DETERMINANTS OF WOMEN’S INVOLVEMENT IN COACHING
INDIVIDUAL AND TEAM SPORTS IN NAIROBI CITY COUNTY, KENYA

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JUNE, 2019
DECLARATION

I confirm that this thesis is my original work and has not been presented for a degree in any other university. The thesis has been complemented by referenced works duly acknowledged. Where text, data, graphics pictures or tables have been borrowed from other works including the internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

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DEDICATION

To sports women struggling to break the glass ceiling
ACKNOWLEDGEMENT

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To my family, I express profound appreciation for their support and understanding during the entire duration of my studies.
2.4.3 Structural Challenges ................................................................. 21
2.5 Strategies for Addressing Challenges to Women’s Participation in Coaching Sports ................................................................. 22
2.6 Summary of Reviewed Literature .................................................. 23
2.7 Theoretical Framework .................................................................. 24
2.8 Conceptual Framework .................................................................. 25
CHAPTER THREE ................................................................................. 27
RESEARCH METHODOLOGY ............................................................... 27
3.1 Introduction ................................................................................. 27
3.2 Research Design .......................................................................... 27
3.3 Site .............................................................................................. 28
3.4 Target Population .......................................................................... 29
3.5 Sample Size and Sampling Procedure ........................................... 30
3.6 Data Collection Instruments .......................................................... 32
3.7 Pre-testing of Research Instruments for Validity and Reliability ......... 33
3.8 Data Collection Procedure ............................................................ 33
3.9 Data Processing and Analysis ........................................................ 34
3.10 Ethical Considerations ................................................................. 35
CHAPTER FOUR .................................................................................. 36
PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION ................................................................. 36
4.1 Introduction ............................................................................... 36
4.2 General Information on the Sampled Population ......................... 36
4.2.1 Gender and Category of the Respondents ................................. 36
4.2.2 Distribution of Respondents According to Gender and Age ........ 37
4.2.3 Distribution of the Respondents According to Marital Status and Gender .... 39
4.2.4 Distribution of the Respondents According to Education Level .......... 40
4.3 Participation of Women and Men in Coaching Individual and Team Sports .. 41
4.3.1 Introduction ........................................................................... 41
4.3.2 Men and Women’s Involvement in Coaching Individual and Team Sports ... 41
4.3.3 Coaches Experience ................................................................. 44
4.4 Factors Influencing Women Involvement in Coaching Individual and Team Sports ................................................................. 53
4.4.1 Family Constraints ................................................................................................................................. 53
4.4.2 Attitudes/Perceptions/Stereotypes ......................................................................................................... 57
4.5 Challenges Facing Women in Coaching Individual and Team Sports ..................................... 70
4.5.1 Intrapersonal Challenges ...................................................................................................................... 71
4.5.2 Interpersonal Challenges .................................................................................................................... 73
4.5.3 Structural Challenges .......................................................................................................................... 75
4.6 Strategies to Enhance Women Involvement in Coaching Individual and Team Sports .................... 78
4.6.1 Workshops to Build Self-efficacy on Involvement in Coaching Sports .............................. 80
4.6.2 Remuneration ..................................................................................................................................... 81
4.6.3 Advertisement and Education on Women Sports Coaching ...................................................... 82

CHAPTER FIVE .................................................................................................................................................. 86
SUMMARY, CONCLUSION AND RECOMMENDATIONS ............................................................................ 86
5.1 Introduction ............................................................................................................................................... 86
5.2 Summary ................................................................................................................................................ 86
5.3 Conclusion .............................................................................................................................................. 88
5.4 Recommendations ............................................................................................................................... 89
5.5 Suggestions for Further Research ....................................................................................................... 91
REFERENCES ............................................................................................................................................... 91
APPENDICES .................................................................................................................................................. 107
APPENDIX 1: QUESTIONNAIRE FOR COACHES ...................................................................................... 107
APPENDIX II: QUESTIONNAIRE FOR ATHLETES .................................................................................... 111
APPENDIX III: INTERVIEW GUIDE FOR KEY INFORMANTS ................................................................. 114
APPENDIX IV: REGISTERED SPORTS IN NAIROBI CITY COUNTY .............................................. 115
APPENDIX V: RESEARCH AUTHORIZATION ......................................................................................... 116
APPENDIX VI: RESEARCH PERMIT ............................................................................................................. 117
APPENDIX VII: CONSENT LETTER FOR KEY INFORMANTS ............................................................... 118
APPENDIX VIII: CONSENT LETTER FOR RESPONDENTS ................................................................. 119
LIST OF TABLES

Table 3.1: Target Population ......................................................................................... 29
Table 3.2: Sample Size Distribution .............................................................................. 31
Table 4.1: Gender of Respondents by Category .............................................................. 37
Table 4.2: Distribution of respondents by Age, Gender and Category ............................ 38
Table 4.3: Highest Level of Education ............................................................................ 40
Table 4.4: Players Transiting to Coaches ...................................................................... 43
Table 4.5: Coaches continuous professional developmental training ............................ 46
Table 4.6: Professional group of coaches ........................................................................ 48
Table 4.7: Coaches Competency .................................................................................... 49
Table 4.8: Perceptions of Women Coaching ................................................................... 57
LIST OF FIGURES

Figure 2.1: Conceptual Framework on Factors Influencing Women Involvement in Sports Coaching ................................................................. 26

Figure 3.1: Map of Nairobi City County ................................................................. 28

Figure 4.1: Marital status of the respondents.......................................................... 39

Figure 4.2: Participation of Men and Women in Coaching Individual and Team Sports ............. 42

Figure 4.3: Coaches Experience in Coaching Sports.................................................. 44

Figure 4.4: Coaches Training in Coaching Sports....................................................... 45

Figure 4.5: Extent of Women’s Involvement in Coaching Sports...................................... 50

Figure 4.6: Family Constraints to Women’s Involvement in Coaching Individual and Team Sports... 54

Figure 4.7: Resources as a Factor Influencing Women’s Involvement in Individual and Team Sports Coaching................................................................. 67

Figure 4.8: Strategies to Enhance Women’s Involvement in Coaching Individual and Team Sports . 79
**DEFINITION OF TERMS**

<table>
<thead>
<tr>
<th><strong>Individual Sports</strong></th>
<th>Refers to sports in which participants compete as individuals and/or single opponents play against each other. In this study, these included swimming, boxing, athletics and tennis.</th>
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<tr>
<td><strong>Involvement</strong></td>
<td>Participation of women in coaching individual and team sports</td>
</tr>
<tr>
<td><strong>Sports Coaching</strong></td>
<td>A process in sports in which an individual or team gets support through technical training, instruction, mental and physical development in order to achieve target goals and increase skill levels.</td>
</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td>A continuous activity in sports in which an individual earns and maintains professional credentials in sports coaching by obtaining additional coaching qualifications and experience, attending workshops, seminars and conferences.</td>
</tr>
<tr>
<td><strong>Team Sports</strong></td>
<td>Any sport that involves players working together in a supportive and trusting atmosphere to achieve an ultimate goal or shared objective, which is usually to win in (a) competition(s). In this study, these included volleyball, soccer, rugby, basketball, hockey and netball.</td>
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**Sports Administrator**  
Any senior person holding an appointed or elective position in sports bodies or federations. This may include chief executive officers, presidents and executive board/committee members.
## Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ABS</td>
<td>Australian Bureau of Statistics</td>
</tr>
<tr>
<td>CAC</td>
<td>Coaching Association of Canada</td>
</tr>
<tr>
<td>KNSC</td>
<td>Kenya National Sports Council</td>
</tr>
<tr>
<td>MDG</td>
<td>Millennium Development Goal</td>
</tr>
<tr>
<td>NCAA</td>
<td>National Collegiate Athletic Association</td>
</tr>
<tr>
<td>NACOSTI</td>
<td>National Commission for Science, Technology and Innovation</td>
</tr>
<tr>
<td>SDT</td>
<td>Social Dominance Theory</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for the Social Sciences</td>
</tr>
<tr>
<td>UK</td>
<td>The United Kingdom</td>
</tr>
<tr>
<td>USA</td>
<td>The United States of America</td>
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This study sought to investigate the involvement of women in coaching individual and team sports in Nairobi City County, Kenya. Specifically the study focused on: establishing and distinguishing between participation of women and men in coaching individual and team sports, assessing the factors influencing women’s participation in coaching individual and team sports, determining the challenges faced by women in individual and team sports coaching and identifying strategies to address the challenges faced by women in individual and team sports coaching. The Social Dominance Theory (SDT) guided the study. The study was conducted using a descriptive survey research design. It involved a broad category of issues related to women’s participation in coaching sports in Nairobi City County. The population for the study comprised women and men involved in both individual and team sports in Nairobi City County. Stratified random sampling was employed to select a sample of 164 women and men in individual and team sports. The coaches and heads of organizations who participated in the study were selected through purposive sampling. The involvement in coaching in individual and team sports is skewed towards men. Factors influencing women’s involvement in coaching individual and team sports include family constraints, attitudes, perceptions and resources. The challenges are lack of clear career pathways and administrative support, competition from men and the high cost of training with minimal returns. Proposed strategies to enhance women’s involvement include workshops, proper remuneration, change in stereotyping women involved in coaching sports, courses targeting women with flexible learning modes, promotion of women coaches and coaching, and sponsorship through sports organizations. The conclusions of the study are that few women than men coached individual and team sports in Nairobi City County, gender related factors and challenges influenced women’s participation in coaching individual and team sports, which if addressed could mitigate the situation. The study recommends further investigations that would establish how many women athletes’ transit to coaching compared to their male counterparts; and to address the lack of awareness of initiatives put in place to support their involvement in coaching sports.
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Sports are part and parcel of the social fabric of any given country. Participation in sports activities offers many benefits to individuals, communities and nations. According to Bailey, Dismore, and Willard (2010) gains attributed to participating in sports include development of physical, mental and reproductive health as well as educational and intellectual development. The United Nations (2007) identified sports as a medium for enhancing women’s physical and psychological wellbeing, creating awareness of their abilities, giving them confidence challenging gender norms and for playing effective roles in society. As a result, sports have the unique capacity to provide insights into people’s perceptions of fair treatment within a society (Bodey, 2007). In addition, sports is one of the largest economic Industries in many countries and hence, a major source of employment (Mwisukha, Njororai & Onywera, 2003). The importance of coaching sports is also realized when there is individual and team success (Horn, 2002). Coaching is a profession or career that not only improves the skills and confidence of those being coached but also provides income to cater for life’s basic needs of those who coach. It strengthens decision making, managerial and organizational skills for those with long term objectives of securing leadership positions in sports governing bodies at the national, continental and international level (Mattila, 2010).

The study of women in sports leadership has become a topical issue in recent times. This is because the increase in the number of women athletes has not seen a
corresponding increase of women in leadership positions. This may be attributed to male dominance in sports leadership. Previous fora such as the Brighton Sports Conference Declaration in 1994, and subsequent ones held in Lausanne (1996), Paris (2000) and Marrakech (2004) made attempts to address this phenomenon by focusing on how to accelerate the process of change that would address the imbalances and challenges women face in their participation in sports (Cockburn, Gray & Thompson, 2007).

Women’s involvement in coaching sports in various fields has remained circumscribed by male dominance in the profession and hence, they do not enjoy the benefits associated with sports. According to Acosta and Carpenter (2004), the number of women participating in coaching sports has been on the decline compared to those participating in sports as players. Thus, McCharles (2010) suggests that it is necessary for researchers to investigate the trend. Mercier and Werthner (2001) opine that women coaches can act as important role models and mentors for young women wishing to succeed and flourish in an androcentric system. In their view, women in coaching may contribute in a positive manner to the sports culture through their leadership styles, which are considered different from those of their men counterparts.

Globally, there are variations in the number of women involved in coaching sports. In Canada, statistics show that women hold 33% of head coach positions in women teams (Kerr, Marshall and Sharp, 2012). In individual sports such as athletics, swimming and wrestling, women account for 17%, 20% and 35% respectively as head coaches. In team sports such as rugby, basketball, soccer, volleyball and ice hockey, women constitute 41%, 36%, 35%, 34% and 20% respectively as head
coaches (Demers & Audet, 2007). Scholars are of the opinion that launching a coaching career is not always easy and women coaches are not always adequately prepared to face the challenges associated with the profession. The relatively small number of successful women coaches compared to men, generated interest in investigating reasons for this situation (Demers & Audet, 2007; McCharles, 2010).

