically, the delayed menarche was often associated with high levels of training. The problem was that it compromised fertility in females. More recently, the concern about delayed menarche has focused on its impact on peak bone density. Menarche leads to an increased in circulating high levels of estrogen in female body. Estrogen is necessary hormonal trigger for increasing bone density in adolescence and maintaining bone density in the mature female. Carrington, (1979:65) states that, "The secretion of these both hormones depends on an intact corpus luteum. When the corpus luteum has regressed completely, about the twenty-sixth to the twenty-eighth, the estrogen and progesterone levels drop sharply. It is important to know that there is no much evidence examining the relationship between the delayed menarche in athletic females and bone density. Delayed menstruation can have positive effects in that the early onset of menarche which has been associated with the risk of breast cancer. Taking part in sport or consistent exercises may also reduce the possibility of childhood obesity which can earlier on set of menarche.

2.4.5 Body Form

There are some myths which influenced the exclusion of females from sports which is believed that females might damage their breasts and body form in the processes of doing sporting activities. There is no scientific or physic evidence that shows that the breasts or reproductive organs of females are at risk when they take part in sporting activities. Breasts therefore are the least vulnerable organ of the female body. The uterus is said to be the most shock resistant organ.

In fact, males are more susceptible to injury and trauma because their sexual organs are external than that of a woman which are internal.

The bone structure of females is definitely smaller and more fragile which gives the greater advantage to a female folk of damages in terms of accidents. Watson, (1995:195) clearly indicates that, “All of the many population surveys carried out indicate a higher incidence of sports injury in males than in females. The ratio varies from about 3:2 in a few studies up to 5:1”. This clearly indicates that the female counterparts are prone to more injuries than that of boys due to reasons that of their bone formation. The male counterpart can have the ability of more strength, speed and endurance but these are the same factors that can attribute to high injury rates among males. Girls do not have the same strength and endurance as that of males. It is for this reason that males often, cannot perform to the best of their abilities because of the risks which they are exposed. Females gain strength as they mature and several studies have indicated that short term training programmes can increase muscle strength in all the children. At the age of 14, the growing rate of girls slows down and if they continue being physically active then they increase their strength. Females have the ability to enhance their physical strength that would eventually enable themselves to perform at high competitive levels (Watson, 1995), (Kane, 1998).

2.4.6 Body image

Obesity is usually caused by the high intake of fat calories and lack of active disposal of fat. Exercises are encouraged as they help to increase caloric expenditure to maintain an ideal body weight. For girls who are generally not obese, daily activities help by providing with them enough balance between fat intake and physical activity. For obese children, it would be ideal to work with strict nutritional programme and a controlled physical activity programme for them to maintain their weight. Obesity is a condition which can be worked on. Exercises can enhance women's self-esteem and also body image. It is for this reason that active women are more positive about themselves and their bodies. From a negative point of view, intense sports participation may highlight the concerns for body shape, especially if sport participants are excessively preoccupied with body weight. Female athletes were under-weight and that they frequently had an intense desire to lose weight as compared to non-athletes. As a result, they were more at risk of developing eating disorders such as anorexia, bulimia and bulimia nervosa.

The idea is to lose body weight in order to participate in activities such as rowing and horse racing (Prakasa-Rao and Overman: 1984).

Watson, 1995:200 states that, “A number of studies have demonstrated that athletes who are tall or overweight are more likely to suffer from injury. This is an important finding as these two risk factors are extremely easy to identify. Individuals who fall into these categories should receive special attention in injury prevention time”. This is a clear picture of giving out the disadvantages of body weight; hence this can be avoided by getting engaged into sporting activities. Such conditions of obesity will not be a big issue with the bodies of girls hence sports and exercise happens to be a solution to the problem.

In other sport like running and swimming, low body weight is associated with successful performance. Physical educators and trainers are not aware of different body types and they do not really help sport participants to develop positive body images. This attract with realistic attitudes to diet and acceptable appearance. The above factors do not necessarily lead to eating disorders, but a number of factors that can make girls obsessive regarding their body image. Other factors can include unhealthy family dynamics, peer and team-mate modelling and acceptance, pressure from coaches and social pressure to conform to standards of slenderness. In sport, it is particularly important to have a positive relationship between physical activity and psychological health. There is a strong connection between physical activity and self-esteem. Girls who felt more positive about themselves and their abilities were more likely to take part in sports up to the highest levels as opposed to those that felt less confident. Self-esteem development was one of the key psychological outcomes related to sports participation.

2.5 Psychological Factors that Influence Female Participation in Sports.

2.5.1 Youth Identity

Youth identity has been in the recent past the area of interest. The concept has been used differently in various approaches thus leading to controversy. Youth identity comes in by identifying a close correlation between one’s physical appearances as physical changes occur and understanding that these changes would lead to growth, maturation, and building good value systems as a guide for personal actualisation. Social identity evolves from the image that others help to create for the self. The development of an identity during adolescence is a process

through which an individual maintains a balance between personal and social identity. This means that it is important for the youth to know themselves. Self-knowledge empowers them in the realm of decision making. With help and encouragement from outside parties, which constitute social identity, the individual will master decision making skills required. Female sport participation and physical activities are positively associated with psychological maturity and identity development. Sport aids females to challenge restrictive gender based prescriptions. If girls know who they are then it is easy for them to make choices, they are confident with themselves and their world (Leonord, 1984).

2.5.2 Personality

Society has different perceptions as to who can and cannot play sport. It is a common belief that certain personality types are more suited to the sporting arena. Studies have been conducted to confirm the relationship between certain personality types with the involvement of sport. Individuals across the range of personality types initially have a tendency to participate in sport and should individuals feel uncomfortable they will withdraw, leaving behind a group that is more homogeneous in their common interest (Morris and Summers, 1995).

The decision to play sport goes with an individual choice but mostly driven, instilled and inspired by external factors that usually have little to do with personality types. External factors include encouragement and motivation from different parties. These different parties include; parents, teachers, peers as well as role models in the communities and societies. There is need for applicable sporting environment. The applicable environment can be another motivating factor for people involved in sports and this case, it is important to consider an acceptable environment for girls sporting activities. It is for this reason that media can be a powerful tool to instill an interest and affinity to sport (Harris, 1994).

Sport traditionally has been thought of as a process of physically building men and the 'male' athletic personality as this is viewed as tantamount to the male personality. This view suggests that an athlete is supposed to be competitive, rugged, aggressive, tough, independent, dominant, assertive, achievement-oriented and self-controlling. And with this, a male dominates the sporting world leaving a gap between them and females. A real woman is supposed to possess

different psychological and physical characteristics thus implying feminine and possible delicacy.

2.5.3 Self-Concept

Life is about experience and self-concept which is established when people gather information that changes whether an individual encounters new experiences or not. It also represents complete knowledge of a person about self, which enables the individual to know her or his own competences. Each person develops perceptions and ideas of his or her own abilities, characteristics and personal ways of acting which eventually provide a sense of meaning on self-rating of quality. In this sense, the self-concept is the result of a naive theory or an internal model of a person, which directs behaviour and which is either confirmed or modified on the basis of behavior and experience. The different encounters and interactions that one has with other people will enable the individual to know more about him or herself. As an individual associates with other people these encounters will either enable them to improve or change their behaviour and sometimes even agree with their present behaviour. It is therefore easy to say that through mixing and interacting with other parties and by so doing, sports girls will learn and know more about themselves. Female teenagers are greatly influenced by appreciations, reinforcement and encouragements which are based on their own actions. Although the author argues that self-concept allows females to assess themselves by acknowledging their weakness and strengths. Often females compare their performance to that of other participants and with time, if their performance improves, then their self-concept also improves. In this case, female sport participation feels competent in what that are involved in Being competent in particular sporting programmes enables girls to be self-motivated and this also builds self-confidence in them Brett Schneider and Hein conducted a study which indicates that the involvement in sport does not have a negative impact on the self-concept. The top level sports involvement may benefit the development of a positive self-concept in teenage girls who participate in sports. The participation of girls in sports by girls therefore elevates the level of self-esteem (Leonord, 1984).

2.5.4 Motivation

Learners and adolescents have a variety of reasons to why they appreciate in an organised sport. This can be in having fun which happens to be the most important motivating sports participation. The most frequent form of motivation would be intrinsic, or internally based, rather than external. The overall motivation of the youths in physical activity settings is their attribution to success and failure as sport achievers. Their attributes are important because they can affect their emotions as these are the expectations for their future and the reasons for them to be motivated. Learners who have been actively involved in competitive sport develop more external attributes for success than external attributes for both failure and success in sport. Girls who participate in sports most frequently report fun as their major motive, with physical, health and social factors frequently mentioned. This indicates that girls have multiple motives for participating in sports and for them to get full enjoyment from the activity; hence there must be room for these varied opportunities. Girls are motivated differently from boys. It is for this reason that when sport programmes are drawn up, this factor has to be taken into consideration (Munsaka, 2013).

2.5.6 Emotional well-being

Munsaka, 2013: 38 discusses the importance of play in the development of a child and she says that, “Maria Montessori, one of the greatest educators of all time, indicated that play constitutes the work of children. This means that children activities are centered on play and all for their good because research has shown that play enhances all areas of child development”. Physical fitness is positively associated with mental health and well-being. The females who do not participate in sports displayed greater stress and ill effects than those females that were actively involved in sports or those that adhered to rigid physical programmes. Programmes have been prescribed by physicians to assist patients suffering from anxiety disorders. These programmes constitutes of activities that which gives evidence to the importance of sports and personal well-being. Individuals often go to a gym whenever they feel their stress levels are peaking. The involvement of girls in sport will enable them to be in control of their emotional well-being.

As Munsaka, (2013: 38) continues to explain that, “children develop the ability to express their emotions right from infancy. While some of these emotions are not easily distinguishable during

infancy. It is for this reason that sports and play should be exerted on the children from childhood as this support and facilitates the growing and good development of the children. The application of sports and play should be at all levels and with the use of different socialising agents. Children have the ability to and express their emotions at an early age. Although not all children are readily accepted by their peers but with time they get used to the environment and adapt it. As they are mended in development, children will also socially fit in to the environment hence fitting into the world of sports socialisation (Mwanamwenda, 2004).

2.5.7 Disordered Eating

It is very common in adolescent girls getting engaged into exercises and dieting for many reasons. An increased level of exercising can be associated with girls wanting to diet so that they can lose weight. These are athletes who follow a balanced diet and there are those who adopt bad diet habits and use sport and exercise as a means to lose weight of which is not supposed to be the case. Female athletes may be a high risk group for developing eating disorders such as anorexia, bulimia and bulimia nervosa. Leob et al (1993:12), states that “Bulimia nervosa usually begins in adolescence or early adulthood and can occur simultaneously with anorexia nervosa. It affects nine females for every one male. Nearly 2% of adult women meet the diagnostic criteria for bulimia nervosa; 5% to 15% have some symptoms of disorder.” It is therefore known that unhealthy eating habits may rise due unhealthy family dynamics, peer-pressure, teammate, modelling and pressure from coaches. A recent survey of coaches’ attitudes, knowledge, experiences and recommendations regarding weight control revealed a tendency for coaches to make decisions about the need for girls to control their weight. Sometimes these decisions are made on the basis of appearance or the need for success in the sport code. The focus is often on female sport participants and not males.

