

Factors That Inhibit Female Participation in Sports Administration at Secondary School Level: a Study of Secondary Schools in Goromonzi District of Zimbabwe

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Abstract: Attempts to address gender disparities in different spheres of life have taken centre stage for many decades now. We find examples of such concern in the number of declarations and gender conferences that have been held since the declaration of the International Women's year in 1975. Since then there have been several conferences to address the issues of gender inequality in politics, business, economics and education among other spheres of life. At the same time, feminist movements have advocated for policies that are gender sensitive globally. Such advocacy has contributed to policy changes in several governments. Despite all these efforts, the challenges of gender inequality and inequity continue to be experienced globally. There are many factors that continue to inhibit the advancement of women in different fields including education. The study sought to examine the factors that inhibit female participation in sports administration at secondary school level in Goromonzi district of Zimbabwe. The study used the qualitative research methodology and the case study design. Data was collected through the use of open-ended questionnaires and face-to-face interviews. Data was collected from ten secondary schools that were purposively selected. Five teachers were selected from each of the ten secondary schools. Data collected from the teachers was qualitatively analyzed based on the themes that emerged from the responses. The study identified the major factors that inhibit female participation in sport administration at secondary school as gender-stereotype, cultural barriers, and personal attitude. The study recommends that schools be encouraged to hold regular in-service training workshops on various sporting disciplines and that there is need for gender workshops that target both men and women.

Keywords: Gender; Participation; Sports administration; Equality; Equity.

BACKGROUND TO THE STUDY

Leadership is essential in any organization as it provides direction in an Endeavour to achieve organizational goals. It is therefore ideal that there should be a balanced representation of men and women in leadership positions be it in politics, business or education. It is therefore prudent that there is gender balance in leadership positions. However, this is not the case. Generally women are outnumbered by men in leadership positions across the globe. According to the UNWPP 2008 Report it was noted that women live in a male dominated world in which power is possessed by men. Wandia [1] states that politically in Africa very few women have made it to the position of presidency. She cites Liberia which had the first female president in Africa who assumed power in 2004 whilst Malawi had a female president in 2012, as the few exceptions among the largely male dominated political sphere.

In the economic sector women are underrepresented in leadership positions globally. Capenter and Accosta [2] state that statistics in USA revealed that women in major companies occupied 4% of the leadership positions in 2009 and yet women constituted 46, 2% of the workforce in the country. For example in East Africa women are mainly secretaries, office attendants and data entry clerks [3]. This shows that societies believe that men should lead whilst women should follow.

Universally men have been carrying out leadership careers in organizations. This can be explained by analyzing the Socialization Theory. Blackmore [18] explains that societies have labeled leadership roles as men's roles. This has its origins from the home where women are the traditional home makers whilst men are the leaders in all spheres of life. These roles are translated to the workplace as well. On the other hand, Araujo [4] on the Feminist Theory argues

that women are equally capable to lead just like what men can do. Further he argues that a leader is determined by personal ability not by gender. The Feminist Theory thus aims at erasing the societal perceptions that men and women's roles are determined by the society and in turn determine leadership.

The under-representation of women has attracted the attention of Feminist movements which in turn have influenced government policies in the world. To demonstrate the global nature of the under-representation of women there have been several international conferences to address gender inequality globally. These conferences were meant to promote gender equality and equity and eradicate all forms of discrimination. In addition to these, there have been declarations to promote the advancement of women. Such conferences and declarations include the year 1975 being declared International Women's Year, the decade 1976-1985 being declared the Decade for the Advancement of Women [5]. The Women Conference in Mexico in 1975 became a precursor to many other conferences that were to follow. These include the Women Conferences held in Copenhagen in 1980, Nairobi in 1985 and the Beijing Conference in 1995. In 2008 Zimbabwe and other SADC countries adopted the SADC Gender Protocol Barometer which called for 50/50 representation of women in parliament and other leadership positions. Consequently the National Gender Policy for Zimbabwe is derived from this protocol. On a similar note, the Millennium Development Goal 3 aimed at promoting gender equality and equity in education.