According to Acosta and Carpenter (2012) prior to the passage of Title IX in the USA, 90% of women’s teams were coached by women. According to this law, which was passed by the United States Congress in 1972 to promote equality on the basis of gender, no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. However, recent literature indicates that rather than numbers increasing, the percentage of women in coaching dropped to 43% (Dusenbery & Lee, 2012), 3% of men’s teams were coached by women compared to 57.1% of women’s teams that were coached by men (Acosta & Carpenter, 2012; Nicole, 2013). Moreover, most women coached individual and team sports such as swimming and diving, tennis, golf, athletics and women soccer but rarely coach basketball, baseball and football (Kamphoff, Amentrout & Driska, 2010). These figures indicate that the proportion of women training to become coaches is not increasing significantly and the distribution of women within the coaching profession is unequal to that of men (Acosta & Carpenter, 2012).

This suggests that there are obstacles and challenges hindering women’s involvement in coaching sports. According to the hierarchical model of leisure constraints, these challenges are structural, interpersonal and intrapersonal
(Crawford, Jackson & Godbey, 1991). Structural constraints are conceptualized as intervening factors between preference and participation. Interpersonal factors emanate from the interactions or relationships of individuals, while intrapersonal factors deal with the psychological behaviour of individuals that have an impact on their preferences (Crawford et al., 1991). Studies indicate that family and time constraints, oppressive sports ideologies, self-efficacy, sexual harassment, absence of support, interest and women role models are some of the challenges that deter women athletes from taking up coaching jobs (Anderson, 2001; Cunningham, Sagas & Ashley, 2003; Hall, 2004; Werthner, 2005; Sartore & Cunningham, 2007; Norman, 2010; Nicole, 2013).

Studies conducted in European countries suggest that women coaches are the minority in most sports due to gendering the coaching role as a masculine, lack of women in sports governing bodies, lack of role models, the media portraying coaching as a male profession and women being less physically active in sports (Puwar, 2004; Pfister, 2011). According to Pfister (2011) women are rare in team sports such as soccer, rugby and basketball where coaching is considered a man’s domain. The author goes on to illustrate that in the UK, there were 52 head coaches of national teams (men and women) but only nine of these were women. Only two out of 43 (less than 5%) coaches to the 2013 Athletics World Championships in Moscow were women (Kessel, 2013). This indicates that more men were coaching women individual and team sports. Such gendering of the coaching role gives men greater privilege than women in terms of employment, remuneration and training opportunities (Shaw & Slack, 2002; Puwar, 2004). This attracted men to coach
women’s individual and team sports and perpetuated men’s hegemony in the profession.

In North Africa and many Muslim countries, studies suggest that women coaches are rare because of religious and cultural beliefs that protect and also impose restrictions on women’s participation in sporting activities (Walseth, 2003; Bodey, 2007; Qureshi & Ghouri, 2011). One of the main challenges to women’s participation in sports occurs because of not having women coaches. Consequently, a majority of the women’s individual and team sports in Islamic countries are coached by men, contrary to what would be expected of Muslim communities.

In West Africa, Benefice, Garnier and Ndiaye (2001) carried out a study in Senegal on active participation of women in sports coaching activities. They found that 13 out of 40 coaches (ratio of 1:4) who were actively involved in coaching were women. They identified pregnancy and sexual related ailments as major social challenges that minimize their active involvement in sports coaching.

In Tanzania, like in many other countries worldwide, sexual exploitation of women athletes by men coaches is prevalent. According to Massao and Fasting (2001), sexual harassment and abuse discourage women athletes from joining the coaching profession or forces them to quit sports. As a result, there are many men in Tanzania coaching women sports such as netball.

Studies from Uganda by Kavuma (1995, as cited in Mwisukha, Rintaugu & Wanderi, 2010) indicate that men constitute 77.8% of athletics coaches as opposed to the female coaches who constitute only 22.8% of the total coaches. Nsengiyunva (1997, as cited in Mwisukha, et.al. 2010) surveyed coach education programmes in
selected sports associations in Uganda and found that more men took part in the courses than women. Mwisukha and Rintaugu (2013) acknowledge that the studies by Kavuma and Nsengiyunva shed light on the skewed representation of women in sports coaching. However, the study does not show the factors that affect women’s participation in coaching individual and team sports.

Despite a dearth of statistics about women and coaching of sports in Kenya, Njororai, Achola and Mwisukha (2003) reported that women remain marginalized and relatively few in proportion to men in sports leadership, sports academia and technical positions. They further indicated that women and men made up 13.3% and 86.7% respectively of officials during the World Athletic Championships between 1983 and 1995. Although the data did not reveal the actual coaches’ representation by gender, the study reflected the existence of gender inequality in coaching sports in Kenya. It was interesting to establish how the situation has changed over 15 years.

In Nairobi City County, a metropolis, which over the years has hosted numerous national and international sports events, there were many men and women involved in individual and team sports. Nairobi City County is the hub of many sporting facilities and activities that are not common in other Counties in Kenya. These include outdoor and indoor training and competition facilities for football, basketball, hockey, rugby, volleyball, handball, swimming, boxing, golf, karate, taekwondo, tennis, netball and athletics. However, coaching sports did not seem to attract men and women equally as a job upon retirement from active sports. This study, therefore, sought to investigate what either hindered or enhanced women’s involvement in coaching sports in Nairobi City County.
1.2 Statement of the Problem

As indicated in the background, women and men actively take part in individual and team sport competitions as players globally. It was, however, noted that in individual and team sports, the number of women athletes was much higher than that of women coaches. On the contrary, the number of men athletes and that of men coaches seemed fairly correlated. Despite provisions in the Kenya Constitution, 2010, National Policy on Gender and Development, 2000, Vision 2030, and the Millennium Development Goals and Sustainable Development Goals, which stipulates importance of gender equity and gender mainstreaming in all sectors of development, women have not prominently featured in sports coaching. Thus, while both, women and men can be involved in coaching sports, the profession is male dominated. This is an indication that there are constraints or challenges faced by women coaching sports. This state of affairs, even in Kenya, denies women opportunities for social and economic empowerment. In Nairobi City County, there are many individual and team sports. Being an urban County, coaching sports is considered a lucrative profession that would be attracting both, men and women yet women lag behind. It was, therefore, important to establish the determinants, constraints and challenges facing women in sports coaching in Nairobi City County, Kenya.

1.3 Objectives of the Study

1.3.1 Broad Objective

To explore the involvement of women in coaching individual and team sports coaching in Nairobi City County.
1.3.2 Specific Objectives

a. To establish gender differences in the number of men and women involved in coaching individual and team sports in Nairobi City County.

b. To establish the factors influencing women’s participation in coaching individual and team sports in Nairobi City County.

c. To determine the challenges faced by women when coaching individual and team sports coaching in Nairobi City County.

d. To identify strategies for addressing challenges faced by women in coaching individual and team sports in Nairobi City County.

1.4 Research Questions

a. What is the gender differences in the number of men and women involved in coaching individual and team sports in Nairobi City County?

b. What factors influence women’s participation in coaching individual and team sports in Nairobi City County?

c. What challenges do women face in coaching individual and team sports in Nairobi City County?

d. What strategies can be put in place to militate against the challenges faced by women participating in coaching individual and team sports in Nairobi City County?
1.5 Assumptions of the Study

The researcher made the following assumptions regarding this study:

a. There are gender differences between the number of men and women involved in coaching individual and team sports.

b. There are gender specific factors that either hinder or enhance women’s involvement in coaching sports.

c. There are gender specific challenges facing women in coaching individual and team sports.

d. The government and other stakeholders are aware of the need to come up with strategies in addressing challenges faced by women coaching individual and team sports.

1.6 Significance of the Study

Development of effective policies in women’s involvement in coaching individual and team sports may be promulgated by the information from this study on the mitigating measures that can be put in place to alleviate the existing gender imbalance in coaching sports. Coaches, players and the general public may determine the environment in which women sports coaches can be allowed to thrive. The information from this current study can enable such groups to understand and appreciate women’s plight in coaching individual and team sports and, therefore, encourage a better environment for women’s involvement in coaching sports.

The information about the participation of women in coaching sports from this study may be used by the Ministry of Sports, Culture and the Arts and other stakeholders
in developing policies and recommendations for gender equity in coaching sports in Kenya.

The Registrar of Sports and other sports management bodies in Kenya are responsible for ensuring equity for women participating in coaching sports and sports. The information from this study could help such organizations to understand and appreciate the challenges faced by women interested in coaching individual and team sports, and measures to be put in place to support them. The information from the study could also form a source of literature for other researchers and academicians who are willing to carry out further studies in the field of coaching sports.

1.7 Justification of the Study

Coaching is a leadership and technical position in sports. It provides space for self-expression, identity and is a recipe for empowerment for women. Research has demonstrated the benefits and need for gender inclusion in coaching sports. The Millennium Development Goals and the Sustainable Development Goals recognize the need for gender mainstreaming in social aspects of life as a step towards development. Kenya’s Vision 2030, through the Social Pillar, advocates social development through gender mainstreaming and recognizes sports as a tool for promoting gender equity and empowerment of women. In addition, the Kenya Constitution, 2010 and National Policy on Gender and Development, 2000 stipulate importance of gender equality and parity in all sectors of development. This underscores the need for having a clear understanding about the participation of women in coaching individual and team sports; the challenges there-in; and measures that can be put in place to support women’s involvement in coaching.
individual and team sports. The findings and recommendations could make useful contribution to the search for an egalitarian society of women and men in sports coaching.

1.7 Scope and Limitations of the Study

Since there are many individual and team sports, and the headquarters of most sporting organizations are also based in Nairobi City County, the study was based in the County. The study focused on registered sports disciplines in Nairobi City County. These included swimming, athletics, lawn tennis, boxing, volleyball, soccer, hockey, basketball and rugby, in which women’s presence and participation in individual and team sports at the national and international level had been relatively high from 2003 (Nzwili, 2003; M’mbaha, 2012). The study covered the period between 2010 and 2015.

The large number of individual and team sports in Nairobi City County, prohibited the inclusion of all registered sports. The study was therefore delimited to selected individual and team sports in Nairobi City County.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of related literature, the theoretical framework and conceptual framework. It covers the following sub-themes: participation of women and men in coaching individual and team sports, factors influencing women’s participation in coaching individual and team sports and challenges, as well as possible strategies for addressing challenges faced by women’s involvement in coaching individual and team sports.

2.2 The Participation of Women and Men in Sports Coaching

The gender ratio in coaching has not changed decisively over the years and the disparity between women and men coaches in most countries is still prevalent (Acosta & Carpenter, 2008). Studies carried out in Canada focusing on women’s involvement in sports indicates that there is a disproportionate number of women coaching at the national level (Kerr et al. 2012). Demers and Audet (2007) also found that in Canada, the position as head coaches in individual and team sports are comparatively low. For instance, 41% in rugby, 36% in basketball, 35% in soccer, 34% in volleyball, 20% in swimming and 17% in athletics. This indicates that majority women are not as actively involved in coaching as men.

Studies in European countries indicate that the women coaches are a minority. In a survey carried out among 1,597 coaches and instructors in Denmark, it was found that only 14 (21%) of them were women who primarily trained female gymnasts and
tennis players (Côté, Baker & Abernethy, 2007). In Portugal, out of 21,000 coaches in 42 sports federations, only 15% (3,150) were women. They were distributed as follows: 80% (2,520) of them were in seven federations whereas 45% (1,134) were in swimming, and 12% (302) in athletics and gymnastics (Pfister, 2011).

In the ten women teams that competed in their soccer league in 2011 in Denmark, only one woman was an assistant coach and only two teams had women as head coaches (Pfister, 2011). According to the author, similar trends were evident during the Women’s Soccer World Cup in Germany in 2011. Out of 16 teams that competed, only five teams had women as either head or assistant coaches. The author opined that, in spite of the men’s dominance, there are women coaches in both individual and team sports.

In Australia, a survey carried out by Australian Bureau of Statistics (ABS) in 2002 on participation in sports and physical activities indicated that men had a higher rate of participation in any sporting activity in every age group, with the difference most evident in the 32-45 age groups. This was when most individual athletes left active sports and started training as coaches (Demers & Audet, 2007). The statistics further indicated that the number of men coaches was higher than that of women coaches due to the disparity in sports involvement. Additionally, few women transit from being active athletes to coaching and only a few stay in the men dominated coaching profession for a long time. Questions therefore arose as to what factors influenced women’s career growth from an athlete to being a coach.

Studies in Africa incline more towards sports leadership such as administration and management, and tend to avoid the specific issue of women in coaching. Kavuma (1995, as cited in Mwisukha, et al., 2010) indicates that men are the majority in the
coaching profession. The study dwelt on athletics only and does not indicate the causes of the phenomenon. However, it provides useful insights on the disparity between men’s and women’s representation in athletics coaching that is largely dominated by men.