2.6 Socio Cultural Factors that Influence Female Participation in Sport

During infancy and childhood, children develop attitudes that are formed through their interaction with their world. Parents and family members play a relevant role in this regard. As the child grows, school influence also becomes more important. When learners are outside their homes, they are exposed to different behaviors and attitudes. From primary school to senior secondary school, learners make choices which can build or destroy them as individuals.

Individuals adopt attitudes and behaviour patterns and all these are internalised. Cementing such behavioural patterns will depend on whether such behaviours are approved of in the family dynamics or not. If these patterns are accepted by the family, then they will be reinforced. The adoption of attitudes and behaviours in relation to sport is often associated with the need to be accepted by the parents, the community and the society.

The family is said to be generally responsible for the early sports socialisation and interest in children. Socialisation happens to be a process whereby individuals learn skills, traits, values, attitudes, norms and knowledge associated with performance of present or anticipated social roles. Hence it refers to the social and psychological influences that shape an individual's initial attraction and this attraction can be that of sports. These influences include the prevailing attitudes and values that are within the family or peer groups. Socialisation via sport refers to the acquisition of attitudes, values and knowledge as a consequence of sport involvement. Socialisation of sport involves these influences that contribute to an individual discontinuing his or her sport participation. The socialising agents such as family and school directly or indirectly influence the choices that would be made by teenagers on a daily basis. Despite these socialising agents, a child still has the capacity to make his or her own choice of either being active in sports or not. A child will therefore sieve what is good for her despite the different pressure of behaviours attracted. Leonord, (1984: 19) states that, "Whereas the functionalists tend to view sport in a positive light, conflict theorists see it as a tool of oppression-an instrument by means of which powerful manipulate and coerce those with less clout". With his argument, he believes that sports need to be examined within the context of the material conditions in societies.

2.6.1 The Family

Sport has been trivialised, regarded separate from life and as unrelated to the broader social context and processes. Sport as a socialising agent has either been ignored or seen as a boy's activity. The family prevails as a primary socialising agent and to a high extent it also defines appropriate gender behaviour, which sometimes could include sport. Numerous studies have indicated that other people who are usually seen as role models have influenced many individuals who through that many become involved in sports. The family is said to be generally responsible for early sports socialisation, and this includes modelling, reinforcement and the shaping of the observed behaviour also argues that the socialising process at home for both sexes

is different. Boys usually get more support and encouragement to get involved in activities which offer sport opportunities. They are furthermore provided with role models who even encourage and support them in the participation of physical activities. On the contrary with the girl's sex those that are not encouraged to become involved in to physical activities. Although this can be urged that girls receive greater encouragement for certain sporting programmes which are seen to be more feminine. Girls are encouraged to participate in gymnastics rather than baseball and athletics (Leonord, 1984).

A study conducted by Van Deventer (1998:21-102), on parent involvement indicated that teachers' thought that parents were not interested in their children's sports involvement. Some parents show interest on the children's sports participation by becoming involved. Parent's involvement in sport activities of their children can be in different ways and these are coaching them while others believe that coaching is the school and sports authorities' responsibility. Parents can also support children in sports by providing them with transport of which an equal number of parents do that. They organise lifts and other alternatives to see their children participate in sports. It is obvious that home is the first socialising agent hence schools the second. Teachers might think that parents have negligence in terms of showing interest in sport for the benefits of their children yet parents are aware of the educational value and they always try to motivate their girl children but they are not sure of the value and quality of the programme their children are engaged. If parents are prepared to help in terms of transport and purchase of sports equipment, this is a great sign of parent's interest in their children's welfare. This attitude by parents would encourage and motives girls to perform to the best ability in sports.

Motivation always starts from home such that when a child is motivated by the parents, more interest comes about than any other person. Children's control will greatly rely on external forms of information and approval, which implies that extrinsic motivation, will enhance performance. Learners who receive parental support will actually be motivated to perform better than those learners who are not motivated by their parents. The interest in sports by children is usually headed by parent's interest. People might think that competence implies performing better than other people and this is termed an ego-involved orientation. In contrast, other people see competence from personal point of view, which can lead to personal improvement and this is referred to as task-orientation. Parents are the main socialising agents in the early years of both

boys and girls. As the individuals gets older significance of family support seem to decrease. Peers, coaches and teachers become the main supporting agents (Higginson, 1985).

2.6.2 The School

Generally, school is a place where social roles among peers and opposite sexes are fulfilled Most of the decisions that teenagers make are important for their development and self actualisation. This therefore might have a big impact on the lives of the children at a later stage. If the pressure to participate in sport is not generated in them at home, then it should come from the coaches, peers and particularly the teachers at school who happen to be the main driving forces within the education sector. School therefore plays a vital role in moulding the lives of the developing teenagers. On the other hand, it can be said that schooling is the fundamental importance in perpetuating the belief that some sports are more masculine or feminine than others. For some school, there is still a difference as to which gender participates in different sporting activities and programmes. A lot of school do not have girls soccer, basketball and volleyball team as these are labeled as boys sporting programmes. It is for this reason to why some school curriculum must involve the physical education specialists so as the thoroughly check on considerations should be noted. This means that the Physical Education syllabi arises from the curriculum this calls for the involvement of the sports disciplines that are included in the subject syllabus. By doing this, it is very possible that both genders in schools will probably benefits from all sports disciplines at different levels as the school curriculum stands to command that (Forojalla, 1993).

Schools are institutions in which physical activity is organised in an educational context. The Organisation therefore determines whether leaners will participate or not. The link between sport and education plays a vital role in the comprehensive development of the learner but in the school and home environment. There is an overall positive relationship between sports involvement and academic achievement as measured by grade point average. The department of Education in South African has made it compulsory for all schools to offer extra-curricular activities and these include sports (Khumalo, 1999).

Schools have been organizing leagues in all programmes at all levels form district to national levels. The involvement of pupils in sport leads to competence, not only in the physical world, but also enhances life skills strategies vital for real life situations. In former model schools, it is

compulsory to play at least one sport and those who are competitive go for further training at school or club level. The culture of sport is therefore generated in some schools and the reputation of some schools depend on the success of some leaders as sports persons. It is important for such schools to produce competent athletes in spite of all the efforts to nurture participation in sports (Khumalo, 1999).

2.6.3 Gender Role Expectations

Gender roles relate to those that can be performed by both males and females. The gender schema theory (Kiovula 1995: 355), suggests that “the phenomena of sex typing derives in part from gender based schematic processing which from a generalised readiness to process information on the basis of the sex-linked associations that constitute the gender schema”. The selectivity of the schematic procession allows us to add to a vast amount of stimuli that we are exposed to. This enables us to structure the incoming information. People might experience some discomfort in taking part in cross-sex activities but despite knowing the demands far exceeding the ability. The theory establishes the expectations and perceptions of appropriate behaviours and this determines the behaviour patterns. Although this can be argued that during adolescent stage, there is an adoption of sex roles in children. These roles have an effect of the behaviours of the children. A good example being that children whose parents were actively involved in sports, their children will also be actively involved in sports. The socialisation process influences gender schema development, although it is not doubted one of the factors that influence behaviour. The differentiation of gender begins at birth and this can result into learning of different behaviours. In most of the homes, boys and girls are socialised differently.

Davies, 2005: 371, explains that, “A stereotypical attitude is one that leads the holder to expect people characterized as belonging to a particular group to behave in a certain way. In sport this usually leads to expectations about what people are or are not able to achieve”. Davies continues to say that stereotyping only holds back peoples ambitions, hence progressions delays in the living world of development of sports. Women should therefore stand and protect the female folk defending and promoting them in sports for betterment of their health. There is really nothing in sports that is meant to be for a man, or woman, but all sports can be done by all genders regardless.

MoE, (1996: 62) stipulates that, “The centrality of women’s contribution to national development underlines the importance of integrating gender concerns into all development interventions. The needs of women and girls. It is necessary, therefore, that all national policies include gender specific considerations. Whilst MoE 1996: 43 say that every pupil in Grades 1-9 is at some stage of physical and psychological development hence they should be taken into consideration. It is therefore imperative to know that sex stereotyping should not be encouraged at all cost as equity and equality is the fight for every citizen of each country.

Kelly, (1996:77) states that, “The Addis Ababa Conference of African Ministers of Education, held from 15 to 25 May 1961, resulted from a decision taken by the General Conference of UNESCO at its eleventh session, to convene a conference of African states for the purpose of “establishing an inventory of educational needs and programme to meet those needs in the coming years. This actually was done with the joint efforts UNESCO and the Economic Commission for Africa. In this case, the education needs emphasized includes the needs of physical education and sports but regardless of gender vices. This is the reason why to gender equity and equality has been a song of the day to day lives.

2.6.4 Culture

Culture is known as the sum total of peoples’ beliefs, attitudes, values and customs. Culture is seen to be a lived dominance and subordination of particular classes. Certain cultural beliefs can affect the progress of particular areas in life. Cultural beliefs have a great impact on the involvement of girls in sport. Although it can be argued that sport could be regarded as one of the most important sites for the production of cultural beliefs and practices that equate gender difference. These cultural beliefs make women and girls that will never attain the levels of their male counterparts where sport performance is concerned. As it is believed that a woman’s place is in the kitchen which continues to be common say up to date and many cultures still believe in it. The participation in sports masculinises females and therefore viewed negatively. In African set up, it is believed that a girl who is actively involved in strenuous or masculine activities will affect her fertility. Hence childlessness is not the pride of a woman in an African culture Chuunga, (2012:189) states that, “childlessness was not easily accepted in African culture. A man was always considered fertile.” With these traditions and culture which has been passed on from one generation to the other, girls tends to shun away from sporting activities. The

participation of women in sport has always been seen as the presence of a woman in the man's world which is not the case. History has it also that women in antiquity in the Greek world were not allowed to participate in sporting activities as they were believed to be games for men only, but they actively supported men during sporting activities. The support which women gave to the men in the Greek world was through Homeric poems although with time the misconception was resolved as girls got involved into sporting activities (Peradotto and Sullivan, 1984).

Women are most of the times excluded from suitable venues and they often have to travel long distances for them to play. Non-active female participation in sports is there with reason to the negligence the fact of the matter being that there were multiple negatives factors resulting from culture. Despite these negatives factors, females who continued to participate in sports challenged the culture bone beliefs traditions. It has been standing up to date that the resistance of female participation in sport is looked at negatively in some society, but more is being done to break the outstanding bond in order to see much female participation in sports. By doing this, the world will bring the best, happy, health and competent female persons to break the gender sports biasness worldwide (Hargreaves, 1997).