Gender disparities in leadership are also notable in sport. For instance in regional sports Paramasivan [6] reports that Anna Mguni who became the Chief Executive Officer (CEO) of the Zimbabwe Olympic Team in 2011 was the first woman in Africa to become a sports CEO. The Sunday Mail of Zimbabwe, 14 December 2014 edition reported that Stella Ruvunga was the first female referee to receive an award for being a runner-up in the referee of the year competition. It further states that referring is a male dominated area. Similarly there are very few female teachers who are sport administrators in Goromonzi District at school level and even in the National Association of Secondary School Heads (NASH) board for the district. This was observed by the researchers during inter-schools sport competitions and therefore it was necessary to focus this research on examining the reasons that can explain why there are few female teachers participating in sport administration at secondary school level.

Statement of the problem

In Zimbabwe both boys and girls participate in various sporting disciplines at school. These disciplines include athletics, soccer, rugby, cricket, basketball, handball and volleyball. However amongst the coaches,

referees and other sports administrators very few of them are women. Male administrators in sport greatly outnumber females even in girl's only sports like netball. In Goromonzi District for example, among the Heads in Charge (HIC) of various sports at district level one out of eight HICs for secondary schools was a female [7]. Therefore there is great concern as to why female secondary school teachers are not fully participating in sports administration. Zimbabwean sport is mainly nurtured at school level; hence the gender disparities in sport administration at secondary school level have led the researchers to ask the question: What are the factors that inhibit the participation of female teachers in sport administration at secondary school level?

Purpose of the study

The purpose of the study was to examine factors that inhibit the participation of female teachers in sport administration at secondary school level.

Objectives of the study

The study was guided by the following objects:

- To identify female secondary school teachers who are sport administrators in Goromonzi District.
- To assess the distribution of sporting disciplines in which female teachers are administrators at secondary school level in Goromonzi District.
- To determine the extent to which female secondary school teachers participate in sport administration at secondary school level in Goromonzi District.
- To establish the extent to which the school policy encompasses female teachers' involvement in sport administration at secondary school level in Goromonzi District.
- To examine the barriers that limits the participation of female teachers in sports administration at secondary school level.

Research questions

To find answers to the research problem the study made use of the following research questions:

- How are sport administrators appointed in Goromonzi District?
- What are the common sporting disciplines in which female teachers are participating?
- What leadership positions do female teachers occupy in sport administration at secondary school level in Goromonzi District?
- What sport leadership opportunities are offered by the school policy to teachers in Goromonzi District?
- What are the barriers that prevent female teachers from taking part in sport administration in secondary schools in Goromonzi District?

Assumptions of the study

In carrying out this study the researchers assumed that:

The limited participation of female teachers in sport administration at secondary school level is due to negative attitudes and perceptions of both female and male teachers towards female leadership in sports.

Significance of the study

This study is significant to policy makers and evaluators because its findings can be used to inform the government on the impact of gender equality policies in education with reference to leadership in general and sport leadership in particular. The findings of this study are significant to the Ministry of Primary and Secondary Education because they would enhance the attainment of gender balance in sport leadership in secondary schools. It could also help school heads, District Education Officers and deputy school heads to come up with strategies of promoting the full participation of female teachers in sport leadership starting at school level. The study would therefore influence policy formulation and implementation on gender.

Delimitation of the study

This study was confined to qualified teachers in ten selected secondary schools in Goromonzi District of Mashonaland East Province of Zimbabwe. The district is largely a rural district. The ten schools that were selected were four church-related schools, three government schools and three council schools. These were selected from 61 secondary schools among which 32 are church schools, 17 are government schools and 12 are council schools. This study mainly focused on examining the factors that hinder female teachers in secondary schools from participating fully in sport leadership.

Limitations of the study

This study was a case study of only ten secondary schools out of 61 secondary schools in Goromonzi District. The sample of fifty teachers that was used is quite small since there are 753 secondary school qualified teachers in the district. In that regard the findings relate specifically to the ten schools studied. Generalization of findings should therefore be done with caution.