According to Qureshi and Ghouri (2011), women who represented Tunisia in the 2012 Olympic Games were in athletics, canoeing, fencing, judo, tennis, taekwondo and wrestling. However, they did not indicate the gender of the coaches. According to Bodey (2007), there were over 20 women coaches involved in coaching women in sports such as swimming and soccer in Morocco. This is probably due to the fact affirms that in the Muslim sports culture, only women are allowed to coach women in both, individual and team sports Pfister (2011).

There are few women coaches mainly found in major towns such as Nairobi, Mombasa, Kisumu and Nakuru in Kenya. According to Kwalimwa (2014) the women’s national soccer team head coach is a man and the assistant coach a woman. Magayi (2014) also reported that of the three coaches on the combined national cross-country team, none was a woman. M’mbaha (2012) avers that low representation of women in leadership in sports attests to the marginalization and invisibility of women in Kenyan sports. The poor representation of women in coaching, even in women’s only teams, raises the question as to why women were not getting involved in coaching sports. This is the knowledge gap that the study sought to fill by establishing gender disparities between men and women involved in coaching individual and team sports in Nairobi City County.
2.3 Factors Affecting Women’s Involvement in Coaching Sports

During the Fourth Conference on Women and Sport, held in Kumamoto, Japan, from May 11th to 14th, 2006 to discuss issues facing women and sport under the theme of participating in change, it was reported that there was under representation of women in decision making positions in the areas of art, culture, sports and the media, which have prevented women from having a significant impact on many key institutions. Njororai et al. (2003) also reported that women remain marginalized and relatively few in proportion to men in sports leadership, sport academia and technical positions in sports. This has been attributed to different factors by researchers.

According to Bailey et al. (2010) factors affecting women’s participation in sports leadership/coaching can be categorized into environmental factors (peer group, family, culture, role models, access, type of activity, school and independent mobility) and personal factors (hereditary, age, obesity, fitness level, motivation, perceived constraints, perceived competencies and attitudes). Mwisukha and Rintaugu (2013) looked at the social, cultural and political factors that militate against women involvement in sports and in particular, leadership. A study by Auerbach (2013) found that in the absence of women coaches, there are no role models to encourage women in taking up the profession as a career. Mwisukha and Rintaugu (2013) add the lack of role models in sport as a social factor that influences women’s under-representation in sports leadership in general.

Raija et al. (2010) states that research carried out on women in sports management at national levels reveals that gender inequity exists. For example, research in Germany indicated that women had been excluded from leadership positions at the
national and regional levels in the decision making committees of the German Sports Federations. This is because results showed that women’s participation in executive committees varied from 0 to 20 per cent and that, across the board, there was large disparity between the percentages of female participants in sports organization versus the percentage of women in leadership positions as it was obvious that as status increased, participation of women decreased. In 2006, 25% of the 55 national sports federations had no women in leadership positions; women led in only two national state sports federations (Raija et al. 2010).

White (2009) found that that socio-psychological constraints such as demands to start a family, vulnerability to sexual exploitation and harassment by men coaches and athletes, contribute to early dropout from sports and hence depriving women the opportunity for coaching sports. Even in instances when there are healthy sexual relationships between players and their coaches, the results from the study indicate that such relationships are not beneficial in the long run to the players in terms of their career development. The sexual exploitation/harassment and abuse also affect their self-esteem, body image and perceptions of and behaviour towards other men and coaches (Leahy, Pretty & Tenenbaum, 2001; Fasting, Brackenridge & Walseth, 2001).

Edwina (2007) observed that women are under-represented at all levels of sports participation including coaching, management, commercial sporting activities and the media. Additionally, women are under-represented in decision making bodies at the local, national, regional and international levels, including the International Olympic Committee. She points out that in the Czech Republic, only eight per cent (33) of all the members of the executive boards in the country’s sports federations
are women and that only three women have ever been members of the executive board of the Czech Olympic Committee in its 105-year history; and that women only coached 21% of the elite athletes.

Ananura (2005, as cited in Mwisukha & Rintaugu, 2013) established that most women coaches in Uganda have to overcome socio-cultural beliefs and negative attitudes, which militate against their participation in individual and team sports. It was, therefore, recommended that greater encouragement, and allowing more women to participate in the management of sports is important. Chepyator-Thomson's (2005) work on the Kenya women in sports revealed that cultural practices and traditional values defining gender roles deter them from participating in individual and team sports.

However, Cox (1998) found that the drive to become a coach stems from ones’ feeling of personal competence and self-efficacy. Studies such as that of Culver, Trudel and Werthner (2009) also established that interest, driven by the desire for achievement or success in sports coaching motivated women to coach sports.

Title IX is a federal civil rights law in the United States of America that was passed as part of the Education Amendments of 1972, which states that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education programme or activity receiving Federal financial assistance. However, Rhode and Walker (2008) revealed that the opportunities for female professionals continued to decline since the introduction of the Title IX. The study revealed that only 42% of women’s teams had female head coaches compared to 90% in the 1970's. The number of men’s teams with female coach remained low at two per cent, a figure that had remained
unchanged since the 1970's left less than a fifth (17.7%) of all college teams with a woman in-charge. The number of women in coaching and top-level administrative positions in the National Collegiate Athletic Association (NCCA) had dropped to 35% of all athletic administrative positions and held only 19% of head administrative jobs in women athletics programmes.

In summary, participation of women in sports was particularly important to the current study for it documented experiences of women in coaching sports. Patriarchy and male hegemony in sports leadership were blamed for the subordination and underrepresentation of women in leadership and technical roles in sports (Njororai et al., 2003; Edwina, 2007; Raija et al., 2010). Other factors included environmental and personal factors, lack of role models, socio-psychological, sexual harassment and abuse (Fasting et al., 2001; White, 2009; Auerbach, 2013; Mwisukha & Rintaugu, 2013). However, since coaching sports takes place in different circumstances/environment, those studies may not reflect or represent the situation in Kenya. This is a knowledge gap that the study sought to fill by establishing if there were circumstances peculiar to Kenya that influenced women’s participation in coaching individual and team sports in Nairobi City County.

2.4 Challenges to Women’s Involvement in Coaching Sports

According to Johnson (2000), involvement in any sport or leisure activity is limited by the three broad categories of challenges of intrapersonal, interpersonal and structural factors. The current study adopted the categorization by Johnson (2000) because it underlines factors that were likely to influence women’s participation in coaching sports in a more holistic manner.
2.4.1 Intrapersonal Factors

Intrapersonal factors refer to psychological behaviour of individuals that has an impact on their preferences such as stress, depression, religious sentiments, social preferences for specific activities, understanding of personal skills and self-assessment (Johnson, 2000). Among these, self-limiting behaviour was identified as a major challenge to women’s participation in coaching sports as an occupation because they viewed themselves as inadequate or inappropriate (Cunningham & Sagas, 2003; Sartore & Cunningham, 2007). In contrast, men were employed to coach women in sports such as tennis, swimming, soccer and volleyball even when they were least qualified (Hall, 2004).

In the UK, women sports coaches identified their motive for continuing to coach as the desire for achievement or success (Culver, Trudel & Werthner, 2009). Pastore (as cited in Mazelrolle & Eason, 2013: 237) surveyed 192 NCAA Division 1 coaches of women teams in the USA. She found that the women coaches were largely driven by the need to stay active and to help women athletes reach their potential. According to Cox (1998), the drive to become a coach, therefore, stemmed from one’s feeling of personal competence and self-efficacy.

Research also cites socio-psychological constraints that contribute to women’s involvement in coaching sports. For instance, demands to start a family, vulnerability to sexual exploitation and harassment by men coaches and athletes contribute to early drop out from sports and thereby losing the opportunity for coaching sports (Roth & Basow, 2004; White, 2009).

For Muslim women, Islam is the fundamental aspect of their identity and a factor that restricts their participation in sports (Qureshi & Ghouri, 2011). In their view,
however, religious misinterpretation and lack of awareness denies many of them the desire to participate in coaching sports. According to AbdulRazak, Sofian, Fauzee and Abd-Latif (2010) Islam encourages men and women to engage in physical activity for healthy lifestyles. In their view, this encouragement contributes to Muslim women being trained as coaches for handling women in sports such as badminton, swimming, gymnastics, athletics, volleyball, and handball.

2.4.2 Interpersonal Factors

Interpersonal factors emanate from the interactions or relationships of individuals. According to Johnson (2000), interpersonal constraints such as family relations, limited or weak social networks, absence of women role models and coaching relations are some of the themes that emerged from studies on the challenges for women in sports in general.

Social networks are important facilitators for participation in coaching sports. However, it is opined that men have more established networks of peers and friends in sports than women; hence, they get more of the coaching jobs in sports (McGinnis, 2005).

Literature indicates that there is a dearth in women role models in coaching sports in countries worldwide. Auerbach (2013) opined that in the absence of women coaches, there are no role models to encourage women to take up the profession as a career. Mwisukha and Rintaugu (2013) further contended that lack of role models in sport is a social factor that influences women’s under-representation in sports leadership in general. This view was explored further in the current study to establish whether the factor influenced women’s participation as coaches of individual and team sports in Nairobi City County, Kenya.
The USA study by Parks et al. (as cited in Norman, 2010, p.90) examining women head coaches’ involvement in all-men sport teams such as basketball, baseball, football and soccer revealed the unfavourable coaching relations existing between women and men coaches. Sexual harassment and negative comments were prevalent; as well as difficulty in establishing authority and rapport with men coaches and athletes. However, rather than drop out of coaching, the women relied on their competence and success as coaches to ensure co-existence (Ryba & Wright, 2005).

Frey et al. (2006) and Ndambiri, Mwisukha and Muniu (2013) carried out studies centred on understanding coaching relationships. The studies highlighted the kind of relationship and preferences women athletes had between men and women coaches and as role models. However, the studies did not show how the influenced their transition to coaching of individual or team sports. This is a knowledge gap that the current study sought to fill by establishing whether relationships and preferences influenced women’s transition to coaching in individual and team sports in Nairobi City County, Kenya

2.4.3 Structural Challenges

Research refers to sports as a social institution that is traditionally a masculine domain. Consequently, restrictive structural practices within the coaching profession pose serious challenges to women’s participation (Kerr & Marshall, 2007; Norman, 2010). Structural challenges in coaching sports manifest themselves in gendered appointments, limited access to power positions, financial incentives, unequal opportunities in education and training, inadequate media coverage, family and work demands; and in stereotypes that regard coaching as being only suitable for men
(Auerbach, 2013; Pfister, 2011; Sartore & Cunningham, 2007). However, women in the USA occupy senior coaching positions as a result of taking advantage of their success as athletes and coaches to resist and challenge ideological and patriarchal control within the profession (Norman, 2010).

Mwisukha and Rintaugu (2013) suggest that there are social, cultural, economic and political factors that militate against equal representation of women in sports in Kenya. However, they focus on how these structural challenges influence gender inequity in sports leadership (executive role) in general. Coaching of individual or team sports, a very technical role, is given little attention. Similar studies by Akinsanmi (1997) and Morakinyo and Olufolake (2005) also identify socio-economic constraints to women’s involvement in sports management/leadership and participation as athletes. Although these studies fail to specifically address what influences women’s participation in coaching individual and team sports, they espouse the need for strategic measures to address the challenges women faced in coaching sports.

### 2.5 Strategies for Addressing Challenges to Women’s Participation in Coaching Sports

Women can be encouraged to participate in coaching sports by creating conducive environments that attract and give women access the profession. Government and sports federations can play a major role through advocacy, gender sensitive policies, and programme development and implementation in sports (Wharf, Begoray & MacDonald, 2009). According to a report by UN (2007), such policies can help change perceptions about women and their capabilities.
The Coaching Association of Canada (2010), Demers and Audet (2007), suggest that women should create more sports networks to enable them to learn from and support each other in order to enhance their personal, professional and social status. Sartore and Cunningham (2007) added that the networks can help make women share positive experiences that could change their perceptions and of stereotypes in regard to their role, capabilities and capacities in coaching sports.

Morakinyo and Olufolake (2005) observe that women’s participation in sports should be enhanced through programmes designed specifically for women but do not specify the type of programmes. However, Demers (2004) suggests that sports education and training are essential for opening up opportunities for women in coaching sports. Finally, Pfister’s (2011) report on a research conducted in 2006 by the Senate Committee in Australia suggested that involving more women in sports journalism and positive coverage of women in sport by the media would increase women’s awareness and aspirations to join the profession. This study, therefore, sought to establish what specific programmes were required to enhance women’s participation in coaching individual and team sports in Nairobi City County.