2.6.5 The media

Leonord, (1984: 6) discusses media being the coverage of sport worldwide and he says, "Sport coverage by the mass media (television, radio, public cinema, newspapers, and magazines) has become a mainstay of daily lives. On television alone, sporting events occupy about 15% (1250hr in 1978 on national networks for an average of 24hr per week) of all telecasts". The media plays a role in preserving the stereotypes that are formulated by people in relation to female involvement in sport. There has not been much to be displayed or said of female participation in sports hence this indicates the preservation of gender biasness in sport through media. The media portrays limited female participation in sports and this discourages the female counterpart. There is an increasing awareness of young adult sport literature although very few of them have female sports heroes as opposed to those with males' heroes. Literature showing female heroes would be more appealing and such material are the best source of interest to encourage young girls and make them realise that they have other better option in life through sports. The literature can help to promote a high engagement of females in sports and this can

help to break the barrier and stereotype. By doing this, multiple opportunities will open for the young girls, but also help them find their dream.

2.7 The Socio-Economic Factors Influencing Female Participation in Sports

The belief is that the social background and availability of opportunities influence the decision to be involved in sport or not. This indicates that the economic status of an athlete facilitates the choice to participate in sports. This is so because opportunities are readily all costly. Sport participants can thus afford to travel to where the facilities are situated and they can also afford to buy the necessary sporting equipment if the economic status allows them to do so. There are however, many factors that make it impossible for certain females to take part in sport. It might be said that a girl child might not participate in sport if the parents are unconcerned regarding the side of the child's development. Most African parents do not make conscious decisions not to be involved in sports but this lack of involvement can be as a result of many factors and some being; financial difficulties, unemployment, hour of working for the employed are not enough as the young one's have to look after the siblings when their parents are at work. These factors attribute to the less involvement in sports of girls. (Digest, 1998), (Kelly, 1996).

There is a class difference which is caused by the availability of disposable income, occupational mobility and perceived health benefits for the upper classes. Occupational flexibility and greater mobility of middle class parents enable them transport their children from point to another. The low levels of physical activities are common for the disadvantaged groups. This is so because such parents cannot afford to finance the expenses like buying the sports equipment as well as the attire of which these facilitates the sporting activities of their children. Due to lack of sports facilities, children have to travel from their own areas to other areas that offer sports facilities. Knowing all these are the expenses that parents need to pay for the sporting activities of their children (Kelly, 1996).

The fact being that African girls find it challenging to highly compete in sports and that they consider not actively taking part in competitive sports when their families could not finance their transportation needs. To this effect, it is very hard and tough for a child coming from a poor background family to actively participate into sporting activities that require finances. The disadvantaged socio-economic position of Africans leads to even further marginalisation, which

is in turn responsible for fewer individuals participating in sport. There are fewer chances for an African girl child to have chances of receiving quality physical education and athletic training of the young people which has to be at an early stage of which this can hamper the development foundations of their good motor development if not offered. It is well known that learners perform well academically tend to be relatively advantaged in terms of socio-economic statuses and getting better education opportunities. The participation in the youth sport is a further example of unequal opportunities. This is said so because most of the economically disadvantaged families have no chances of participating in certain sport activities because of the poor economic status. Poverty has been a long disadvantaging a lot of different activities throughout the developing countries (Kelly, 1996).

Some low-income group families also depend on the daughters to provide child care for the younger siblings after school. This therefore does not offer them an opportunity to participate in to sport activities. The Millennium Goals fights for the responsibility of the young girls caring for the fellow young ones which is created for them hampers their privilege of taking part in sporting activities. The young girls are let to run homes after knocking off from school when their parents are at work. Emphasis on the gender equality of both sexes in all social related activities as this signifies the respect for dignity and human rights of all persons. It is for this reason that sport should not be taken as a luxury activity as the concept will make the possibilities for some girls to be involved in sports because it would not be perceived as comfort and luxury activities. It is also important to note that most of African females are easily affected to some healthy conditions due to lack of sporting activities (Kelly, 1996) (Digest, 1998).

A decline in the participation of sport is most distressing in the poor areas, especially in the densely populated inner cities of African countries and Zambia being the victim. It has been a challenge even for the Zambian schools to facilitate Physical Education and Sports in most rural schools and areas. Teaching resources are inaccessible because most of those areas do not even have proper infrastructures for sports as well as the playing, teaching and learning aids. In many areas both girls and boys improvise for sports by designing their leisure activities with objects at hand ball like objects that they can use to play with them and these in the Zambian language are known as Chimpombwa. That is the reason why to soccer as a sporting programme is so popular because it can play and be facilitated anywhere. It is very easy for a Physical Education and

sports teacher to facilitate the teaching of soccer as the traditional ball Chimpombwa can be easily improvised (MoE, 2013).

The study also showed that girls regularly participate in non-active leisure activities like partying, dancing and listening to music. Boys also participate in sports but despite these leisure activities for boys, they also participate actively in sporting activities and more priority is placed on school sport. Involving girls in sporting activities therefore promote the concept of socialisation in sports. Socialisation enables the young female adolescents move forward as it motivate these adolescent girls to learn from parents and friend who have been involved in sports. This helps in generating interests in the young adolescents for the betterment of themselves and that is physical, mental and social well-being but the benefit to the world at large. Leonord, 1984: 13 states, that “sport is intrinsically, a social phenomenon. Many sporting events take place in a social context”. It is for this reason that sport is a socially defined although different sports will tend to build and develop different norms, values and traditions in to athletes or sports family (Van Deventer, 1998).

This does not mean that gender predicts behavior but it is certainly one of the factors that influence the socialisation process and eventually the decision to participate in sports. Although it can be urged that sex-role stereotypes particularly from the father’s social back ground could also affect the type of sport that the learner eventually chooses. There are various issues that cause learners not to participate in sports and these being cultural and traditions factors but socio-economic but also the background as an influence on sport participation. Looking at the beginning of missionary schools in Zambia in 1883, Physical Education was one of the subjects that were taught. Despite this regard in supporting and promoting sports in the country by then, females were neglected in terms of education. Females did not have an opportunity to be enrolled in school as girls were looked at inferior to men. Potential females’ athletes lacking personal ambition to succeed in sports may not be influenced to participate to a greater extent due to the above factors (Carmody, 2004).

Summary of the Chapter

The level of status for Zambian female participation in sport should be raised, and sports participation should be natured and instilled from pre-primary school carried through to primary,

secondary and tertiary levels. This has already been in process as the government through the Ministry of Education and the Curriculum Development Centre (CDC) has worked tirelessly to see (P.E) Physical Education and sport an examinable subject. There has been a process of grooming and molding players in the country which starts from the ground level and that is in the communities, districts and they subsequently introduced to provincial and then national teams for different sporting programmes (MoE, 2000 and MoE, 2013).

Physical Education has been introduced as an examination subject in some of the African countries of which this which raises the status and importance of sports in the countries. Zambia being one of those countries that has legalized the Physical Education as an examinable subject hence boosting it's' status. Learners do not take non-examinable subjects seriously and changing the learners status of physical education as a subject by declaring it an examinable which is prone to change learner's attitudes towards the subject and sports in general. If the standards of sports are improved in schools, the implication is that there would be need to provide facilities, equipment, qualified teachers, coaches and sports psychologists. It would be a role of the agents, the Ministry of Education and Ministry of Sports to encourage and motivate all the learners with special focus on the girls. The focus should be on the developmental dimensions, which will help to make links between social requirements, individual needs and personal interests, as indicated in this chapter, choices that are made in life are usually influenced by physiological, psychological and social factors.

Chapter three

Methodology

3.1 Research Design

A case study design along with qualitative and quantitative approach was used to allow the researcher to interact with the research participants to get in-depth data. A research design is regarded as an arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance with the research purpose. Using multiple techniques for data collection avoids the problems associated with evidence.

3.2 Study Area

The study was conducted in Lusaka District on the Lusaka province of Zambia at Olympic Youth Development Centre which is situated along the Great North Road next to the Independence Stadium in Lusaka. This is because the OYDC is housed in Lusaka.

3.3 Population/ samples

A population is a group of elements or cases whether individuals or events that conform to specific criteria and to which we intend to generalize the results of research. The population included the following; the OYDC staff and officials, youths who participated in sport activities at Olympic Youth Development Centre, parents or guardians of athletes as well as those parents whose children do not participate in sport activities at the centre; these were from the two surrounding communities namely Chipata and Mandevu Compounds and two female professional athletes in Zambia. The respondents were selected.

3.4 Sampling size

For the purpose of this study, a total sample of 140 participants were involved from a selected number of persons from OYDC and these being; the staff, the officials at the institution and that included the athletes, the surrounding communities which comprised of parents or guardians of the athletes who participate in athletic activities at OYDC and the two selected professional athletes in the country. The selection was done according to their responsibilities. The participants were respondents to the questionnaire, the interview guide and the Focus Group Guide.

3.5 Sampling procedure

Random sampling procedure for the OYDC staff and athletes was used while purposive sampling for the parents or guardians from the surrounding communities and professional athletes was used. Twelve (12) names from the list of the OYDC staff and (50) youths or children participating in sports at the centre were picked randomly. Seventy six (76) names of parents from the surrounding communities and two (2) professional athletes in Zambia were purposively picked to make them participate in the study. Information from the selected respondents was collected using the questionnaires, interview guides and Focus Group Guide making a total sample of one hundred and forty (140).

Purposive sampling is a procedure in which the respondents and the events are selected purposively. The advantage of this sampling procedure is that the purpose of this study will be fulfilled even with a small sample if picked purposively.

3.6 Instruments for data collection

A questionnaire, an interview guide and the (FDG) Focus Group Discussion guide.

3.7 Procedure for data collection

Permission was sought from the administration of the institution to interview one official from the higher office and conduct the study at the OYDC. Random sampling procedure for the OYDC staff and children or youths was also used. Twelve (12) members of Staff including one official from the higher office and fifty (50) youths or children participating in sports at OYDC, were picked randomly. The seventy six (76) names of parents and (2) names of professional athletes were used for purposive sampling in the study. The information from the selected respondents was collected using the questionnaires, interview guides and the Focus Group Discussion Guide making a total sample of one hundred and forty (140). To this effect, focus group discussions, questionnaires and interviews were used.

3.8 Data analysis

The data collected from the range of sources was compiled, checked and analyzed qualitatively and quantitatively using thematic analysis with simple tables, figures, and charts which was generated from SPSS for the questionnaire based collected data.

3.9 Ethical consideration

Permission to conduct the study at the OYDC was sought from the University of Peloponnese/International Olympic Academy and OYDC administration office. The researcher ensured that basic ethical principles guiding the research were observed. Honesty, openness, informed consent, privacy, and confidentiality was upheld.

3.10 Reliability and Validation of findings

To increase the study reliability and validity, the preliminary research findings were presented to fifteen respondents who include two officials from OYDC, three parents and ten participants who did a member checking. This checking opened opportunities for clarifications, feedback and discussion of the research conclusion.

Summary of the Chapter

The chapter constituted the following; research design, study area, population samples, population size, sampling procedure, instruments for collecting data, procedures for data collection, data analysis, ethical consideration and reliability and validation of findings.