REVIEW OF RELATED LITERATURE

Gender and leadership

In order to fully understand the concept of gender and leadership it is necessary to define both terms “gender” and “leadership”. According to Peterson and Runyan [8] gender is a term that refers to a set of culturally defined traits labeled as masculine or feminine by the societies. This definition means that it is society that defines gender by specifying the behavior

that is acceptable to the society if displayed by men and that which is acceptable to the society if displayed by women. Such perceptions are instilled in the minds of members of the society such that they are observed as that society’s culture.

The term “leadership” as defined by Hanson cited in Sharayi [9] refers to the activity of directing and making others to comply because one has authority. It means that a leader is one who does so because he or she has been given the power to control others. A leader directs or instructs and subordinates follow. Therefore this study focused on demonstrating the relationship between gender and leadership and this was done by referring to the social model, organization model and the individual model to explain women participation in leadership

The social model

The social model as described by Shakeshaft [10] explains that women are underrepresented in leadership positions because of the structures of the society. This means that the cultural norms of the society work together with the way one is socialized and set patterns that shape men and women into different areas of work. Therefore many women are excluded in leadership positions and men dominate in leadership positions because the society has shaped them to believe that leadership is for them. This model assumes that men and women are taught to associate with different roles that are acceptable to the societal expectations. These roles are then transmitted to the workplace and these are the possible explanations of the differences in leadership between males and females. The social model according to Lather [11] asserts that socialization patterns are instilled in boys and girls at a tender age and these different socialization patterns become pronounced in later life as these children grow into adulthood. It means that men are socialized to lead whilst women are socialized to accept male leadership. This model implies that if a woman is to become a leader then she must deny societal norms and values. Since most women conform to societal norms that explains why they continue to be underrepresented in leadership positions. This model assumes that gender is directly linked to leadership. Therefore this model was relevant to the study as it helped to explain why there were few female teachers in sport administrative positions because of the socialization that they received in their cultures.

The organizational model

The organizational model is useful in explaining the participation of women in leadership positions. Burst and Acker [19] explain that the organizational model means that men and women aspire to be leaders influenced by what is achievable in an organization. In most organizations men occupy administrative posts and this makes other men to aspire

to be leaders. On the other hand women do not have leadership aspirations because they realize that men are considered first and to them leadership appears to be unachievable. Therefore it implies that according to the organizational model leadership is directly linked to gender and this relationship is in favor of men. Similarly school is an organization and this model was useful in explaining the limited participation of female teachers in sport administration since women's aspirations to lead could also be influenced by what is achievable in their schools where males dominate the leadership positions in sport.

The individual model

The individual model is one of the models that could be used to explain the link between leadership and gender. Shakeshaft [10] states that the individual model assumes that people are promoted due to ability. It means that those who are regarded as able to lead are promoted to leadership positions. This means that most women are regarded as incapable to lead. However this is possibly because men are socialized to view leadership as theirs therefore they are likely to assume that a woman cannot lead. Some women are regarded to have lack of confidence because they do not apply for promotions yet they possess the required qualifications. This could be due to the socialization that they received from their cultures that makes them less interested in leadership because they know how they are viewed by men. Although Shakeshaft [10] analyzes the individual model and points out that it implies that women are the cause of their underrepresentation in leadership yet indirectly this model favours men as it regards them as more capable of leading than women. Therefore leadership is influenced by gender and men are favored.

The three models discussed pointed out that gender and leadership are closely linked. Most societies view men as the rightful leaders and maintain male dominance in leadership whilst overshadowing female leadership.

RESEARCH METHODOLOGY

Research methodology according to Taylor [12] refers to the process that is used to collect information and data for making decisions based on the findings. Walcott [13] defines research methodology as the process used to collect data and also includes a consideration of the concepts and theories that underlie the methods of collecting data. From the definitions given research methodology refers to how the researcher plans and collects data as well as the methods that are used to collect data. The methods should be adopted after the researcher considers how they help to answer the concepts in the research questions. This research used the qualitative methodology.