2.6 Summary of Reviewed Literature

The literature reviewed clearly indicates that the proportion of women coaching individual and team sports is comparatively low and that men continue to dominate the profession (Acosta & Carpenter, 2004; Demers & Audet, 2007; Kerr et al., 2012; McCharles, 2010). There is consensus amongst researchers that institutional (structural) challenges present gender specific challenges for women in coaching or those trying to become coaches (Auerbach, 2013; Pfister, 2011; Norman, 2010; Sartore & Cunningham, 2007). Studies have also identified relevant strategies that
can be employed to address these challenges such as government intervention, media involvement and sports programmes for women. However, most of the studies done at the international level have focused on women’s participation in coaching sports within the context of developed countries. Since coaching sports takes place in different circumstances/environment, the studies may not reflect or represent the situation in Kenya. A gap of knowledge, therefore, existed on the factors that influenced women’s participation in coaching individual and team sports in Nairobi City County, and what home-grown strategies could be put in place to address the situation.

At the regional and national level, studies have focused on participation of women in the executive role but not in coaching sports as a technical role (Morakinyo & Olufolake, 2005; Mwisukha & Rintaugu, 2013; Ndambiri et al., 2013). The studies made general comparisons between gender disparities and preferences mainly in sports leadership but not coaching sports. This is the knowledge gap that this study intended to fill by focusing on women in individual and team sports coaching in Nairobi City County.

2.7 Theoretical Framework

The study employed the social dominance theory (SDT) expounded by Sidanis and Pratto (1999). The theory offers an explanation for men wielding disproportionate social and political power over women in society. SDT postulates that dominance is a social and contextual construct, formed and enhanced by cultural legitimizing ideologies and practices, institutional policies and practices, relationships and interactions of individuals/groups within different societies. Furthermore, it states that men generally seek and occupy dominant social roles, and hold most privileged
and high-power positions in society. These phenomena, it is argued, contributes to discrimination of women and inequality in patriarchal systems where men have disproportionate power over and compared to women.

The social dominance theory also avers that dominance is not absolute control (Sidanius & Pratto, 1999). Different societies worldwide have individuals, cultural ideologies and institutions that have successfully resisted masculine hegemony, inequality and exclusion. The theory, therefore, acknowledges that there are dominance attenuating forces that play a role in bringing transformative change to ideologies and prejudices that contribute to institutional dominance and inequalities. These forces include affirmative action, feminism, one’s personal character (openness, ability, desire to develop and succeed) and may account for those women participating coaching sports. These aspects of SDT were, therefore, valuable in conceptualizing factors that may influence the participation of women in individual and team sports coaching; interrogate the constraints women face in accessing sports coaching as well as what needs to be done to remedy the situation.

2.8 Conceptual Framework

In the study, the conceptual framework showed the relationship between variables and women’s participation in sports coaching within different contexts. It identified enhancing concepts (factors) such as cultural legitimizing practices and ideologies, institutional policies and practices. The framework also identified attenuating factors such as affirmative action, transformative power and personal character. Within the framework, various measures that may mitigate the phenomena were given. The schematic Figure 2.1 provides an illustration of conceptual framework for the study.
**Independent Variables**

**Influencing Factors**
- Gender ideologies
- Stereotyping
- Role models
- Media coverage
- Family commitments
- Spouse’s support
- Sexual harassment/abuse
- Resources
- Education and Training

**Attenuating factors**
- Self-efficacy
- Transformative power
- Affirmative action in sport

**Intervening Variables**
- Gender sensitive policies & regulations
- Coach training programmes for women
- Media awareness
- Career guidance/mentoring for girls/women

**Dependent Variable**

**Women participation in sport coaching of individual & team sport**
- Equal benefits with male counterparts
- Gender equality structures
- More confident women in coaching sports
- More women transit into coaching sports

**Source:** Adapted from Sidanius & Pratto (1999)

**Figure 2.1: Conceptual Framework on Factors Influencing Women Involvement in Sports Coaching**
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology employed in the study. The chapter highlights the research design, location of the study, target population, sampling procedure and sample size, the research instruments, validity and reliability of the research instruments, data collection, data analysis techniques, logistical and ethical considerations.

3.2 Research Design

According to Kothari (2011) a research design stands for advance planning of the methods to be adopted for collecting the relevant data and the techniques to be used in their analysis, keeping in mind the objective of the research and availability of staff, time and money. This study employed the descriptive survey research design. A descriptive survey design was adopted to capture the categorical description of attitudes of the study population (Sekaran, 2003). Kombo and Tromp (2006) further observe that the descriptive approach is designed to obtain the current phenomenon and whenever possible to draw varied conclusions from the facts discussed. The design was suitable for the study because it attempted to determine the current status of the phenomenon. Orodho (2005) states that surveys are useful in describing opinions, beliefs and knowledge of a certain phenomenon in society. This study, therefore, sought to find out and analyse the opinions, attitudes, beliefs and knowledge about women’s involvement in coaching selected individual and team sports in Nairobi City County.
3.3 Site

The study was carried out in Nairobi City County. Nairobi is one of the 47 Counties in Kenya and borders Kiambu County, Machakos County and Kajiado County (Fig. 3.1).

![Map of Nairobi City County](image)

**Figure 3.1: Map of Nairobi City County**

The County is a metropolis, which over the years has hosted numerous national and international sports events. The County is the hub of many sporting facilities and activities that are not found in other Counties. These include outdoor and indoor training and competition facilities for football, basketball, hockey, rugby, volleyball, handball, swimming, boxing, golf, karate, taekwondo, tennis, netball and athletics. The county also houses the headquarters of most sports organizations in Kenya, such as the National Olympic Committee of Kenya (NOCK), Kenya National Sports Council (KNSC), Kenya National Paralympics Committee (KNPC), Sports Tribunal...
and the Anti-doping Agency of Kenya (ADAK). The County also houses sports facilities such as Kasarani and Nyayo stadiums for various sports activities, hockey and cricket stadiums and rugby stadiums. Lastly, the County is home to sports institutions (clubs and teams) that have a huge presence of men and women athletes. The institutions were easily accessible, and this made Nairobi City County ideal for the study.

3.4 Target Population

The population for the study comprised women and men in individual and team sports in Nairobi City County. The target population comprised women involved in individual and team sports coaching. In addition, the study also targeted administrators in sports federations including the National Olympic Committee of Kenya (NOCK) and the Kenya National Sports Council (KNSC) and Coaches. Information available from KNSCs indicates that in 2015, there were a total of 44 (Appendix IV) registered sports disciplines in the County. Table 3.1 shows the target population.

Table 3.1: Target Population

<table>
<thead>
<tr>
<th>Sports Discipline</th>
<th>Registered Players</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
<td>3245</td>
</tr>
<tr>
<td>Volleyball</td>
<td>2232</td>
</tr>
<tr>
<td>Soccer</td>
<td>4835</td>
</tr>
<tr>
<td>Hockey</td>
<td>1879</td>
</tr>
<tr>
<td>Basketball</td>
<td>2456</td>
</tr>
<tr>
<td>Boxing</td>
<td>874</td>
</tr>
<tr>
<td>Lawn tennis</td>
<td>548</td>
</tr>
<tr>
<td>Swimming</td>
<td>1642</td>
</tr>
<tr>
<td>Handball</td>
<td>964</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18675</strong></td>
</tr>
</tbody>
</table>

Source: KNSC (2015)
3.5 Sample Size and Sampling Procedure

The Fisher (1998) formula was used to determine the appropriate sample size for the study. This was because the target population consisted of a large number of individuals (N=18,675) participating in the sport units. Mugenda and Mugenda (2008) observe that a research should take as big a sample as possible for good results. The researcher assumed a 95% desired level of confidence, which is equivalent to standardized normal deviate value of 1.96, and an acceptable margin of error of 5% (standard value of 0.05). The proportion of women in sport activity was 0.3 (30%). The sample size was derived as follows:

\[ n = Z^2pq/d^2 \]

Where:

- \( n \) = the desired sample size (if target population (N) is large)
- \( Z \) = the standard normal deviate at the required confidence level.
- \( P \) = the proportion in the target population estimated to have characteristic being measured.
- \( q = 1 - p \)
- \( d \) = the level of statistical significance set.

Assuming 50% of the population had the characteristics being measured, \( q=1-0.3 \), and a desired accuracy at 0.05 level, the \( Z \)-statistic of 1.96 at this level,

\[ n= (1.96)^2(.3)(.7)/(.05)^2 = 164. \]

The study used stratified random sampling and purposive sampling techniques. Stratified random sampling technique was used to select a representative sample of respondents from the target population. The sports disciplines were selected based on the proportion of women participation at the national and international level from...
2010 to 2015. The disciplines were first ranked based on the level of participation; then 20% of the sports disciplines selected in the order of their rank. According to Kothari (2011), a representative sample is one that is at least 20% of the population of interest. From a population of 44 sports disciplines, a sample of 9 sports disciplines was selected to form the sampling units. The sampling units were athletics, volleyball, soccer, hockey, basketball, boxing, lawn tennis, swimming and handball. Stratified random sampling procedure was used to select individual respondents who participated in the study. The team (volleyball, soccer, basketball, hockey and handball) and individual (boxing, athletics, lawn tennis and swimming) sports discipline formed the stratum from which the sample was drawn. The respondents were then selected randomly from each stratum.

The coaches and sports administrators were selected through purposive sampling. This sampling method enabled the researcher to choose persons as key informants that provided in-depth information on women’s involvement in coaching individual and team sports. Two coaches from each discipline and two sports administrators were chosen. The sample size distribution was as shown in Table 3.2.

Table 3. 2: Sample Size Distribution

<table>
<thead>
<tr>
<th>Sports Discipline</th>
<th>Registered Players</th>
<th>Sample</th>
<th>Coaches</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
<td>3245</td>
<td>28</td>
<td>2</td>
</tr>
<tr>
<td>Volleyball</td>
<td>2232</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>Soccer</td>
<td>4835</td>
<td>42</td>
<td>2</td>
</tr>
<tr>
<td>Hockey</td>
<td>1879</td>
<td>17</td>
<td>2</td>
</tr>
<tr>
<td>Basketball</td>
<td>2456</td>
<td>22</td>
<td>2</td>
</tr>
<tr>
<td>Boxing</td>
<td>874</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Lawn tennis</td>
<td>548</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Swimming</td>
<td>1642</td>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>Handball</td>
<td>964</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18675</strong></td>
<td><strong>164</strong></td>
<td><strong>18</strong></td>
</tr>
</tbody>
</table>
3.6 Data Collection Instruments

The study collected both primary and secondary data. Questionnaires (Appendix I and II) and interview guide (Appendix III) were used to collect primary data. Secondary data was collected through document reviews. Sources of secondary data included published books, e-journals and sports magazines.

3.6.1 Questionnaires

The questionnaires were used to obtain specific information from the men and women involved in sports. They were designed to contain both, open and closed-ended questions in line with the objectives of the study. There were questionnaires for coaches and for athletes. Each questionnaire was divided into four sections. Part A had questions that aimed to collect demographic information such as age, gender and education/training level from the respondents; Part B focused on the participation of women and men in coaching individual and team sports; Part C focused on the factors and challenges faced by women participating in coaching in individual and team sports and Section D focused on strategies to address challenges of women participation in individual and team sports coaching. The respondents were required to respond to items given on Likert scale of 1-5, in which 1 was strongly disagree; 2, disagree; 3, neutral; 4, somehow agree and 5, strongly agree.

3.6.2 Key Informant Interview Guide

An interview guide was used to collect data from sports administrators. It had pre-set open ended questions which were derived from the objectives of the study. The guide was used since it allowed for departure from the guide questions as long as the desired results were achieved (Silverman, 2013). The guide was a useful tool that offered flexibility during the interview. Therefore, the researcher was able to adequately probe the issues of concern.
3.7 Pre-testing of Research Instruments for Validity and Reliability

The researcher ensured instrument validity by having objective questions included in the questionnaire. Validity in research is concerned with whether a research is measuring what is intended for measurement (Kothari, 2011). This ensured that the content addressed the intended responses and avoided ambiguity. Sampling validity was ensured through careful statement of research objectives and research questions. Construct validity was ensured through operationalization of variables, concepts and terms to reflect the theoretical assumptions that underpinned the conceptual framework for the study (Saunders et al., 2003). Input of supervisors from the Department of Gender and Development Studies was also sought to validate the questionnaires.

Reliability refers to a measure of the degree to which research instruments yield consistent results (Mugenda & Mugenda, 2008). The research instruments were tested and re-tested in Nakuru County for reliability since Nairobi City County and Nakuru County were homogeneous. The respondents were exposed to the questionnaires; and the key informants to the interview, to ensure accuracy, correctness and meaning.