Chapter four

4.0 Presentations of the Findings

4.1 Results and their Significance

This chapter of study provided the presentation of the research findings. The quantitative findings in this research are shown in terms of figures and tables, while qualitative results have been blended using a thematic analysis which has been supported with relevant quotations. The chapter of the study presents the results of a questionnaire, interview guide, focus group guide, observations and discussions conducted to establish the factors that affect the participation levels of girls in sports at OYDC in Zambia.

4.2 Analysis and discussions of the research findings

The general objective of the study was to establish the causes of gender imbalances in accessing sport facilities and sport participation at the Olympic Youth Development Centre in Zambia. Reasons to this effect were raised in the presentation of data although the research brought out the in-depth and well analysed data that came out of the findings in order to support the literature review and the research objectives. The research therefore brought up results which were done through Focus Group Discussions done at the two surrounding communities of the Olympic Youth Development Centre (OYDC) namely Chipata and Mandevu Compounds.

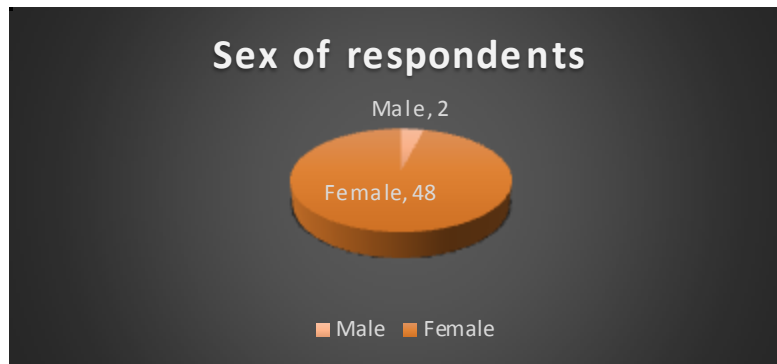
4.2.1 Analysis and Discussion Responses

Section A: Demographic And Background Information

Table 1A: sex distribution of respondents

		Sex			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	2	4.0	4.0	4.0
	Female	48	96.0	96.0	100.0
	Total	50	100.0	100.0	

Graph 1A: sex distribution of respondents

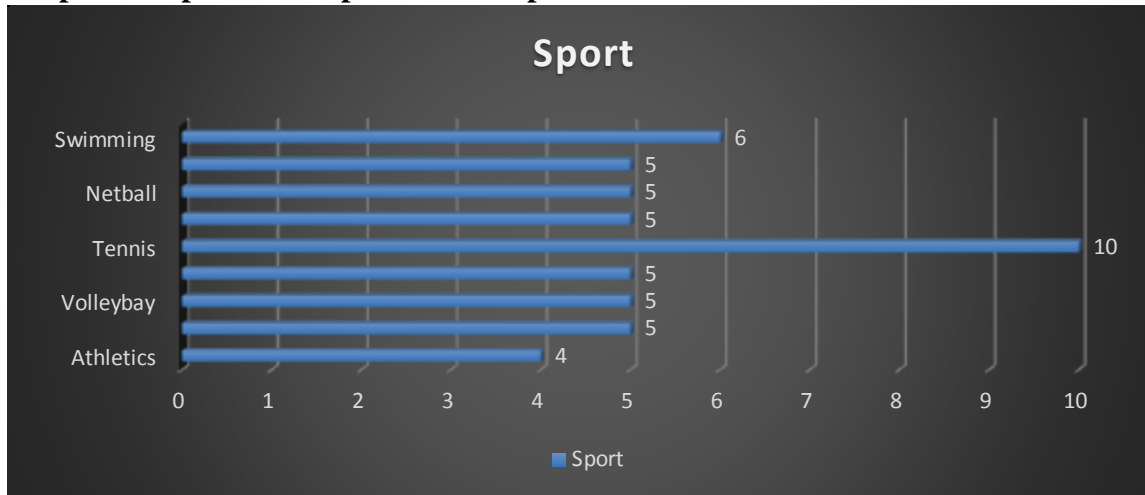


The table shows 48 females representing 96 percent and 2 males representing 4 percent took part in the study.

Table 2A: Sport the respondent take part in

		Sport			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Athletics	4	8.0	8.0	8.0
	Rugby	5	10.0	10.0	18.0
	Volley ball	5	10.0	10.0	28.0
	Hockey	5	10.0	10.0	38.0
	Tennis	10	20.0	20.0	58.0
	Football	5	10.0	10.0	68.0
	Netball	5	10.0	10.0	78.0
	Basketball	5	10.0	10.0	88.0
	Swimming	6	12.0	12.0	100.0
	Total	50	100.0	100.0	

Graph 2A: Sport the respondent take part in

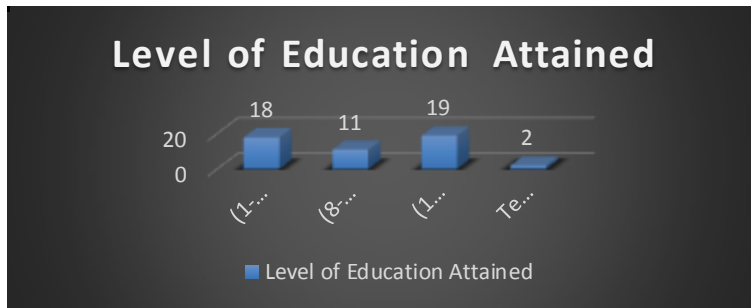


As shown in the table and graph, 10 respondents took part in Tennis representing 20 percent, 4 took part in Athletics accounting for 8 percent, 6 in Swimming representing 12 percent and 5 respondents took part in each of the remaining sport codes accounting for 10 percent each, that's Rugby, Volleyball, Hockey, Basketball, Netball and Football.

Table 3A: respondent's level of education

Level of Education Attained					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-7(Primary)	18	36.0	36.0	36.0
	8-9(Junior secondary)	11	22.0	22.0	58.0
	10-12(Secondary)	19	38.0	38.0	96.0
	Tertiary	2	4.0	4.0	100.0
	Total	50	100.0	100.0	

Graph 3A: respondent's level of education

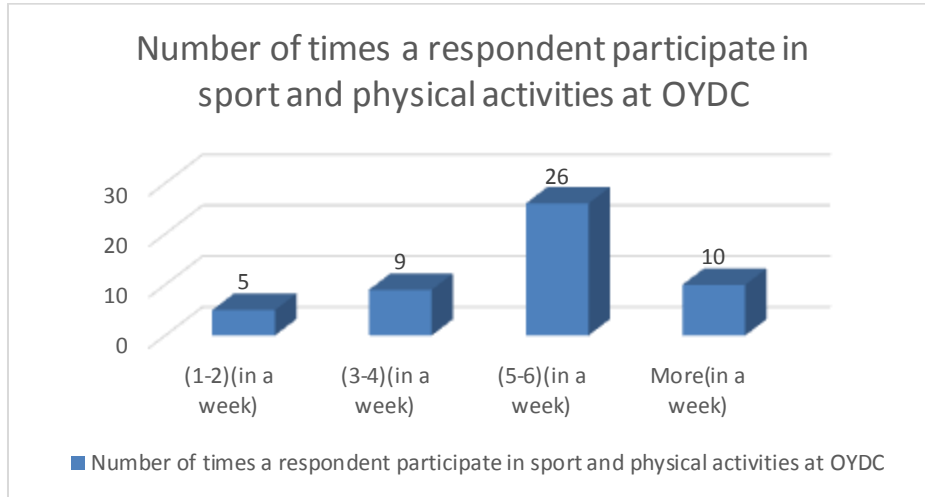


The table and graph above show that 18 respondents were in primary, 11 were in junior secondary, 19 were in secondary and 2 were in tertiary representing 36 percent, 22 percent, 38 percent and 4 percent respectively.

Table 4A: The number of times a respondent participates in sport and physical activities at OYDC in a week

How many times do you participate in sport and physical activities at OYDC?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-2(in a week)	5	10.0	10.0	10.0
	3-4(in a week)	9	18.0	18.0	28.0
	5-6(in a week)	26	52.0	52.0	80.0
	More	10	20.0	20.0	100.0
	Total	50	100.0	100.0	

Graph 1: The number of times a respondent participates in sport and physical activities at OYDC in a week



The table and graph show that five (5) respondents participate in sport and physical activities 1-2 times in a week, nine (9) participate in sport and physical activities 3-4 times a week, twenty-six (26) participate in sport and physical activities 5-6 a week and ten (10) participate in sport and physical activities at OYDC more than 6 times in a week.

Table 5A: Determining whether level of respondent’s education affects the number of times the respondent participates in sport and physical activities at OYDC

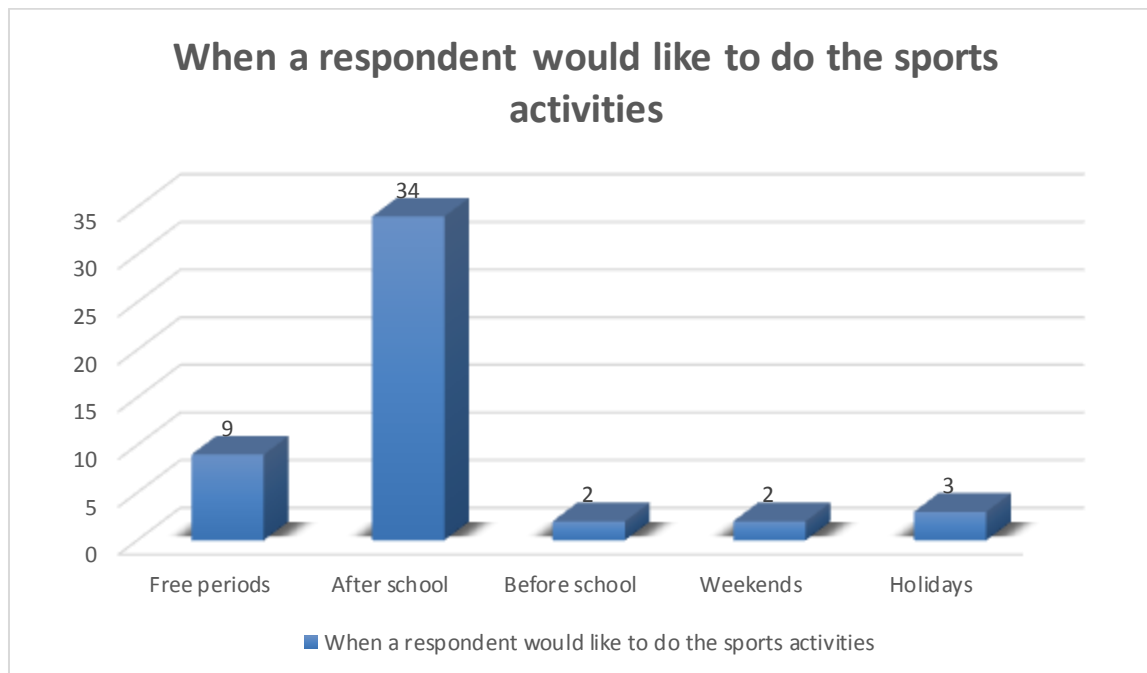
ANOVA					
How many times do you participate in sport and physical activities at OYDC?					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	2.631	3	.877	1.161	.335
Within Groups	34.749	46	.755		
Total	37.380	49			

From the ANOVA table the F-value = 0.877 and the significance level = 0.335 means that the respondent’s education level does not determine the number of times the respondent participates in sport and physical activities at OYDC.