Qualitative methodology

Qualitative methodology according to Holiday [14] refers to the process of demonstrating a deep understanding of a concept(s) by making detailed discussions. The researchers applied it to this study as it was concerned with collecting and analyzing the views and opinions of the teachers on factors that hinder female teachers from participating in sport administration. Qualitative methodology enables the researcher to interact with the respondents [14]. As such, the researchers were able to interact with the teachers in the ten selected schools. Qualitative methodology thus enabled the researcher to obtain first hand information on the perspectives of teachers by verbal interaction.

Qualitative research methodology was used in this research because it enabled analysis of data to be done using detailed narrative explanations. The data obtained was mainly on views and opinions and these could be understood better by reporting the findings narratively.

RESEARCH DESIGN

The study used the case study design. The case study according to Taylor [12] is an in-depth study of subjects in order to get intensive data on a problem. This means that case study demarcates physical boundaries of the area to be studied so that the study can be intensive on that area. A case study research design was appropriate to this study because it was not practically possible to carry out the study in all schools in Goromonzi District because of the time and costs involved. The case study research design enabled the researchers to collect data from secondary school teachers in their natural workplace. The research problem was concerned with the imbalances on gender leadership in sports at secondary school level. Hence, by carrying out a case study the researchers were able to interact with respondents in their natural environments, at the same time we were able to gather intensive data on the problem of gender inequality in sports administration.

Sample and Sampling Procedures

The sampling plan describes the strategies that were used to obtain a sample for a study. This included selecting the people who were used as subjects in this study. Purposive sampling was used. Purposive sampling allows a researcher to make deliberate selection of people who are likely to provide the required data [15]. The sample was made up of 50 teachers. These comprised of 5 teachers made up of 2 male teachers and 3 female teachers from each of the ten selected schools.

Data Collection Instruments

The study used open-ended questionnaires. These allowed the respondents to express themselves as they would do in face-to-face interviews. The use of

questionnaires allowed the researchers to obtain the desired information on opinions of female teachers concerning sport leadership. The open-ended questionnaires were complemented by face-to-face interviews. Face-to-face interviews allowed the researchers to probe further to seek clarification. In that regard, face-to-face interviews accommodated interaction between the interviewer and the interviewee.

DATA PRESENTATION AND ANALYSIS

Data was collected and then qualitatively analyzed. The analysis was based on the themes that emerged from the responses based on the research questions. These themes are presented and analysed below.

Selection of sport administrators in secondary schools

Data collected shows that all ten schools had either a sports committee or sports directorate as the main board that administers sporting activities. The data also indicates that the members of the committee or directorate were selected either by direct appointment by the school head or by votes from members of the staff. Eight (80%) out of ten schools had their sport administrators appointed directly by the school heads. Two (20%) schools had their sport administrators selected by the teachers by means of voting. Data from the interviews revealed that even in those schools where votes were done it is the head who endorses the members that are selected. Therefore either directly or indirectly the school heads had a significant input in the selection of sport administrators in secondary schools. This appears to suggest that the appointment of sport administrators is greatly determined by the school head. Data collected from interviews revealed that one (10%) school out of ten had a female sport director. It appears that school heads prefer male leaders in the position of sport leadership in the school. The reasons for preferring male teachers could not be due to qualifications since the data shows that in some cases female teachers were better qualified than male teachers. The reasons could not be due to age since data shows that female teachers are distributed across the same age groups that are common to male teachers. Therefore could be other reasons to explain why male sport directors are preferred to female directors by school heads.

Selection of coaches and trainers

Data that was gathered on what is considered when selecting coaches and trainers indicates that 8(80%) out of 10 schools considered interest shown by the teacher. Two (20%) schools considered qualifications of the teacher willing to coach or train a particular sporting discipline. It would appear that the selection of coaches and trainers is largely determined by interest and to a lesser extent by qualifications. If it is by interest then it can be suggested that female

teachers are less interested. On qualifications female teachers are equally qualified as males or at times better qualified.

Distribution of female teachers as sport administrators

Data collected show that in nine (90%) schools female teachers were sport administrators in netball, athletics and girls soccer only. In one school (10%) female teachers were coaching boys volleyball in addition to the other three disciplines. Data from interviews indicates that even in netball and girls soccer most of the female administrators were ordinary coaches led by male head coaches. There is a gender imbalance in the distribution of sport administrators. This could be due to other causes that affect the interest of the female teachers since the selection of coaches is determined greatly by the interest of the teacher. Data also showed that in nine (90%) schools female teachers were deputy sport directors and committee members of the sports committee or directorate. These positions meant that the female teachers were subordinates to male sport directors. Since the selection of sport administrators is greatly determined by the school heads then it appears that heads were biased towards male teachers when appointing sports administrators.