3.8 Data Collection Procedure

Primary data were gathered using questionnaires and interview guide. Questionnaires were self-administered and interviews were conducted face to face. Mugenda and Mugenda (2008) observe that self-administered data collection tools help to reach a large number of potential respondents in different locations at a short period of time.
The researcher booked appointments with the sports administrators from the sampled sports disciplines to seek authority to conduct the research in their respective federations. The researcher presented a letter from Kenyatta University as proof that the study was only meant for academic purposes. To minimize time taken to collect data, the researcher was assisted by five research assistants to deliver and collect questionnaires to and from respondents. 164 questionnaires were distributed and completed by respondents without interference of the researcher and research assistants. The completed questionnaires were hand-scored by ticking on the relevant response.

Personal interviews with key informants were conducted face to face, tape recorded and transcribed verbatim. The interviews took about one hour and, depending on availability of informants, were conducted within a period of five days. Secondary data were obtained from literature on women’s participation in sports leadership.

3.9 Data Processing and Analysis

According to Creswell (2007), data analysis is the process of bringing order, structure and meaning to mass information collected. Data analysis and presentation was qualitative and quantitative in nature. Qualitative data was analysed using content analysis. Content analysis entails categorizing responses from the open-ended questions based on emerging themes for making conclusions. The content within the themes was categorized through determining the links and meanings and seeing how they fitted into themes (Thomas, 2006). Themes gave control and order to research and helped in the understanding of the phenomenon (Thomas, 2006). Constant reflection on the research questions and interview questions guided the researcher to see the emerging patterns and themes.
Quantitative data were captured in Ms. Excel to ensure longevity of data and for purposes of data cleaning. The data were then exported to the Statistical Package for the Social Scientists (SPSS) Version 20 for analysis. SPSS was used to organize and analyse the data. The data were summarized into descriptive statistics of percentages and frequencies. Computation of frequencies was used as a statistical method of organizing raw data into meaningful ways to ease interpretation. Inferential statistics such as Pearson’s correlation were used to determine the relationship between variables.

3.10 Ethical Considerations

The researcher sought authorization from Kenyatta University and then obtained a permit from NACOSTI and approval from the County Commissioner and County Director of Education, Nairobi City County (Appendix V & VI) before going to the field to collect data. Integrity of the research was ensured by informing respondents about the nature and purpose of the research, and by assurance of confidentiality of data and respondents. Respondents were also informed they would remain anonymous and therefore, none of them were likely to be victimized for their responses. Anonymity of respondents was achieved by placing an Asterix on changed names. Clarifications were done prior to filling the questionnaires. Respondents and key informants then signed the research consent form to voluntarily participate in the study. Research assistants were trained on how to handle respondents and safeguarding integrity of the questionnaires.
CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study as well as their discussions. It is divided into five sections. The first section presents general information on the sampled population in terms of age, education, gender and category (whether coaches or players). The second section presents findings on the participation of women in coaching individual and team sports, while the third section discusses the factors influencing women’s involvement in coaching individual and team sports. The fourth section provides a discussion on the challenges facing women in coaching individual and team sports. The fifth section presents proposed strategies to address the challenges faced by women in individual and team sports coaching.

4.2 General Information on the Sampled Population

The study targeted a sample size of 164 respondents including 4 key informants from 9 sports disciplines. A total of 153 respondents, 18 (11.8%) coaches and 135 (88.2%) players, filled in and returned the questionnaires while two key informants were interviewed making a response rate of 94.5%.

4.2.1 Gender and Category of the Respondents

The study sought to establish gender of the respondents of both, players and coaches. The results are as shown in Table 4.1.
Table 4.1: Gender of Respondents by Category

<table>
<thead>
<tr>
<th></th>
<th>Players</th>
<th>Coaches</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>69(45.1%)</td>
<td>13(8.5%)</td>
<td>82(53.6%)</td>
</tr>
<tr>
<td>Women</td>
<td>66(43.1%)</td>
<td>5(3.3%)</td>
<td>71(46.4%)</td>
</tr>
<tr>
<td>Total</td>
<td>135(88.2%)</td>
<td>18(11.8%)</td>
<td>153(100%)</td>
</tr>
</tbody>
</table>

Table 4.1 shows that 69 (45.1%) of the players were men while 66 (43.1%) were women. On the other hand, 13(8.5%) respondents were male coaches while five (3.3%) were female coaches. The total gender distribution worked at 53.6% (82) men and 46.4% (71) women.

4.2.2 Distribution of Respondents According to Gender and Age

The age of the respondents was sought in this study and results disaggregated by gender and category (players and coaches). Results from Table 4.2 show that most of the players 45(33.4%) are aged between 25 and 29 years. None of the players are above 40 years of age. The age distribution for players below 18 years are 11(8.1%), between 18 and 24 are 40 (20.4%), between 30 and 34 years are 36 (19.3%), while those aged between 35-39 years are 12 (8.9%).

The majority of the coaches (44.4%) are aged 40 years and above while none are under 25 years. The study further established that coaches and players also vary in age. Only one coach (5.6%) is aged between 25 and 29 years, three (16.7) are aged between 30 and 34 years, while six (33.3%) are between 35-39 years. Table 4. 2 shows the comparison of the ages of the women and men by category.
Table 4.2: Distribution of respondents by Age, Gender and Category

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Players</th>
<th>Coaches</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td>Below 18</td>
<td>3(2.2%)</td>
<td>8(5.9%)</td>
</tr>
<tr>
<td>18 – 24</td>
<td>21(15.6%)</td>
<td>19(14.8%)</td>
</tr>
<tr>
<td>25 – 29</td>
<td>24(17.8%)</td>
<td>21(15.6%)</td>
</tr>
<tr>
<td>30 – 34</td>
<td>14(10.4%)</td>
<td>12(8.9%)</td>
</tr>
<tr>
<td>35 – 39</td>
<td>7(5.2%)</td>
<td>5(3.7%)</td>
</tr>
<tr>
<td>40 and above</td>
<td>0(0.0%)</td>
<td>0(0.0%)</td>
</tr>
<tr>
<td>Total</td>
<td>69(51.1%)</td>
<td>66(48.9%)</td>
</tr>
</tbody>
</table>

The ages of the respondents are evenly distributed for both women and men indicating that both women and men across the ages are involved in sports either as players or coaches. However, the presence of women in sports does not translate into their increased involvement in coaching individual and team sports in Nairobi City County. As age progressed, more men join coaching sports compared to women (there is an increase in proportion of male coaches from 30 years onward while the proportion for women in coaching sports remains the same at 11.1% from 35 years onwards). These findings support the ABS (2002) study which found that men had higher rate of participation in any sporting activity in every age group with a difference most evident in the 32-45 age groups. The results of this study also indicate that in Nairobi City County, women start coaching at a later age (30-34 years) compared to their male counterparts (25-29 years). This is in line with Demers and Audet (2007) who noted that most athletes leave active sports and start training as coaches at the 32-45 age group.
4.2.3 Distribution of the Respondents According to Marital Status and Gender

The study sought to establish the marital status of the respondents and the results are illustrated in Figure 4.1

![Figure 4.1: Marital status of the respondents](image)

The findings of Figure 4.1 show that 71.1% (96) of the players are married while 22.2% (30) were single and 6.7% (9) divorced/separated/widowed. Most of the coaches are married 55.6% (10) (33.3% men and 22.2% women) while 33.3% (six) (22.2% men and 11.1% women) were single and 11.1% (two) (0% men and 11.1% women) separated or divorced. To assess whether the demographics of the respondents are also related to the variable under study, Pearson’s correlation test was run to assess whether marital status affects involvement in sports coaching. The results indicate a weak linear relation between marital status and sports coaching with \( r(151) = .241, p < .05 \). Marital status therefore does not necessarily determine who joins coaching individual and team sports in Nairobi City County. This therefore implies that being single, married or divorced is not necessarily a
determinant of women’s or men’s involvement in coaching sports. This finding contradicts Roth and Basow (2004) who found out that demand to start a family is a constraint to coaching sports since it contributes to early drop out from sports and hence the opportunity for sports coaching is lost.

4.2.4 Distribution of the Respondents According to Education Level

This section sought to establish the highest level of education attained by the respondents who took part in the study. The level of education was important as it is an important variable with regards to acquisition of knowledge and skills in sports coaching.

Table 4.3: Highest Level of Education

<table>
<thead>
<tr>
<th></th>
<th>Players</th>
<th></th>
<th>Coaches</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
<td>Total</td>
<td>Men</td>
</tr>
<tr>
<td>Secondary</td>
<td>10(7.4%)</td>
<td>13(9.6%)</td>
<td>17.0%</td>
<td>2(11.1%)</td>
</tr>
<tr>
<td>Diploma</td>
<td>28(20.7%)</td>
<td>28(20.7%)</td>
<td>41.5%</td>
<td>3(16.7%)</td>
</tr>
<tr>
<td>Undergraduate</td>
<td>23(17.0%)</td>
<td>20(14.8%)</td>
<td>31.9%</td>
<td>1(5.6%)</td>
</tr>
<tr>
<td>Masters</td>
<td>9(6.7%)</td>
<td>4(3.0%)</td>
<td>9.6%</td>
<td>4(22.2%)</td>
</tr>
<tr>
<td>PhD</td>
<td>0(0.0%)</td>
<td>0(0.0%)</td>
<td>0.0%</td>
<td>3(16.7%)</td>
</tr>
<tr>
<td>Total</td>
<td>69(51.9%)</td>
<td>65(48.1%)</td>
<td>135(100.0%)</td>
<td>13(72.2%)</td>
</tr>
</tbody>
</table>

As shown in Table 4.3, a majority of the players have attained a diploma (41.5%) followed by those with an undergraduate degree (31.9%), secondary education (17.0%), while 9.6% have attained a postgraduate degree. On the other hand, most of the coaches (44.5%) have a post graduate degree (Masters or PhD) with 22.2% having secondary education. The results of the study indicate that male coaches (72.2%) have attained higher levels of education compared to their female counterparts (27.8%). According to Kavanagh (2010) coaching sports has two
aspects, the science aspect and experience aspect. The science aspect is attained through education while the experience aspect is attained through observation and emulation of peers (Kavanagh, 2010). One, therefore, requires formal education to understand the scientific coaching concepts. Consequently, as discussed in section 4.2.1, the proportion of men who are involved in sports coaching (8.5%) is higher than that of women at (3.3%) because they have also attained higher level of education compared to their female counterparts.

4.3 Participation of Women and Men in Coaching Individual and Team Sports

4.3.1 Introduction

The first objective of the study sought to establish gender differences in the number of women and men involved in coaching individual and team sports. This was established through the questionnaires presented to the main respondents (players and coaches) and interviews with key informants (Heads of Sports Administration Bodies). This section is organized into four subsections: men and women involvement in coaching individual and team sports, coaching experience, coaching training and professional development, and a summary of the section.

4.3.2 Men and Women’s Involvement in Coaching Individual and Team Sports

Becoming a coach in an individual or team sports discipline is guided by two distinct pathways. One could become a coach by attending a training on coaching, and with the relevant certification, one can transit from a player to a coach based on their experience over the years in a particular sports discipline (Demers & Audet, 2007). However, as discussed in section 4.2.1, the involvement in coaching
individual and team sports in Nairobi City County is skewed towards men since few women transit from players to coaches.

![Bar chart showing participation of men and women in coaching individual and team sports]

**Figure 4.2: Participation of Men and Women in coaching individual and team sports**

The results in Figure 4.2 show that fewer women are involved in coaching individual and team sports in Nairobi City County compared to men. The participation of women in coaching individual and team sports is determined by asking the respondents to state the number of coaches in their sport activity and indicate the number that are from either gender. Overall, 88% of the coaches were reported to be men while 12% were women coaches. Results showed the that men are the majority in Boxing (96%), Football (92%), Handball (90%), Athletics (88%), Basketball (88%), Lawn tennis (86%), Volleyball (84%), Hockey (84%) and Swimming (82%) as coaches. According to the findings, coaching profession in Nairobi City County is male dominated. These findings support those of Kavuma (as cited in Andanje, et al. 2010) who indicate that men are the majority in the coaching profession.
Players were asked whether they are interested in transiting to sports coaching after retiring as players. Table 4.4 shows the findings.