Table 6A: respondent’s preferential period to do sports activities

If you were given a chance to choose, when would you like to do the sport activities?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Free periods	9	18.0	18.0	18.0
	After school	34	68.0	68.0	86.0
	Before school	2	4.0	4.0	90.0
	Weekends	2	4.0	4.0	94.0
	Holidays	3	6.0	6.0	100.0
	Total	50	100.0	100.0	

Graph 4A: respondent’s preferential period to do sports activities



As the table and graph above show, 68 percent of respondents representing thirty four (34) participants preferred to do sport activities after school, nine (9) preferred to do sports activities during free periods representing 18 percent of participants, three (3) preferred to do sports during

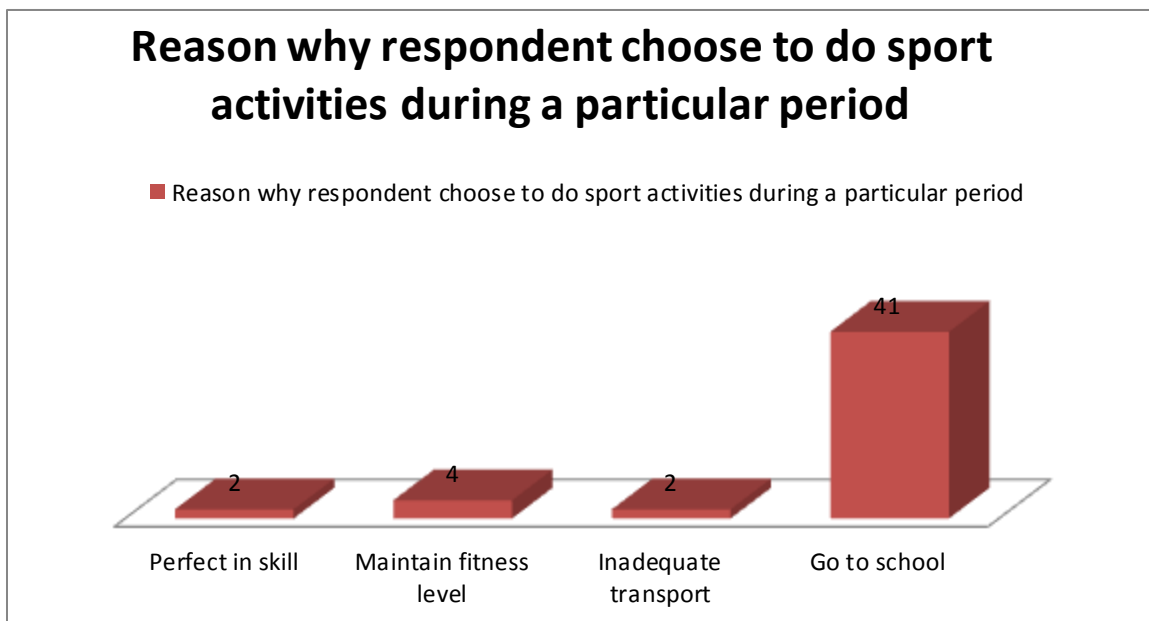
holidays and two (2) representing 4 percent preferred to do sports activities before school and on weekends.

Table 7A: reasons why respondent preferred to do sport activities during a particular period

Give reason/s for your answer in Q2B

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Perfect skill	2	4.0	4.1	4.1
	Maintain fitness level	4	8.0	8.2	12.2
	Inadequate transport	2	4.0	4.1	16.3
	Go to school	41	82.0	83.7	100.0
	Total	49	98.0	100.0	
Missing	99	1	2.0		
Total		50	100.0		

Graph 5A: reasons why respondent preferred to do sport activities during a particular period



The table and graph above show the reasons that respondents gave for choosing to do sport activities during a particular period: perfect in skill with frequency of 2, maintain fitness level

with a frequency of 4, due to inadequate transport with a frequency of 2 and because of going to school were 41 with a percentage representation of 83.7 percent.

Table 8A: Cross tabulation of preferred period and reason for the preference

If you were given a chance to choose, when would you like to do the sport activities? * Give reason/s for your answer in Q2B Cross tabulation						
Count						
		Give reason/s for your answer in Q2B				
		Perfect skill	Maintain fitness level	Inadequate transport	Go to school	Total
If you were given a chance to choose, when would you like to do the sport activities?	Free periods	2	2	2	2	8
	After school	0	1	0	33	34
	Before school	0	0	0	2	2
	Weekends	0	0	0	2	2
	Holidays	0	1	0	2	3
Total		2	4	2	41	49

As the cross tabulation table shows, the eight (8) respondents who preferred to do sport activities during free periods represent: 2 that did sport activities to perfect their skill, 2 engaged in sport activities to maintain fitness level, 2 was because of inadequate transport and 2 did sport activities during free periods because they go to school. Of those who engaged in sport activities after school, 1 did so to maintain fitness level, 33 was because they go school. Those who preferred to do sport activities before school, 2 did so because they go to school and 2 participants equally preferred to do sport activities during weekend because they go to school. Respondents that preferred to do sport activities during holidays to maintain fitness level were 2 and those that preferred to do sport during holidays because they go to school were 2.

Representing the school and being involved in any sports club in the community

Table 9A: cross tabulation of representing the school and being involved in any sports club in the community

Do you represent your school/organization in any competitive sport? * Are you involved with any sports club in your community? Cross tabulation				
Count				
		Are you involved with any sports club in your community?		
		Yes	No	Total
Do you represent your school/organization in any competitive sport?	Yes	12	17	29
	No	6	14	20
Total		18	31	49

As the table show, twelve (12) respondents represent their school/organization and are involved with a sports club in their community, seventeen (17) represent their school/organization but are not involved with any sports club in their community, six (6) do not represent their school/organization but are involved with a sports club in their community, and fourteen (14) respondents do not represent their school/organization and are not involved with any sports club in their community.

Table 10A: Respondent's role at the club

What is your role at the club? * Are you involved with any sports club in your community?				
Crosstabulation				
Count				
		Are you involved with any sports club in your community?		
		Yes	No	Total
What is your role at the club? Non		2	10	12
Player		10	16	26
Athlete		3	3	6
Sports' personnel		3	2	5
Total		18	31	49

The table above shows that two (2) respondents had no role at the club, ten (10) were players, three (3) were athletes, and three (3) were sports' personnel at their respective club in the community and a total of thirty one (31) respondents were not involved with any sports club in their community.

Table 11A: Cross tabulation of respondent's involvement in sports leadership and role at the club

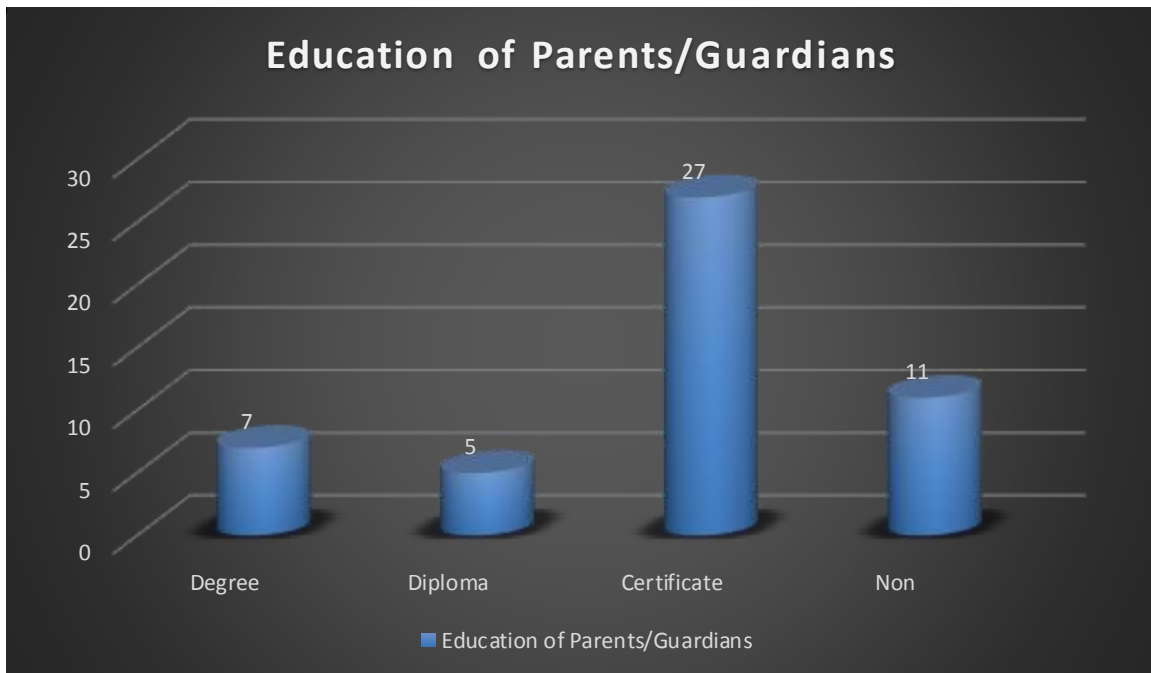
Are you currently involved in sports leadership? * What is your role at the club? Cross tabulation						
Count						
		What is your role at the club?				
		Non	Player	Athlete	Sports' personnel	Total
Are you currently involved in sports leadership? Yes		0	2	0	3	5
No		12	23	6	2	43
Total		12	25	6	5	48

As shown in the table; only two (2) players and three (3) sports' personnel for their respective clubs were involved in sports leadership and forty three (43) of the respondents were not involved currently in any sports leadership program or holding a formal coaching qualification.

Table 12A: Education of Parents/Guardians

What is the education of your parents or guardians?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Degree	7	14.0	14.0	14.0
	Diploma	5	10.0	10.0	24.0
	Certificate	27	54.0	54.0	78.0
	Non	11	22.0	22.0	100.0
	Total	50	100.0	100.0	

Graph 6A: Education of Parents/Guardians



As shown in the table and graph, the education level of seven (7) respondent's parent/guardian representing fourteen (14) percent have a Degree, five (5) have attained Diploma qualification

representing ten (10) percent, twenty seven (27) have a Certificate accounting for fifty four (54) percent of respondents' parents/guardians and eleven (11) have no education qualification accounting for twenty two (22) percent of respondents' parents/guardians.

Table 13A Cross tabulation of Education level of Parents/Guardians and able to sport financially or materially in sports.