Attendance of sport workshops and coaching clinics

Data collected on whether teachers were attending sport workshops revealed that 12 out of 20(60%) male teachers had attended sport workshops or coaching clinics. Six out of thirty (20%) female teachers had attended sport workshops and coaching clinics. The selection of those who attend the workshops was done by allowing volunteers and the school heads made no restrictions. It appears that the school policy gives equal opportunities to both male and female teachers to attend workshops. Therefore it can be suggested that female teachers were less willing to attend these workshops. Since there were no restrictions made therefore the female teachers had other reasons for their unwillingness which could not be due to qualifications because they were adequately qualified or even due to their duration in their current schools because they had stayed long enough to understand the sport administration patterns of their schools.

Barriers to the participation of female teachers in sport administration

Data gathered indicates that 28(56%) teachers selected social factors as the main cause for the limited participation of female teachers in sport administration. These appear to be the possible explanations as to why there are fewer female teachers in sport administration than male teachers despite their qualifications being the same. Data from the interviews revealed that most women played multiple social roles at home such as being mothers, wives and care givers and these roles are too demanding such that female teachers have no

time for sport administration which might require that they stay behind after classroom duties yet that is their time for doing social roles. This agrees with Chabaya, Rembe and Wadesango [16]'s findings in their study on factors that impede the advancement of female teachers into leadership positions in Zimbabwean primary schools. They found out that female teachers greatly value their social roles more than anything else even career advancement.

Data from the interviews showed that male teachers indicated social factors as the major set back to female participation in sport administration because they said that as husbands they would still expect their working wives to do the household duties like cooking and they would not tolerate a situation where the wife would come home late after doing sport administrative work beyond the usual working hours. Similarly Chabaya et al. [16] found out that most women would not take up administrative positions because their husbands had no "off-duty" tolerance.

Gender-stereotyping barriers

Seventeen (34%) teachers indicated gender-stereotyping as the main cause of the limited participation of female teachers in sport administration. This could be the possible explanation as to why there were more male teachers as sport administrators than female teachers. Data collected shows that most teachers both male and females noted that sport leadership was for men. Female teachers said that they viewed sport leadership as an area of natural dominance for men. The male teachers said that it was instilled in them from early years by the society that men are the leaders. These views agree with Chabaya et al. [16] who found that female teachers did not apply for heads' positions because to them leadership was a men's area. Gender-stereotyping could be the reason behind the exclusion of female teachers from the sport director's position by school heads. This could seem to suggest that the gender policies, conventions and women conferences have not succeeded in changing the gender-stereotype. Some female teachers said that they regarded sport leadership as suitable for men because men are suitable to lead. This agrees with Christie [17] on the Gender Role Theory which states that leadership is "innate" to men yet unachievable to women. Therefore according to the gender role theory men are the suitable leaders whilst women are supposed to be submissive to male leadership. This means that women would avoid leadership because they view it as a rightful men's role due to gender role socialization.

Most male teachers in this study indicated that sport leadership was meant for men. They argued that society has made them to believe so from early ages. This agrees with Araujo [4] on explaining the Socialization Theory which makes societies to determine gender roles, which is translated to determine

men's jobs and those suitable for women. This explains why there were more male sport directors and head coaches across all sporting disciplines than female administrators. This at the same time appears give credence to the social model as explained by Shakeshaft [10] and Lather [11] who argue that under-representation of women is due to structures in society and the socialization patterns in it.

Social factors are closely related to gender-stereotyping because it is the society that determines what roles women and men should play. Both factors highly influence female teachers' involvement in sport administration at secondary school level. Therefore despite having the same qualifications with male teachers, few female teachers participate in sport administration because of both the social factors and gender-stereotyping.