### Table 4.4: Players Transiting to Coaches

<table>
<thead>
<tr>
<th>Variable</th>
<th>Category</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you interested in sports coaching after</td>
<td>Yes</td>
<td>67(49.6%)</td>
<td>52(38.5%)</td>
<td>119(88.1%)</td>
</tr>
<tr>
<td>retiring?</td>
<td>No</td>
<td>5(3.8%)</td>
<td>11(8.1%)</td>
<td>16(11.9%)</td>
</tr>
<tr>
<td>If yes above, which game are you interested</td>
<td>Volleyball</td>
<td>9(7.6%)</td>
<td>6(5.0%)</td>
<td>15(12.6%)</td>
</tr>
<tr>
<td>in coaching?</td>
<td>Football</td>
<td>15(12.6%)</td>
<td>6(5.0%)</td>
<td>21(17.6%)</td>
</tr>
<tr>
<td></td>
<td>Handball</td>
<td>7(5.9%)</td>
<td>4(3.3%)</td>
<td>11(9.2%)</td>
</tr>
<tr>
<td></td>
<td>Basketball</td>
<td>9(7.5%)</td>
<td>7(5.9%)</td>
<td>16(13.4%)</td>
</tr>
<tr>
<td></td>
<td>Hockey</td>
<td>11(9.2%)</td>
<td>2(1.7%)</td>
<td>13(10.9%)</td>
</tr>
<tr>
<td></td>
<td>Athletics</td>
<td>19(16.0%)</td>
<td>9(7.5%)</td>
<td>28(23.5%)</td>
</tr>
<tr>
<td></td>
<td>Swimming</td>
<td>5(4.2%)</td>
<td>2(1.7%)</td>
<td>7(5.9%)</td>
</tr>
<tr>
<td></td>
<td>L/Tennis</td>
<td>3(2.5%)</td>
<td>0(0%)</td>
<td>3(2.5%)</td>
</tr>
<tr>
<td></td>
<td>Boxing</td>
<td>5(4.2%)</td>
<td>0(0%)</td>
<td>5(4.2%)</td>
</tr>
</tbody>
</table>

A Majority of the players (88.1%) report being interested in becoming coaches with those in athletics showing the highest interest (23.5%). Players therefore tend to develop interest in coaching and after retiring from their respective sports, they may transit into coaches. The study established that this is a trend that is common in athletics (23.5%) compared to other individual and team sports. Demers and Audet (2007) examined differences in intention to transit to coaching within different sports while Shachar et al. (2004) assessed retired athletes who became coaches, and retired athletes who chose non-sport careers. The results of these studies reveal that athletes prefer joining sports coaching upon retirement from sports (Demers & Audet, 2007), while retired athletes who chose to become coaches reported a stronger tendency to foreclose and less engagement in exploration of career possibilities other than coaching (Shachar et al., 2004). These findings are also supported by those of Burnett and Gitonga, Bailasha and Toriola (as cited in
Rintaugu et al., 2016) that the majority of athletes view coaching sports as the first option for a possible future career.

4.3.3 Coaches Experience

4.3.3.1 Experience of the Coaches in Various Sports Activities

Figure 4.3 shows the findings on the experience of the coaches in various sport activities.

![Coaching Experience Chart]

Figure 4.3: Coaches Experience in Coaching Sports

The respondents were asked to state the number of years they have been coaching and whether they have any training in coaching. More than half of the respondents (61.1%) report to have been coaching their respective sports for more than three years. From the results of the study, no male coach has spent less than a year in sports coaching, while there are female coaches (5.6%) who have spent less than one year in sports coaching. This implies that men have spent more years in coaching sports compared to women.
4.3.3.2 Coaches Trained in Coaching Sports

Figure 4.4 shows the findings regarding the coaches formal training in sports coaching. The results indicate that 12 (66.7%) of the coaches have been trained in sports coaching while six (33.3%) have not been trained in sports coaching.

![Coaches Training in Coaching Sports](image)

**Figure 4.4: Coaches Training in Coaching Sports**

According to the results, eight (44.4%) of the coaches trained in coaching sports are men, while four (22.2%) of the coaches trained in coaching sports were women. More than half of the men coaches have been trained as coaches while less than half of women coaches have coaching training. According to Santos, Mesquita, Graca and Rosado (2010), players in individual and team sports need physical, technical, tactical and psychological skills. They argue that this requires coaches to perform in different domains and be effective in their roles. Therefore, in order to face challenges and continually develop successful athletes, coaches must develop their capabilities as coaches and build their own competency continuously. In support of
findings of this study, Santos et al. (2010) found that even experienced coaches who perceived themselves to be competent acknowledged that they needed training.

4.3.3.3 Coaches Competency

To assess the coaches' competency in coaching, coaches were asked whether they undertake continuous professional developmental training, whether they belong to any professional group of coaches and whether they have coached any of the very successful players.

Table 4.5: Coaches continuous professional developmental training

<table>
<thead>
<tr>
<th>Variable</th>
<th>Categories</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you undertake continuous professional development training?</td>
<td>Yes, in the last 12 months</td>
<td>0(0%)</td>
<td>2(11%)</td>
<td>2(11%)</td>
</tr>
<tr>
<td></td>
<td>Yes, Over 12 months ago</td>
<td>4(22%)</td>
<td>3(17%)</td>
<td>7(39%)</td>
</tr>
<tr>
<td></td>
<td>No, never</td>
<td>9(50%)</td>
<td>0(0%)</td>
<td>9(50%)</td>
</tr>
</tbody>
</table>

As presented in Table 4.5, half of the coaches (50%) did not undertake continuous professional developmental training while slightly more than a third (39%) have had training over 12 months ago. In the last 12 months there are no male coaches who undertook professional developmental training, while 11% of female coaches did. Additionally, while there are male coaches who have never undertaken professional developmental training, all women have undergone professional development training. This implies that women coaches are more concerned about their competency and professional development compared to their male counterparts. The view that female coaches show greater interest in developing professionally supports a study by Weiss, Barber, Sisley, and Ebbeck (1991) that focussed on assessing the positive as well as negative motivators of female coaches. They found that positive
motivators included the satisfaction of working with young sports performers, the development of coaching skills, and the associated fun, whereas negative motivators included poor quality interactions with mentor coaches, low perceptions of competence, negative relationships with athletes and limited administrative support.

As shown in Figure 4.4, women coaches are less trained as coaches compared to their male counterparts. Kilty (2006) contends that women in sports coaching are often faced with “unequal assumption of competence” whereas a male coach was automatically perceived or assumed to be more competent than a female coach. In the researchers’ view, therefore, women coaches in Nairobi City County undertake continuous professional developmental training more frequently in order to get coaching credentials, and to prove they are capable with the hope of being considered for coaching positions in individual and team sports in their respective sports organisations. However, this rarely is the case in Nairobi City County due to perceptions about women’s capability in coaching individual and team sports.

4.3.3.4 Professional Group of Coaches

Most of the coaches (67%) report to belong to a professional group of coaches as shown in Table 4.6. However, while female coaches, as shown in Table 4.5, are found to be more interested in their professional development and therefore, undertake training towards achieving the same, only a few of them (11%), as shown in Table 4.6, have registered with professional group of coaches compared to male coaches (56%). It is important to join a professional group of coaches in order to share information on coaching job opportunities, provide educational information to enhance coaching effectiveness and professional development (Kilty, 2006; Mwisukha & Rintaugu, 2013). Additionally, professional groups provide one with a
voice for addressing coaches/coaching challenges and barriers (constraints) that may require advocacy (Mercier & Marshall, 2005), and action for change of attitudes and perceptions towards both male and female coaches (Kilty, 2006).

Mwisukha and Rintaugu (2013) found that women, unlike their male counterparts who have efficient network, failed to use their own network to help female friends and associates attain leadership positions in sports. The two reported that the patriarchal structure of sport organizations and politics in sport circles keeps women away from participation in sports leadership activities. This implies that women are discouraged from applying even for coaching jobs and hence, lose out on benefits of being part of a professional group of coaches. The researcher observes that although the few women coaches in individual and team sports in Nairobi City County operate, either under their respective sports organisations or coaches’ associations, such as Kenya Football Coaches Association, they rarely benefit since these organisations are predominantly led by men.

Table 4.6: Professional group of coaches

<table>
<thead>
<tr>
<th>Variable</th>
<th>Categories</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you belong to a professional group of coaches?</td>
<td>Yes</td>
<td>10(56%)</td>
<td>2(11%)</td>
<td>12(67%)</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>3(17%)</td>
<td>3(17%)</td>
<td>6(33%)</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>13(72%)</td>
<td>5(28%)</td>
<td>18(0%)</td>
</tr>
</tbody>
</table>

Half of the coaches (50%) report to have trained very successful contemporary players/athletes. Only six percent of these coaches are female coaches as shown in Table 4.7 below. This implies that women are either marginalized in training good/talented players compared to men or they are just reluctant or less competent in doing so. These results are consistent with those of Njororai et al. (2003) who
found that women remain marginalized and relatively few in proportion to men in sports leadership, sport academia and technical positions. Kilty (2006) found that women in coaching sports are often faced with unequal assumption of competence where a male coach is automatically perceived or assumed to be more competent than a female coach. Kilty adds that, a female coach had to prove herself as being capable of coaching elite athletes as her male counterpart.

Table 4.7: Coaches Competency

<table>
<thead>
<tr>
<th>Variable</th>
<th>Categories</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>8(44%)</td>
<td>1(6%)</td>
<td>9(50%)</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>5(28%)</td>
<td>4(22%)</td>
<td>9(50%)</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>13(72%)</td>
<td>5(28%)</td>
<td>18(100%)</td>
</tr>
</tbody>
</table>

All respondents were asked to indicate the extent to which they thought women are involved in coaching individual and team sports. Overall, the majority (72%) of the respondents are of the opinion that women are involved to a small extent in sports coaching. This opinion was more pronounced among the female respondents and players as shown in Figure 4.5. These results are in agreement with those of Kerr, Marshall and Sharp (2006) whose study indicates that there is a disproportionate number of women coaching at the national level.
Figure 4.5: Extent of Women’s Involvement in Coaching Sports

The study results depict a skewed presence of women in coaching sports. Women are generally less privileged in coaching sports. Stephen*, a male coach in athletics agreed that women were generally not involved in sports coaching; he noted thus:

*I do not know about other sports so I cannot comment generally on all sports disciplines in Kenya. However, in athletics, women are not generally involved in sports coaching. Athletics involves a lot of training and personal relationship with the athlete which, according to me, women find difficult since they always lack time and are not good in relating with people especially in creating personal relationships with men athletes. Even for women athletes you will find that the majority of the coaches are male coaches and not female coaches (Stephen*, key informant interview, 3-8-16).

On the other hand, Celine*, a female swimming coach interviewed this study disagreed that in all sports disciplines, women were generally not involved in coaching sports;

*In swimming, male coaches have been found, in the past, to expose the players to sexual harassment. In this club, there are only three male coaches and they are supposed to train the male swimmers. I do not know whether it happened automatically, but I think club policies also have a hand in this. The club policy now directs that male coaches should not
train female swimmers. This has limited the chances of male coaches leading female swimmers in competitions (Celine*, key informant interview, 7-8-16).

Muiruri*, a sports administrator at KNSC, however, averred that women had a long way to go before getting wholly involved in coaching sports. He attributed this to lack of sports disciplines that are female dominated. In his view;

Female coaches are comfortable training female players and as you can see games like football, rugby, volleyball, handball, hockey or even basketball are male dominated. It is, therefore, easy to get male coaches in these sports disciplines compared to female coaches. Especially at the professional level, female coaches are afraid of the players. Probably this is linked to the culture in our societies that is male chauvinistic (Muiruri*, key informant interview, 8-8-16).

The views expressed above suggest the following: First, that men and women coaches have differing explanations with regard to women’s involvement in coaching sports. Thus, Stephen* associates the low involvement in athletics coaching with a “problem women have in creating personal relationships with male and female athletes”. The informant, therefore, associates a specific problem with all women who may be involved in sports coaching. In the researchers view, however, this could be due to him having a negative attitude towards women as not all women have problems creating good relationships with athletes as he seems to imply.

Secondly, Celine* clearly underlines why men are not involved in coaching women swimmers. According to her, this is because they subject female athletes to sexual harassment which is detrimental to their careers and well-being. Hence in her club, male swimming coaches train male swimmers while women coaches train female swimmers. This is consistent with Johansson, Kentta and Andersen’s study (2016) which found that sexual harassment and abuse of female athletes is rampant among male coaches. Studies by White (2009), and Rintaugu, Kamau, Amusa and Toriol
(2014) also found that socio-psychological constraints such as demands to start a family, vulnerability to sexual exploitation and harassment by male coaches and athletes contribute to early drop-out by women from sports and thereby losing the opportunity for coaching sports.

Thirdly, Muiruri* opines that female coaches were comfortable training women teams hence their absence in male sports. The informant also opines that women coaches were afraid of sports men and were therefore unlikely to train men. The views expressed by the key informant’s present explanations often given as to why women may or may not be considered for coaching appointments in various sports. These views are affirmed by SDT, which postulates that men seek and occupy most privileged and high-power positions in society. In this researcher’s view, sports coaching is a career and the gender of the coach should not be a problem as long as such individuals have the qualifications and are self-driven to perform. However, in a society where patriarchy influences attitudes towards women and men, professions such as coaching sports are also organized and perceived along gender lines.