What is the education of your parents or guardians? * Are your parents or guardians able to support you both financially or materially in sports? Cross tabulation				
		Are your parents or guardians able to support you both financially or materially in sports?		Total
		Yes	No	
What is the education of your parents or guardians?	Degree	4	3	7
	Diploma	4	1	5
	Certificate	14	13	27
	Non	5	6	11
Total		27	23	50

The number of parents/guardian that could support respondents financially or materially in sports were twenty seven (27), of these 4 had a Degree, another four (4) had a Diploma, fourteen (14) had a Certificate and five (5) had not attained any level of education. On the other hand, the parents/guardians that could not support respondents financially or materially in sports were 23 representing three (3) Degree holders, one (1) holds a Diploma, thirteen (13) had a Certificate and 6 had not attained any level of education.

Table 14A: Determining the relationship between parents/guardians level of education and supporting financially or materially in sports.

ANOVA					
Are your parents or guardians able to support you both financially or materially in sports?					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.438	3	.146	.560	.644
Within Groups	11.982	46	.260		
Total	12.420	49			

As the analysis of variance shows, the significance level of 0.644 and the factor value of 0.56 implies that there is no relationship between parents/guardians' level of education and supporting the respondent financially or materially in sports. This means that the education level of parents/guardians does not determine the financial or material support in sports activities the respondent would receive.

Table 15A: Explanation to parents/guardians supporting respondent financially or materially in sports.

Give an explanation for your response in Q9B * Are your parents or guardians able to support you both financially and materially in sports? Cross tabulation				
Count				
		Are your parents or guardians able to support you both financially or materially in sports?		
		Yes	No	Total
Give an explanation for your response in Q9B	They do not work	0	2	2
	They earn insufficient income	0	17	17
	They earn sufficient income	8	0	8
	They have no interest in sports	0	4	4
	They have interest in sports	19	0	19
Total		27	23	50

The table shows that two (2) parents/guardians could not offer support because they did not work, seventeen (17) because they earned insufficient income and four (4) had no interest in sports. Twenty seven (27) parents/guardians offered financial or material support to respondents. Of these, eight (8) earned sufficient income while nineteen (19) did so because of the interest they had in sports.

Social and Cultural factors hindering females from participating in sport

Table 16A: Social and Cultural factors hindering females from participating in sport

Are there any social and cultural factors you are aware of which hinder females from participating in sport? * If the answer is 'yes' in Q11B, mention and describe these social and cultural factors							
Crosstabulation							
Count							
		If the answer is 'yes' in Q11B, mention and describe these social and cultural factors					
		Lack of support from family/community	Low self-esteem among girls	Work/look after siblings at home	Indecent behavior (pregnancy/Indiscipline)	Not applicable (N/A)	Total
Are there any social and cultural factors you are aware of which hinder females from participating in sport?	Yes	5	7	6	13	0	31
	No	0	0	0	0	19	19
Total		5	7	6	13	19	50

The cross tabulation table above shows five (5) respondents stating the lack of support from family/community as the social and cultural factor hindering females from participating in sport, seven (7) stated low self-esteem among girls, six (6) stated working and being told to look after siblings at home as the social and cultural factor hindering female participation in sport and thirteen (13) stated the fear of indecent behavior leading to pregnancy and indiscipline as the main social and cultural factor hindering females from participating in sport among parents/guardians.

Table 17A: Gender of the coach and being comfortable to work with

My coach is? * Are you comfortable and free to work with your coach in Q13B Cross tabulation				
Count				
		Are you comfortable and free to work with your coach in Q13B		
		Yes	No	Total
My coach is?	Female	3	1	4
	Male	42	4	46
Total		45	5	50

As shown in the above table, there were four (4) female coaches and forty six (46) male coaches. Three (3) respondents were comfortable to work with a female coach and 1 was not comfortable and free to work with a female coach. Forty two (42) respondents were free to work with a male coach and only four (4) were not comfortable to work with a male coach.

Table 18A: Dependency of being comfortable on Gender

Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1.087 ^a	1	.297		
Continuity Correction ^b	.030	1	.862		
Likelihood Ratio	.829	1	.363		
Fisher's Exact Test				.353	.353
Linear-by-Linear Association	1.065	1	.302		
N of Valid Cases ^b	50				

a. 3 cells (75.0%) have expected count less than 5. The minimum expected count is .40.

b. Computed only for a 2x2 table

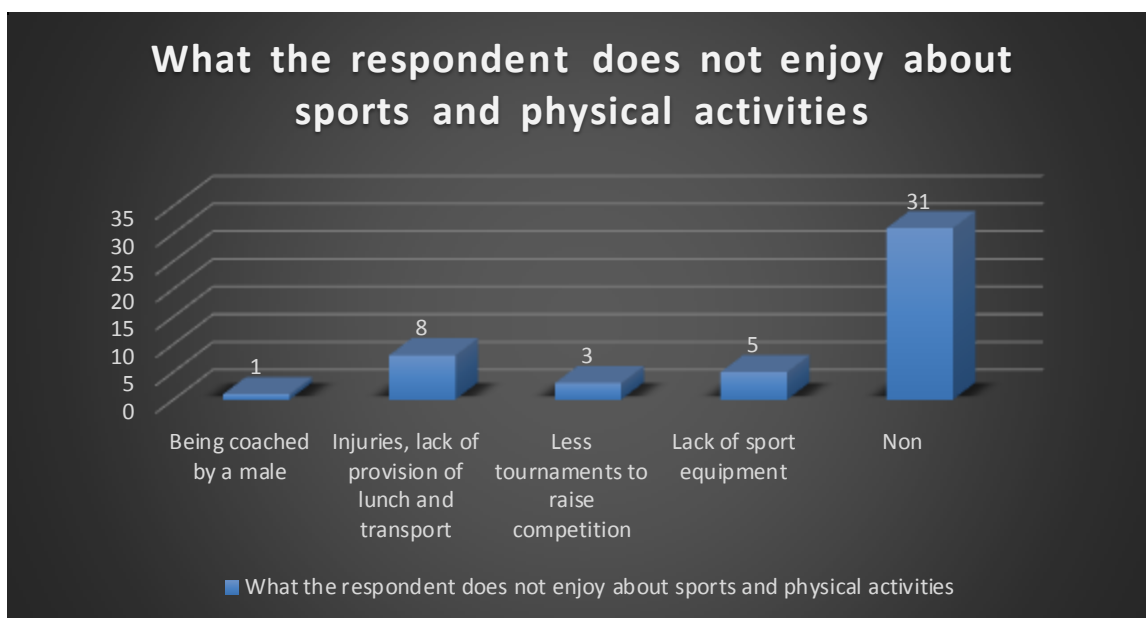
The Chi-Square value of 1.087 and a significance level of 0.297 imply that being comfortable and gender of the coach are independent. The sex of the coach does not contribute to the respondent being comfortable or not.

Table 19A: What the respondent does not enjoy about sports and physical activities

Is there anything that you do not enjoy about sports and physical activities? list reasons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Being coached by a male	1	2.0	2.1	2.1
	Injuries, lack of provision of lunch and transport	8	16.0	16.7	18.8
	Less tournaments to raise competition	3	6.0	6.2	25.0
	Lack of sport equipment	5	10.0	10.4	35.4
	Non	31	62.0	64.6	100.0
	Total	48	96.0	100.0	
Missing	99	1	2.0		
	System	1	2.0		
	Total	2	4.0		
Total		50	100.0		

Graph 7A: What the respondent does not enjoy about sports and physical activities



Injuries, lack of lunch and transport provision was attested by eight (8) respondents as what they do not enjoy about sports and physical activities at OYDC, five (5) stated the lack of sport equipment, three (3) stated the less number of tournaments to promote competition and only one (1) stated being coached by a male as what they did not enjoy about sport and physical activities. Thirty one (31) respondents did not have any reason not enjoy everything about sports and physical activities at OYDC.

Discussion

Tradition and culture are important aspects of life in the well-being of every human in the society in any country in terms of both personal and national development. It is well known that culture differs from one race to another; hence each and every country has different perceptions on how they view culture values and traditions. In the study, the researcher found it interesting to know that most girls from the age of ten and above knew some of the aspects of cultural and traditional beliefs which have been in existence and have been passed on from one generation to another. The research reviewed that these cultural and traditional aspects were taught to the children in

the society from childhood as it was a way of living. Some of these values restrict involvement in certain activities by one's being female or male. Sport is one activity that has suffered the due to discrimination by one being male or female.

In this study, it was discovered that the major factors that contribute to low participation of girls in sports are social-cultural factors and the following social-cultural factors and traditional beliefs were found among those that impede the female participation in sports; There was a saying that, 'a woman's place was in the kitchen', the saying has been in existence in the Zambian society for a long time now such that a girl child is born and raised up with those teaching, guidance and elderly advises. It is for this reason that a girl child grows up taking the responsibility of a mother in the home, the house chores even in situations where parents were not at home. A girl child for this reason would grow up knowing that she had to take up the house responsibility at all cost.

A female child was left with the responsibility of looking after the siblings when the mother is not home, while a boy child would go and play around. With this, a female child was denied chances of participating in different playing activities, hence denying them in sporting activities too.

Therefore, the practice has sometime hampered what is known as self-esteem in the girls. A girl child felt inferior to participate into play activities that involved boys. With these beliefs in them, a girl child lags behind in the beneficial physical development of human beings.

The research also reviewed that the Zambian female race was not allowed to mix with the male race during play because it was believed that, 'men bite' meaning that if females played together with the male counterpart, they might be harmed. They were taught that men were harmful and dangerous when one relates much to them. In this way, it was believed that the culture and traditions of the society helped to reduce risks of sexual relationships between the young boys and girls but also the risk of indecent and indiscipline behaviours, pregnancies and sexually transmitted diseases.

Due to social-cultural factor that the society was embedded in, females had always lacked support for sports materials and attire from both the parents and the community they lived in.

Therefore, the practice hindered the girls to actively participate in sporting activities as attire in sports had a bearing to performance.

Female sports and culture can be changed if the Ministry of Gender, Ministry of Education and Ministry of sports work in collaboration. The ministry of sports is supposed to make use of the Physical Education (P.E) teachers in schools through the Ministry of Education by considering the changing the curriculum. The curriculum should include factors that concerns gender, social culture, traditions and sports in order to help change the mind-set of more female counter part in terms of the benefits of sports than beliefs. Thoughts about engaging Physical Education teachers in to the teaching of sports started long time ago, quoting the Zambia Daily Mail Saturday, December 31, 1988 which says, “The Zambia Primary Schools Association (ZPSA) has been told to make sure of the Physical Education teachers to provide the required facilities and equipment to develop skills in primary school going children. The acting chief inspector Tembo at the official opening of the festival at Nkana stadium yesterday”. Mr. Temba said that is not only funding which enhances children in sports, but the utility of Physical Education teachers as they play a very big role to revamp sports. There is need to train and expose the children to international student levels where sport is concern for them to be built into true and real sportsmanship who would be eligible to honor Zambia’s future than indecencies in sports which may include drug abuse.

4.2.2 Focus Group Discussion

It is therefore said that the family is generally responsible for the early sports socialization and interest in children. The adoption of attitudes and behaviours in relation to sport is often associated with the need to be accepted by the parents, the community and the society which they interact with on a daily basis argued Sanstroem. It is for this reason that the participants involved in this Focus Group Discussion included parents from the Olympic Youth Development Centre two surrounding communities namely Chipata and Mandevu compounds.