Cultural barriers

Data indicates that three (6%) teachers selected cultural beliefs as a major cause to the limited participation of female teachers in sport administration. Some female teachers noted that in their cultures those women who take part in sport actively are seen as women of loose morals. Therefore such teachers chose not to associate with sport administration so as to maintain their dignity as morally upright women. This could be the explanation as to why female teachers appear to be less interested in sport administration. Cultural factors were selected as barriers that prevent female teachers from participating in sport administration. Some female teachers said that sport administration is viewed as a sign of immorality if done by women. They said those female sport administrators in their societies are labeled as women of loose morals. Such female teachers indicated that such negative cultural beliefs are barriers to their participation in sport administration. This agrees with Paramasivan [6] who examined why there are few female sport administrators in Zimbabwe and found that most of the women who were active in sport and sport administrators were viewed as prostitutes. Wandia [1] states that culture prevents the participation of women in leadership positions because most cultures have the "patriarchal ideology" that man should dominate leadership positions. Therefore female teachers from such societies would not bother to take up administrative positions in sport. This could explain why female teachers appear to be less interested in sport administration.

Social factors, gender-stereotyping and cultural beliefs are closely linked to how they act as barriers to female participation in sport administration at secondary school. A society adopts a culture and in turn culture determines gender roles. This affects how one makes decisions in life as an adult.

Personal attitude barriers

Data indicates that 2(4%) teachers selected personal attitude as a contributing factor to the limited participation of female teachers in sport administration. This is the possible reasons as to why some female teachers were less interested in sport administration and yet they had the adequate qualifications for the job. Data indicates that there were female teachers with Masters Degrees yet there are few female sport administrators. This agrees with Chabaya et al. [16] who found out that some female teachers with necessary qualifications simply did not apply to lead in primary schools. This explains why there were few female sport administrators even in those schools that considered qualifications as necessary for appointment of sport administrators. The personal attitude of female teachers was selected as the least influential factor that can act as a barrier to sport administration participation by female teachers. Some female teachers indicated that they were not interested in sport administration despite possessing relevant qualifications to sport leadership. This agrees with Chabaya et al. [16] who found out that some women who had appropriate degrees simply chose not to apply for promotion due to personal decisions. This means that although school policies offer equal sports leadership opportunities, the interest of female teachers is largely reduced by their personal attitudes. In turn this leads to the exclusion of most female teachers in sport administration.

CONCLUSIONS AND RECOMMENDATIONS

From the findings of this study it can be concluded that sports administrators in Goromonzi District are appointed by the school heads and the appointments are in favour of male teachers. School heads have more confidence in male teachers than in female teachers because they believe that men are the best leaders. In ninety percent of the schools female teachers occupied the positions of deputy directors or ordinary coaches. This appear to mean that female teachers always need a male teacher to direct them in sport administration even in netball which is played by girls because school heads undermine the capability of female leadership in sport due to gender stereotyping that it is only men who can lead. Such perception has been instilled over a long time and is not easy to change.

From the findings of this research it can be concluded that social factors and gender- stereotyping are the major causes that prevent female teachers from taking part in sport administration. Sports administration is time consuming for the female teachers who have a more demanding social role at home. Most female teachers believe that sport leadership is for men and this explains why there are more male administrators in sport in Goromonzi district than female sport administrators. It can be concluded that the factors that inhibit the participation can be

explained by the social model. These factors include gender-stereotype, culture and the personal attitudes of female teachers. It can be concluded that school policies in Goromonzi District offer equal opportunities for professional sport development to both female and male teachers but social factors and personal attitude prevent most women from participating in sport development training. All the factors examined in this study lead to the conclusion that sport administration at secondary school is largely male dominated and this enabled the following recommendations to be made:

In view of the above conclusions, the study makes the following recommendations:

- The schools are encouraged to hold regular in-service training workshops on various sporting disciplines in order to empower those teachers without adequate professional experience and qualifications to participate in sport administration.
- Gender workshops and conferences should target both men and women in order to charge the gender-stereotype still prevalent.
- Education and training have to continue to be promoted to change cultural beliefs and practices.
- There is need for both male and female teachers to fight gender stereotypes in education.

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