In summary, the results of the study indicate that there are more men than women coaching both, men and women individual and team sports in Nairobi City County. Fewer women are considered for jobs in coaching sports, which explains why they undertake continuous professional developmental training as a coping strategy. However, it is not a guarantee for selection to coaching positions in their respective individual and team sports. Fewer women in Nairobi City County are members of professional sports coaching groups unlike their male counterparts and hence, are likely to lose out on benefits associated with professional group membership. In line with the SDT, dominance is a social and contextual construct, formed and enhanced
by culture legitimizing ideologies and practices, institutional policies and practices, relationships and interactions of individuals/groups within different societies. The cultural practices in Kenyan societies support male dominance in coaching sports. Women have limited support, a factor which, in the researchers' view, explains the low number of women participating in coaching sports compared to their male counterparts in Nairobi City County. However, there are sports such as swimming in which policy has enhanced women’s participation in coaching. Additionally, the Kenya Constitution, 2010 and National Policy on Gender and Development, 2000 espouse the need for gender mainstreaming in all sectors of development, and this includes sports. Consequently, Kenya is bound to see more women in technical positions in sports, including coaching individual and team sports.

4.4 Factors Influencing Women Involvement in Coaching Individual and Team Sports

The second objective of the study was on factors influencing women’s participation in coaching individual and team sports. To assess this, respondents are presented with eleven statements on a five-point Likert scale and asked to state how much they agreed with each statement. The responses ranged from 1 - Strongly Disagree, 2 - Disagree, 3 - Neutral, 4 - Agree to 5 - Strongly Agree. The responses are averaged for easy interpretation with a value closer to 5 indicating strong agreement while 1 indicating strong disagreement with the statements. The results are presented in three tiers: family constraints, attitudes and perceptions, and resources.

4.4.1 Family Constraints

Issues related to the family emerges as one of the major factors influencing women’s involvement in coaching sports. These issues included: Family responsibilities,
spouse’s lack of support and women coaches lack of time and interest in coaching sports. Figure 4.6 summarizes these results.

Figure 4.6: Family Constraints to Women’s Involvement in Coaching

**Individual and Team Sport**

The majority (82%) of respondents agree with the statement that “Family responsibilities were a major constraint to women in coaching sports”. In support of these findings, the participants in this study also opine that family responsibilities do not leave them with much time for coaching. Muiruri*, a sports administrator attributes the phenomenon to pressures of family chores and traditional stereotyping of women’s roles by the Kenyan society.

*Kenyan women are kept at home based on their roles in society. Kenya being a patriarchal society, women’s roles are just considered to be in and to revolve around the kitchen. They are expected to confine themselves at home taking care of children, cooking and undertaking house roles. Women who make a step out of this cultural standing and get out, involving themselves in other roles, experience several challenges. It gets hard for them to strike a balance between their traditional domestic chores and the other new roles they engage themselves in. Coaching in itself is very involving and
consumes a lot of time (Muiruri*, key informant interview, 8-8-16).

The above statement indicates that women coaches face constraints in the domestic sphere due to the societal gender division of labour. Consequently, women are expected to perform all domestic chores, which often leave them with limited time for coaching sports. Men coaches have an easier role to play than women coaches when it comes to responsibility in raising the family, which is a cultural phenomenon even for women in cosmopolitan Nairobi City County. These findings support those of Johnson (2000) who concluded that women still have major responsibilities for childcare and housework that restrict their commitment to coaching.

Most respondents (76% and 66% respectively) also agree that “Spouse’s lack of support is a major constraint to female coaches” and “Women coaches lack time and interest in coaching sport.” These findings indicate that men coaches have more time for coaching activities compared to women, whose time is consumed in undertaking family duties. Muiruri*, a sports administrator noted that:

Since sports in Kenya is not developed, players and coaches alike do not consider it a full-time business. Most coaches in Kenya attend training in the evening after business. This is when even players have time. However, this is the time when women are also expected to be in their houses taking care of the children from school and perform other household chores. Consequently, women are not able to get time to get for coaching sports. Women coaches who have tried balancing sports coaching and family chores, drop along the way. Some of them have to quit their coaching careers mid-term in order to bear and look after children and carry out other family-tending roles and chores (Muiruri*, key informant interview, 8-8-16).

The above statement suggests that men have more time and opportunity to undertake coaching roles compared to women. Muiruri* attributes this to the easier role male
coaches play when it comes to family responsibilities. Consequently, men have time for involving in activities such as coaching sports. This is consistent with Morakinyo and Olufolake’s (2005) findings that men coaches often do not have to carry out the family responsibilities that women coaches do.

This study, therefore, shows that family chores and responsibilities are a constraint to women’s progression to the elite levels in coaching individual and team sports. It also underlines the contemporary African society’s belief and practice, as espoused by SDT, which considers women’s most important roles as reproductive and relegates their other productive duties to the background. This limits their career development and opportunity to showcase their abilities. This explains why 66% of the respondents also agreed that in Nairobi City County, women coaches lack time and interest in coaching sports. With the society confining women roles to family chores, over time, women tend to lose interest in other productive activities. This is because the society in general does not ascribe them to other roles. Just as explained by Muiruri*, women end up dropping out of coaching sports as they find it difficult to meet the societal expectations of performing family duties, while investing their time in coaching sports as well.

Studies by Culver, Trudel and Werthner (2009) contend that interest, driven by the desire for achievement or success motivates women in coaching sports. This researcher suggests that for women in Nairobi City County to gain interest in coaching individual and team sports, sports organisations should, over and above family engagements, make deliberate efforts to appreciate women’s role by offering them full-time paid coaching job opportunities. This will not only be creating more awareness about sports coaching as a career and source of income but will also
enable women afford home care services and thus, creating more time for them to participate in coaching individual and team sports.

4.4.2 Attitudes/Perceptions/Stereotypes

The study also found that attitudes/perceptions are major determinants of women’s involvement in coaching individual and team sports. Attitudes/perceptions are assessed by asking the respondents for their ratings on statements that are related to societal as well as individual attitudes/perceptions on coaching sports.

4.4.2.1 Perceptions of Women Coaching

Perceptions refer to the way the society at large understands, interprets and regards women’s involvement in coaching sports. The respondent’s perceptions of women coaching were rated as shown in Table 4.8.

Table 4.8: Perceptions of Women Coaching

<table>
<thead>
<tr>
<th>Perception</th>
<th>Total</th>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men coaches are seen as the better option in both individual and team sports</td>
<td>82%</td>
<td>84%</td>
<td>80%</td>
</tr>
<tr>
<td>Due to status levelling, women are perceived as best suited for less prestigious positions in teams rather than coaches</td>
<td>82%</td>
<td>82%</td>
<td>84%</td>
</tr>
<tr>
<td>Strong traditional beliefs, chores, perceptions and “norms” on roles of women in society work against sustained stay of women in sports long enough to take up top coaching roles</td>
<td>76%</td>
<td>68%</td>
<td>88%</td>
</tr>
<tr>
<td>Men compete more stiffly for coaching jobs than women</td>
<td>80%</td>
<td>78%</td>
<td>84%</td>
</tr>
<tr>
<td>Women coaches are marginalized to less prestigious positions</td>
<td>80%</td>
<td>76%</td>
<td>86%</td>
</tr>
</tbody>
</table>

The statement that “due to status levelling, women are perceived as best suited for less prestigious positions in teams and individual sports coaching” and the statement that “Men coaches are seen as the better option in both individual and team sports” are both rated at 82% while “strong traditional beliefs, chores, perceptions and
norms on roles of women in the society” is rated at 76%. Additionally, the participants in the study indicate that women are actually limited or encouraged to participate in coaching sports based on the perception of the people around them. Grace*, a sports administrator at Athletics Kenya argued that:

> It is so frustrating when you see everybody around you having different perceptions of you being involved in sports coaching. When such incidences occur, you end up being discouraged especially when such perceptions are negative. In an environment where it is crystal clear that few women are involved in sports coaching, the least you expect is perceptions that do not encourage their participation (Grace*, key informant interview, 10-8-16).

From the above statement, it is clear that with a negative perception, women are discouraged from getting involved in coaching sports. The study therefore affirms that perceptions towards the activities one gets involved in can either encourage or demotivate one. The administrator further contends that since Kenya is characterized by fewer women getting involved in coaching sports, women should be encouraged to enhance participation rather than discourage them. However, Grace* failed to mention that sports administrators should be part of the solution. Thus, positive perceptions supporting women’s involvement in coaching sports should be encouraged so as to influence change of attitude towards women in coaching sports. Therefore, in line with SDT, societal actions, attitudes and perceptions towards women athletes and women as coaches influence women’s lack of progression to the elite levels of coaching such as head coach in individual and team sports in Nairobi City County.
4.4.2.2 Credibility of Female Coaches

Credibility of female coaches arose from the respondents rating on the level at which they thought female coaches can be trusted or believed to be qualified to coach individual and team sports. The statement that “women coaches are faced with the pressure of having to prove themselves and their abilities” is rated at 72%. This implies that the general perception in Nairobi City County is that women are not capable of being coaches in individual and team sports. They, therefore, have to prove themselves and convince the people around them that they are capable of coaching sports. Similar views are expressed by Celine*, a swimming coach, that:

*We are always in constant pressure of proving ourselves because the society has already painted women as incapable of holding coaching positions. That coaching is a masculine job. So even when you get the job, you are always under constant pressure of proving yourself capable. Additionally, our achievements are trivialized while little attention is paid to our performance compared with male coaches. The media also help on over-emphasizing on the male physical characteristics and domestic roles of women to show that men are better coaches than women. These further compounds the pressure on us to constantly prove ourselves as capable coaches* (Celine*, key informant interview, 7-8-16).

From the above statement, the society is presented as having a perception that women are incapable of holding senior coaching positions. They are overlooked compared to their male counterparts since coaching is considered a masculine job. Therefore, for a woman to penetrate into coaching sports and hold senior coaching positions, they have to prove themselves as capable. These perceptions paint women negatively and lower their self-esteem. As the society continues discrediting women in holding sports coaching positions, their belief in the ability to coach is lowered. These results concur with the findings of Cox (1998) that the drive to become a coach stems from one’s feeling of personal competence and self-efficacy. Women,
therefore, feel the pressure of proving their competence and skills because they lack self-efficacy. This ultimately inhibits their motivation to get involved in coaching sports.

The statement that “Credibility of female coaches is gained from having a teaching or playing background” is considered as a major attitude/perception (88%) influencing women’s involvement in coaching individual and team sports. An interview with the key informants depicts aspects of women’s perceptions and attitudes that influences their involvement in coaching sports. Grace*, a sports administrator, argues that despite the efforts put in place by women coaches to attain high credentials through training, the mind-set from employers, which is biased against women, denies them an opportunity to be employed as coaches. In this regard, Grace* opines that:

*Other causes include poor retention of trained women coaches. There are many women who have attained international trainer credentials in sports coaching but drop out of the coaching circles after a short while mainly because of the biases and pressures being asserted on them in recruitment and remuneration. Society is biased against and looks down upon women as people whose role revolves around the kitchen and family chores. This creates a mind-set that women are not capable of undertaking jobs such as coaching, which is considered masculine. This mind-set is also demonstrated by most Kenyan sports employers who are still very much biased against women coaches. After failing to secure appointments corresponding to their qualifications, most women give up and eventually disappear from the scene (Grace*, key informant interview, 10-8-16).

The sentiments expressed by Grace are, however, in contrast with those of Norman (2010) that women in the USA occupy senior coaching positions as a result of taking advantage of their success as athletes and coaches to resist and challenge ideological and patriarchal control within the profession.
In response to the statement on the credibility of female coaches, a sports administrator, Muiruri*, notes that there are women who have performed very well in sports coaching. He asserts that:

In Kenya, where male chauvinism is prevalent in all spheres of life including sports, women coaches have shown that they have what it takes to match and even outdo their male counterparts. Some of the most outstanding athletes and now female coaches in Nairobi include the national throws coach (athletics), national sprints, heptathlon and pentathlon coaches (athletics), national volleyball assistant coach and national youth academy head coach, deaf athletics head coach, and swimming coach (Muiruri*, key informant interview, 8-8-16).