In the discussions, parents were very much aware that Olympic Youth Development Centre as a sports complex, although some did not know that it is a non-profit making organization which does not require any amount of money for their female children to participate in sporting activities. The discussion also revealed that despite knowing the truth about the importance and

benefits of sports to a human being, for well-ness being, there had been a challenge with most of the parents to allow female children participate in sporting activities at Olympic Youth Development Centre. It must be noted that a few parents were not aware of the importance and benefits of sports as they were not privileged with the education abilities from childhood, as such the education levels of the parent had some degree of impact on females participation in sports. It is for this reason that the importance of female participation in sports cannot be overstated. The discussion established that, female participation in sports helped them to reduce various risks which came with being inactive. Therefore, the discussion pointed out that it was important that the information generated from the study could be used in encouraging more females to take part in various sporting activities.

The study also revealed that the major factors that affect the participation of females in sports were cultural and traditional beliefs of the Zambian people. It was said that despite having the knowledge of sports at the disposal to the community, cultural and traditional norms still were posing some challenge in the Zambian society as people were attached to these beliefs.

Some of the cultural and traditional beliefs that the discussion brought up as those many Zambians had underwent through and also taught by the elders from childhood to adulthood included the following;

- A female child could not be involved in sports for it is a male's child's activity.
- Sport changed the physiological set up of a female child. Instead of having feminine features, a girl would develop the male features hence she would never get married
- A girl child's place was in the kitchen
- Sports promoted misbehaviour and prostitution in female children
- Sports spoiled the female child's future
- The sport attire or dress code was not acceptable by the Zambian culture and traditions.
- When a female child was engaged in activities that allow them socialize with the male counterpart, they would easily engage themselves into activities that would result into pregnancies and early marriages and every parent would not love that.
- A female child had to be highly protected from defilement and rape cases as such they were not allowed to participate into activities that allow them mix with the males.

It is worth noting that some parents felt that the gender composition of coaches affected female participation in sports, and that there was need for the sports institutions to have female coaches in all the disciplines as to provide a free, safe and conducive sport environment for a girl child. A female athlete would always participate freely in sporting activities if a female coach trains them. It was also said that there were many needs that concerned females, a female athlete would want from the coach but it could not just be easily said out to a male coach. Some of these are conditions an adolescent female child could not do away with such as menstruation. With this in mind, a female child needed the support of a female coach.

In any case, the discussion also revealed that gender composition of coaches had not really affected girls' participation as the majority of coaches were male even in female athlete dominated sports and parents were learning to allow their female children to be coached by male coaches. In addition, the Focus Group Discussions' suggestions on the improvement of female participation in sport at OYDC were:

The Olympic Youth Development Centre should go on to the grass-root level (the communities and schools) in order to fetch more females in sports through sensitization.

It was discussed that when Zambia got her independence in 1964, Physical Education was taught at primary school at all levels and by doing so, there was an opportunity to all the pupils regardless of gender to participate in Physical Education and sports. It was a strong view of the discussion that, when schools were put on the agenda, it could lead to enhancing female participation in sports.

If the Olympic Youth Development Centre can advocate in the delivery of knowledge of sports and Olympic Value Education to the youths in the schools, it would stand a great chance of bringing more females in the field of sports. Olympic Value Education would help the young girls appreciate the beauty and value of sports as these would not only build and make a successful athletes but also to promote respect, fair play, pursuit for excellence, building of body will and mind and honest.

The sensitization of sports and Olympic Value Education in the communities would help a lot of parents irrespective of their levels of education, to make them realise and understand the importance of sports to a female child. The OYDC therefore should educate the parents in

different communities in Lusaka in order to make them aware of the benefits of sports to a female child, but also the learning of the Olympic Education values as these values created a better mind set of the children, and thus making them become better sports ladies at both national and international levels.

4.2.3 Analysis and discussions of the interviews

The interview section comprised of fourteen participants and these being the Zambian professional athlete, boxer Esther Phiri, the professional footballer Edina who also plays at the national level as a goalkeeper, Mr Mayamba Sitali the administration manager at OYDC and staff in the programmes department responsible for sport and non-sport activities. Of interest to the study was the education officer in charge of training the young leaders in Olympic Values Education programmes (OVEP) and the nine coaches for different sports disciplines at the centre.

From the interview interactions, culture and traditions were seen to be the major outstanding reason on the factors that affected the participation of females in sporting activities at OYDC as that lead to gender disparity in the utilization of the sports complex despite the privileges of being a non-profit making organisation to the people of Zambia, (Sitali, interview 23/10/15). This was evidenced with the interactions with the respondents of the interview guide. “Females are a delicate group of individuals when it comes to dressing because one would want to even move with the cultural perspective, the sport wear that the athletes put on if this girl comes from the so called traditional set up, with so much cultural aspects coming from their home back ground and upbringing, one will find them resisting the attire of sports”, (Sitali, interview 23/10/15). “Although the set up at OYDC is a multi-cultural, international mix, where there is a cross pollination of values as one would find every one participate at their level to where they are not restricted by the back grounds. Children have homes and these homes have values at the home level, and as such some athletes come to the centre where one would find them grouping themselves according to whether one is male or female because they are taught that they should not mix with different sex in sports”.

“Some of the myth says that if a female child participates in sports, their physical structure would look like that of a male child while others believe that sport can affect the reproductive system of females, these beliefs still exist in the Zambian society”, (Sitali, interview 23/10/15).

From the other interviews, the study was informed that OYDC had a health and education department where there was a platform to share information as athletes and coaches were engaged in values education. Such information was shared through educational programmes. It was said that the values education platform presented an avenue to deal with various beliefs or thinking as the values education went beyond the five values of Olympic Education. The other point established in the interviews was that, although it was difficult to say it out that cultural factors affected the participation of girls in sports, religious backgrounds had been another hindering factor of female participation in sports. A good example given was the Muslim society which did not allow their girl children to take part into sport or freely mix with others in social activities and that they would not allow their female children to be coached by the male coaches. The interviews still reinforced the traditional norm that, women’s place was in the kitchen. It was a clear indication that a girl child was expected to take the responsibility of house work, and that is the house chores as well as looking after the other family members. By doing this, a girl child would not be allowed to be engaged in outdoor activities such as play. It is for this reason that in a Zambian setup, and in a situation where working parents spend most of their time at work, girls in take total responsibilities of the homes. It was discovered that in some cases, parents who had small businesses of selling merchandise as street vendors and in some market places, had also engaged their girl children to take up the responsibility of selling their products at the markets and other places when they (parents in most cases mothers) go for other engagements in their business. This was reported to have been the trend in the Zambian cultural setup as the norms did not allow female children to get engaged in playing activities as play was known to be the boy’s act. The study established that, this was one reason a lot of girls did not take part in sporting activities, but observed that with the implementation of western education, and with time, the need for community total mind set change was important.

Furthermore, it was reviewed that many parents highly protect their female children as they believed that when an adolescent girl participate in sports, it became easy and prone for her to engage into sexual activities with boys and men which later result into prostitution or early

pregnancies and marriages. It is for reasons like that, that parents took sports to be a male child's activity or play a tradition that has been in existence since for a long time. The study found out that children were taught in riddles to inflict fear in girls such as, 'men bite'. There was always fear that when a female child mixes with the males, she might be engage into sexual relationships and the end results were pregnancies. So riddles and other means of education or information transfer were used to inform their female children in order to bring them up in a manner pleasing to society and thus conform to the cultural and traditional norms.

The interview with the female boxer established that she owned four world titles namely; WIBF, GBU, WIBO and WIBA. The boxer said she was a proud and disciplined athlete as success went along with discipline. The interview reviewed that the most challenging thing was culture, traditions and other beliefs which had been carried on from one generation to the other. "I believe that the people of Zambia believe that a female child cannot fight. People in Zambia concluded that I was following men at the gym and that my coach was abusing me of which was and is not the case but the reason being that this has been the attitude of the people of my country", (Esther Phiri, interview, 23/10/15,). However, she believed that with time, the beliefs and traditions would change especially with the education that athletes were getting from Olympic institutions such as the OYDC. It was learned that, Olympic values Education played vital role in the lives of athletes as they were used to build a total person and thus it was expected that good athletes would come out of this with shared world values and not national specific culture, beliefs and traditions which were passed on from one generation to the other.

Another interesting interview was with Edina a professional footballer playing in the Zambia national girls' team who felt that the educational levels of parents could be one of the contributing factors to low numbers of participation of girls in sports. However, she quickly observed that allowing or not allowing girls to participate in sport could be ascribed to the background of the parents too. She believed that sports went with inheritance, arguing that if the parents were in sports, it was likely that children would also be involved with sports as she gave an example of herself in that, her mother, father and sisters all played football. She also argued that sport participation or not had to do with culture, beliefs and traditions of Zambian society. She mentioned of the so many beliefs that do not support females' participation in sports. Quoting Edina, "people always say that a girl child should not participate in sports which are

meant for boys because in the process of doing sports, her body will change from that of a girl to that of a boy and the end result is that, she will not get married”, (Edina Phiri, interview, 23/10/15). With this in mind, most of the misconceptions about breasts of a girl losing shape when she is actively involved into sports. For it is believed in an African culture that the breasts of a woman are for a man to be married to. As Chuunga, (2012: 49), puts it that, ‘It is true that breasts are for the husband. These are the toys of the husband owns the breast. He has all the time to suckle and fondle them. Children just come and find them. It is just the courtesy of the husband to surrender them to the new born baby. After the child is weaned, the husband takes over his toys”. With this in mind, an African child would love to respect her body, for security gain of her future marriage partner and this is exercised by shunning away from sporting activities. It is very difficult for any other person to convince a child to actively participate in sports knowing that they come from homes that are full of traditions, culture, beliefs which has been passed on from one generation to the other. This and many other myths that society have believed in so much have contributed to parents’ objection of their girl children to participate in sports leading to low female representation in sporting activities.

4.2.4 Actions the OYDC has taken to help change the cultural and tradition beliefs:

- The OYDC engaged other stake holders or co-operating partners to bring on board in addition to what they have put forward in the fight against gender imbalances in terms of the utilisation of the sports complex at the centre.
- The OYDC introduced deliberate programmes to engage athletes in rural areas in fighting the gender misbalancing in terms of the sport complex utilization and help with attitude change of the culture and tradition beliefs.
- The OYDC introduced satellite stations which engaged skills in all different regions of the country, centres and the communities with the empowerment of a girl child. The programmes take place at the centre during holidays whereas the institution is able to provide the athletes food and accommodation.
- The OYDC introduced traditional games that help engage both boys and girls in order to change the cultural and traditional beliefs in the female athletes.
- There was a programme of ‘Go-Girl’ and young leaders who educate other young people on literacy and talent discovery.

- The OYDC introduced the non-sporting building capacity workshops where Olympic Values Education (OVEP) was taught and reportedly helped to change some of the society beliefs.

4.3 Limitations of the study

There were a few limitations to this study and for the future research on this topic may be well informed of these limitations:

- One of the challenges which the researcher faced was the pressure to convince parents in the two surrounding communities to participate in the research. Some of the parents felt that knowledge of sport to them has got no meaning and nevertheless, there was no pay or allowance (money) after the activity. Parents believed that once they are engaged in sports, they have to be taken care of in terms of money as they had some business to attend to, especially marketers. The interested people especially those who helped in bringing parents together for a Focus Group Discussion expected payment after the research exercise.
- Parents had negative attitudes towards sports hence it was challenging to carry out this research although it was a success.

Chapter 5 - conclusion

5.0 Summary and Conclusions

This chapter covers the summary of the study and the conclusion that is drawn from summary and recommendations.

5.1. Summary

The present study was aimed at studying the factors that affected the participation of girls in sports in Zambia. In this study, the objectives that guided the research were:

- a) To determine the extent to which parents'/guardian's education levels contribute to female participation in sports.
- b) To identify and analyse social and cultural factors affecting the participation of girls in sports at OYDC
- c) To determine the extent to which the gender composition of the coaches contributes to the participation levels of the female athletes.

In order to achieve these objectives stated above, the researcher picked the respondents purposely and randomly. The samples were drawn from the institution Olympic Youth Development Centre (OYDC) and the two surrounding communities within the Lusaka province. In this research, a questionnaire, an Interview Guide and a Focus Group Guide were used.

The study therefore was both qualitative and quantitative in its nature as it captured the views and experiences of the respondents from which the answers of the participants were integrated in relevant terms. Along with this information, the relevant literatures that explained and supported the claims that were given by the respondents were also used. Their perceptions towards the participation of girls in sports in Zambia were identified.

There is now an argent need for the government and policy makers and practitioners to take actions to ensure the need of quality sports for girls in Zambia.

5.2 Conclusions

Finally, it is quite clear from the findings of this study, that the low levels of female participation in sports at OYDC were evident in the parent's perceptions. In general, parents had more negatives than positive perceptions on matters that concerns girl's participation in sports. It is well noted that culture and social beliefs and traditions of the people of Zambia as carried on from one generation to the other has had a great impact on the participation of girls in sports at OYDC and the country at large. Religious beliefs, myths as well as traditions of the ways of life and the day to day duties each and every female child is expected of doing at home have contributed to the challenge of female participation in sporting activities.

5.3 Recommendations for OYDC

- The institution should review programmes on Olympic value education in order to consider gender imbalance factors.
- OYDC should introduce programmes that inculcate the knowledge of the importance of sports to a female individual's wellbeing.
- The institution should introduce and operationalize programmes especially those that can help to change the mind set of both children and parents in the community on cultural beliefs.
- OYDC through the IOC should go to the grass-root level such as schools and the community in order to help on the fight against gender imbalances in sports at the institution.
- The institution should consider a deliberate policy to promote women participation by employing females in positions of administrators, coaches, umpires and referees.

5.3.1 Recommendations for the government

- The government through the Ministry of sports, Ministry of Gender and Ministry of Education should work in collaboration to implement programmes that will help to change the status of female sports in the country especially on gender imbalances as obtain in the current situation.

- The gender policy makers should revise the policies consideration of gender balancing and the education on the importance of sports to a female individual taking into consideration of cultural and social beliefs.
- The Ministry of Gender should introduce programmes that will involve parents in the communities to learn on the importance of sports.
- The Ministry of Sports and Ministry of Gender should introduce and implement programmes that will yield a balanced number of coaches in the country, which is a 50/50 percentage.

5.3.2 Recommendation for further research

This study looked at the factors that affected the participation of girls in sports at OYDC. A study of similar nature in other districts in the country, provinces, and other countries might yield more helpful information for both the parents, children, the OYDC, stakeholders and the policy makers or the government at large.

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APPENDIX 1

INTERVIEW GUIDE FOR OYDC STAFF

This data will only be used for research purpose only and names of the respondents will not be published.

RESEARCH TOPIC: Factors that affect the participation of girls in sports in Zambia: The case of Olympic Youth Development Centre (OYDC) in Lusaka.

Demographic data

1. Sex: Male [] or Female []
2. Position Held:
3. Level of Education Attained:

Questions.

1. To what extent does the level of education of parents/guardians contribute to female participation in sports?
2. Is the material in terms of finances, sports equipment and attire a factor in enhancing female participation in sports?
3. Are poor parents/guardians willing to support females in sports in terms of transport costs and other related sports costs?
4. What social and cultural factors affect the participation of females in sports at OYDC?
5. Are there any myths related to female participation in sports in Zambia? If so, mention some of these myths.
6. Has the OYDC taken any step to resolve any social and cultural burrier to female participation in sport? If so, what is OYDC doing to counter any social and cultural barrier to female participation in sports?

7. Are there any programmes at OYDC that involves female participation in sports from rural area? Is so, mention them.
8. How has been the turnout of females especially those from the rural areas at OYDC?
9. Does gender composition of coaches affect female participation in sports? If so, how does gender composition of coaches contribute to the participation levels of female athletes?
10. Are there any coaching clinics for females at OYDC?
11. How many females are involved at OYDC as amperes, referees and coaches?
12. Are there any prominent female sports ladies who have excelled through sport who act as a motivating factor to females?

THANK YOU FOR YOUR PARTICIPATION!!

INTERVIEW GUIDE FOR THE PROFESSIONAL FEMALE ATHLETES IN ZAMBIA.

This data will be used for research purpose and names of the respondents will only be published on permission.

RESEARCH TOPIC: Factors that affect the participation of girls in sports in Zambia: The case of Olympic Youth Development Centre (OYDC) in Lusaka.

Demographic data

1. Sex: Male [] or Female []
2. Name of Organization Represented:
3. Sport :
4. Level of Education Attained:

Questions.

1. To what extent does the level of education for parents/guardians contribute to female participation in sports?
2. Are sports materials such as finances, equipment and attire a contributing factor to female participation in sports?
3. Do the low paid income parents positively support females in sports? Do they meet the sport costs such as transport and other related sports costs?
4. What social and cultural factors affect the participation of females in sports at OYDC?
5. Is there any myth you know that is related to female participation in sports in Zambia? If so, what is it?

6. Do you know any step that that OYDC has taken to enhance female participation in sports? If so, what is OYDC doing to counter any social and cultural barrier of female participation in sports?
7. Is there any sport programme that includes females from rural areas in Zambia through OYDC? If so, how has been the turnout of females especially those from the rural areas?
8. How does the gender composition of coaches contribute to the participation levels of female athletes?
9. Are there any coaching clinics for females in Zambia? If so, how many females do you know involved in coaching athletes and other sport in Zambia?
10. Are there any prominent female sports ladies who have excelled through sport who act as a motivating factor to females?

THANK YOU FOR YOUR PARTICIPATION!!

FOCUS GROUP GUIDE FOR PARENTS/GUARDIANS FOR OYDC SURROUNDING COMMUNITIES.

This data will only be used for research purpose only and names of the respondents will not be published.

RESEARCH TOPIC: Factors that affect the participation of girls in sports in Zambia: The case of Olympic Youth Development Centre (OYDC) in Lusaka.

Questions.

1. To what extent do the levels of education for parents/guardians contribute to female participation in sports?
2. Does material such as finances, sports equipment and sports attire contribute to female participation in sports?
3. Do parents/guardians with low income positively support females in sports at different costs?
4. What social and cultural factors affect the participation of females in sports at OYDC?
5. Are there any myths related to female participation in sports in Zambia? If so, what are they?
6. What is OYDC doing to resolve any social and cultural barrier of female participation in sports?
7. Does gender composition of coaches contribute to the participation levels of female athletes in sport? If so, how does this contribute to this?
8. Is there any coaching clinic for females you know or have seen at OYDC?
9. Are there any prominent female sports ladies who have excelled through sport who act as a motivating factor for female participation in Zambia?

THANK YOU FOR YOUR PARTICIPATION!!

QUESTIONNAIRE FOR PARTICIPANTS AT OYDC

This data will be used for research purpose and names of the respondents will only be published on permission.

RESEARCH TOPIC: Factors that affect the participation of girls in sports in Zambia: The case of Olympic Youth Development Centre (OYDC) in Lusaka.

Demographic data

1. Sex: Male [] or Female []
2. Sport:
3. Level of Education Attained:

Questions

Tick were appropriate

1. On how many times do you participate in sport and physical activities in a week?
0 []
1 – 2 []
3 – 4 []
5 – 6 []
More []
2. If you were given a chance to choose, when would you like to do sports activities?
Free periods []
After school []
Before school []
Weekends []
Holidays []
Other please state

3. Give reason/s for your answer in question 2.

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4. Do you represent your school / organization in any competitive sport?

Yes []

No []

5. Are you involved with any sports club in your community?

Yes []

No []

6. What is your role at the club? E.g. Coach, Ampere, referee or event's organizer

.....
.....

7. Are you currently involved in sports leadership? (I.e. holding formal coaching, leadership qualification).

Yes []

No []

8. What is the education level of your parents or guardians?

Degree []

Diploma []

Certificate []

If other state

9. Are your parents or guardians able to support you both financially or materially in sports?

Yes []

No []

10. Give an explanation for your response in question 9.

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11. Are there any social and cultural factors you are aware of which hinder females from participating in sport?

Yes []

No []

12. If the answer is 'yes' in question 11, mention and describe these social and cultural factors.

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13. My coach is.....

Male []

Female []

14. Are you comfortable and free to work with your coach in question13?

Yes []

No []

15. Is there anything that you do not enjoy about sports and physical activities? Please list reasons

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THANK YOU FOR YOUR PARTICIPATION!!

APPENDIX 2.

CONSENT FORM

RESEARCH TOPIC: **Factors that affect the participation of girls in sports in Zambia: The case of Olympic Youth Development Centre (OYDC) in Lusaka.**

This consent form serves to give you an understanding of the purpose of this research and subsequently the procedure to be followed when undertaking it. Further implications for your participation are explained. Make sure you read the information sheet carefully, or that it has been explained to you to your satisfaction.

1. Description

This study is purely an academic education research. The researcher is a University of Peloponnese/ International Olympic Academy student pursuing a Masters of Olympic Studies, Olympic Education, Organisation and Management of Olympic events.

2. Purpose

The researcher wishes to establish the factors that affect the participation of girls in sports in Zambia.

3. Consent

Participation in this exercise is voluntary, i.e. you do not need to participate if you do not want.

4. Confidentiality

All the data collected from this research will be treated with high confidentiality. Participants are assured of anonymity in this research.

5. Rights of Respondents

The rights of the respondents will be protected and respected. Participants are assured that they shall suffer no harm as a result of participating in this exercise. Participants are free to ask for clarification at any point of the exercise and to inform the researcher if they feel uncomfortable about any procedure in the research.

DECLARATION OF CONSENT

I have read through the participant information sheet. I now consent voluntarily to be a participant in this project.

Participant's Name:

Signature:

Date