An interview with a woman swimming coach on what made her succeed amongst men and in an environment or a society that is considered male chauvinistic, she explained that it requires a lot of personal effort, commitment to your goals and self-belief. Women have to learn to trust in instincts and ignore the negativity around them that they are not capable of achieving great things and even outdoing their male counterparts. According to Celine*, a female swimming coach:

When I made the decision that I wanted to start coaching in swimming, I decided to learn how to coach well in the early stages and did not focus on promotion to be a head coach. I wanted to face the world when I was strong enough and had enough skills. It is not like I did not face challenges but I decided to be stronger than the challenges. There were times when my efforts were not being recognized and this frustrated me a lot but I decided to fight on. The good thing is I was given an opportunity to coach the younger team and I was committed to showing my capability where I was. I learned by doing it and trusting my instincts and then built my expertise over time. Almost everyone I asked advice from told me not to do it so I just stopped listening and jumped in. My style is to jump in and run fast and the more I do it, the more exciting life becomes (Celine*, key informant interview, 7-8-16).
There is a lot of negativity on women in sports coaching which is perpetuated by male chauvinism in the profession. Women coaches have had to fight for their space and to prove themselves in a coaching environment dominated by men. Parks et al. (as cited in Norman, 2010) reveal how unfavourable coaching relations (such as sexual harassment, negative comments, difficulty in establishing authority and rapport with men coaches and athletes) exist between women and men coaches. However, rather than drop out of coaching, women rely on their competence and success as athletes and coaches to ensure co-existence (Ryba & Wright, 2005; Norman, 2010). In addition, Culver, Trudel and Werthner (2009), and Mazelrolle and Eason (2013) found that interest, driven by the desire for achievement or success in sports coaching motivated women coaching sports. This explains why a woman became a coach to the third ranked men’s tennis player in the world (Berri, 2015) and former outstanding women athletes in Nairobi City County are successful coaches in their respective disciplines such as athletics, volleyball and swimming.

4.4.2.3 Sexual Harassment
According to Section 6(1) of the Employment Act 2007, a worker is harassed sexually if the employer or their representative or a co-worker requests (directly or indirectly) for any form of sexual favour in order to get preferential treatment at the workplace; or threatens the worker of detrimental treatment on his/her present or future employment status of the worker. Any kind of sexual behaviour that makes the victim feel uncomfortable including using language (written or spoken) or visual material of a sexual nature plus physical behaviour of a sexual nature are considered sexual harassment. Sexual harassment is a global issue that is experienced across all the disciplines including sports.
The statement that “Sexual harassment, exploitation and abuse deters women athletes and coaches from joining/continuing with coaching career” is also highly rated at 88% as a factor that influences women’s involvement in coaching individual and team sports. This implies that women coaches are harassed, exploited and abused sexually by male coaches. This has been evident in several sports disciplines in Nairobi City County such as swimming, soccer and athletics where male coaches demand sexual favours from players in return for opportunity to participate in competitions. According to Grace*, a sports administrator:

*It takes a lot of courage to be a woman swimmer in Kenya. Women and girls in particular undergo many challenges in their pursuit for swimming glory, from their federations to battling sex predators* (Grace*, key informant interview, 10-8-16).

The above statement confirms presence of sexual harassment in sports in Kenya. Despite harsh penalties for sexual exploitation, majority of perpetrators are not barred from coaching. According to the Sexual Offences Act of 2006, any person, who, being in a position of authority, or a person holding a public office, who persistently makes any sexual advances or requests which he or she knows, or has reasonable grounds to know, are unwelcome, is guilty of the offence of sexual harassment and is liable to imprisonment of at least three years or to a fine of at least KES 100,000 or to both. With sexual harassment incidences in sports, questions arise as to whether the Sexual Offences Act of 2006 is effective enough in deterring the vice in sports coaching.

Sexual harassment has negative effects on women players who are interested in participating in sports coaching. As mentioned earlier, it is players who progress to coaching, hence, the challenges female players undergo through sexual exploitation
and harassment make them develop a negative attitude towards sports coaching and leadership, thereby discouraging them from transiting to coaching. According to Cense and Brackenridge (2014), Rintaugu et al. (2014) and Johansson et al. (2016), abuse is most often perpetrated by coaches. However, these scholars also agree that other authority figures in sport may also abuse (for example, sports medicine professionals, sports psychologists, sports managers and male peer athletes). Stockdale (2006) argues that even "less serious" sexual harassment can have serious negative consequences including depression, sleeplessness, persistent feelings of shame or guilt, and loss of confidence.

The harassment and abuse also affect the self-esteem of the players, body image and perceptions of and behaviour towards other men and coaches, eventually, discouraging them from coaching sports (Fasting, Brackenridge & Walseth, 2001). Few women, therefore, desire transiting into sports coaching after the ordeals they undergo in the hands of male coaches when they were players (Fasting et al., 2001). According to a study by Fasting, Brackenridge and Sundgot-Borgen (2000), elite female Norwegian athletes who had experienced one of a range of unwanted sexual intrusions (such as sexually suggestive jokes or comments, ridicule, or stalking), reported loss of concentration, anger, irritability, confusion and anxiety. Some women were affected for years after the initial incident and others left their sport to escape the harassment. The harassment and abuse also affected their self-esteem, body image and perceptions and behaviour towards other men and coaches (Fasting et al., 2001). Additionally, female players end up getting married to their coaches, thereby limiting their chances of transiting into coaching sports. Grace*, a sports administrator had this to say about this problem:
Most of our female players, especially in athletics, get married to their coaches at a tender age. They, therefore, get involved in family responsibilities early in their playing days limiting their transition to sports coaching. It will also surprise you to find out that even those who have had successful normal relationships with their coaches and got married (because there are instances when this is permitted especially if the player is old enough and has made a consensual decision), such relationships do not last long enough. The coach eventually gets attracted to other younger players after some time and leaves or divorces the other athlete. We have had these cases in the past among athletes. What eventually happens to these athletes is that their careers have been destroyed by their coaches and therefore, they cannot progress to be coaches (Grace*, key informant interview, 10-8-16).

The above statement explains how sexual harassment and exploitation can lead to lack of attraction to coaching sports. Additionally, when a player gets into a relationship, she eventually starts a family, which then limits her chances of transiting into a coach. These findings support the results of studies carried out by White (2009) and Rintaugu et al. (2014) that revealed that constraints such as demands to start a family, vulnerability to sexual exploitation and harassment by men coaches and athletes, contribute to early dropout from sports and hence the opportunity for coaching sports is lost. Even in instances where there are healthy sexual relationships between players and their coach, the results from the study indicate that such relationships are not beneficial in the long run to the players in terms of their career development. Consequently, coaching codes of ethics and child protection policies in nations such as the United States of America (USOC, 1996), Australia (ASC, 1998), Canada (Kirby, Greaves & Hankivsky, 2000), and United Kingdom (sportscoachUK, 2001) are clearly against coaches engaging in sexual relationships with athletes for several years after the coach-athlete relationship has ended. Such code of ethics for sports coaches, athletes and sports managers is
lacking in sports organizations in Nairobi City County. A study by Rintaugu et al. (2014) suggested measures such as maintaining distance away from perpetrators, coach education and discipline, creating awareness and campaigns against sexual harassment to curtail sexual harassment of female athletes. In the researchers view, these measures can only be effective if complimented by, not only the law on sexual offenders, but also sports organisations developing and strictly adhering to a code of ethics for male peer athletes, coaches, and sports managers in Nairobi City County, suspending and even banning offenders.

4.4.2.4 Resources
The results of this study show that women are limited in terms of resources necessary for development in coaching sports. Coaching sports, just like any other career, requires both financial and non-financial resources. However, the respondents stressed that most women had limited access to resources to support their quest in becoming coaches in individual and team sports. Statements related to resources are presented to the respondents who rated them in a 5-point Likert scale. Figure 4.7 summarizes the results of the resource factors influencing women’s involvement in coaching individual and team sports.
Figure 4.7: Resources as a Factor influencing Women’s Involvement in Individual and Team Sports Coaching

On average, the respondents agree with the statements related to resources that influence women’s involvement in coaching sports. More specifically, the respondents rate the statement “relatively smaller number of women coaches base results in a reduced potential labour pool of coaches” as a major factor influencing women’s involvement in coaching sports. These results are supported by Celine*, a female swimming coach, had this to say about this problem:

*One issue that we need to agree with is that there are very few women who are involved in sports coaching. Therefore, even if there were opportunities in sports coaching, it will be hard to find a woman who can fill that position. This, in my opinion, can be attributed to the fact that women do not have a clear pathway to sports coaching. With the male domination, women always feel that even when they get involved in sports coaching, they will never reach a position...*
where, they can now head team or individual sports coaching. When you don’t see how you can move from one step to the other, you will definitely opt out of that career (Celine*, key informant interview, 7-8-16).

The above narrative depicts the dilemma that women are in, especially when they want to join coaching sports. There are no clear pathways on how they will be able to transit into being head coaches. Eventually women lose interest in joining sports coaching. The ripple effect of is that there will be lack of a pool of women coaches to take up coaching opportunities when they emerge.

Further, the study found that women’s involvement in coaching sports is influenced by lack of role models to learn from. The statement, “Lack of women role models in individual and team sports coaching to draw encouragement from” was rated as a major factor that influenced women’s involvement in coaching sports. Celine* opines that:

With the small pool of women coaches to choose from whenever there is an opportunity for sports coaching, there will be definitely very few women who can act as role models for others to learn from. Role models encourage you, they give you a reason to continue struggling in sports coaching, hoping that some day you will be able to achieve the great things they have achieved (Celine*, key informant, 7-8-16).

The above statement explains how role models can encourage women’s involvement in coaching sports despite the challenges they face. According to Celine*, having role models encourages women’s involvement in coaching sports by giving them targets and hopes for reaching them, since there is already a woman who has been able to achieve against all odds. These results echo the findings of Auerbach (2013) who established that in the absence of women coaches, there will be no role models to encourage women to take up the profession as a career. Mwisukha and Rintaugu (2013) also argue that lack of role models in sport is a social factor that influences
women’s under-representation in sports leadership in general. The few successful women coaches in sports disciplines such as athletics, volleyball and swimming in Nairobi City County are role models who, despite sports organisation not doing much to highlight their activities, have found their place in a sports arena dominated by men.

In Figure 4.7 “a social men’s network” exists not only in administrative levels but also in coaching levels”, scored the least compared to other resource-related factors that influence women’s involvement in coaching sports. However, it explains why sports coaching is male dominated and how this influences women’s involvement in coaching sports. Grace*, a sports administrator opines that:

*Men have a way of getting around things compared to women because wherever they are, they are always knitted together. In sports coaching, it is true that most administrators and sports coaches are men. They create such a social network that it is very hard for women to penetrate. This is because they want to maintain the male chauvinistic nature of sports coaching. They recommend their male counterparts for sports coaching positions and not women (Grace*, key informant interview, 10-8-16)*

According to Grace*, coaching sports and administration is basically male dominated. Male chauvinism in sports coaching and leadership further promulgates lack of opportunities for women in coaching sports. Grace* argues that to maintain that position, men would rather promote their male counterparts to available coaching positions than female coaches to ensure that the social network cartel is maintained. There were, therefore, very few women who had been able to break the glass ceiling created by these social networks and become head coaches. In view of this, Weiss et al. (1991) state that limited administrative support is one of the major negative feedback towards women’s involvement in coaching sports. These results
are also consistent with those of Njororai et al. (2003) who report that women remain marginalized and are relatively few in proportion to men in sports leadership, sport academia and technical positions.

This study, therefore, established that women face stiff opposition from men when they compete for coaching jobs, in spite of their immense and under-utilised potential. Coupled with the challenges that they face as a result of gender stereotyping that translates into family constraints, negative attitudes and perceptions, and sexual harassment, women have limited opportunities of joining sports coaching compared to their male counterparts. In this researcher’s view, although women’s participation in sports and sports coaching might have increased over the years, they still continue to be marginalized, trivialized and sexualized in their respective sports. The findings are in line with SDT, which states that dominance is formed and enhanced by cultural legitimizing ideologies and practices, institutional policies and practices, relationships and interactions of individuals/groups within different societies.

4.5 Challenges Facing Women in Coaching Individual and Team Sports

The third objective of this study sought to explain the challenges faced by women in coaching individual and team sports. In this, respondents are presented with statements on a 5-point Likert scale and asked to state the extent to which they agreed with each statement. The responses range from 1-Strongly Disagree, 2-Disagree, 3-Neutral, 4-Agree to 5-Strongly Agree. The responses are averaged for easy interpretation with a value closer to 5 indicating strong agreement with the statements while 1 indicating strong disagreement with the statements. The results are presented in three tiers: Intrapersonal, Interpersonal and Structural Challenges.
4.5.1 Intrapersonal Challenges

Intrapersonal challenges refer to limiting factors that arise from the psychological behaviour of individuals that have an impact on their preferences. Intrapersonal challenges include stress, depression, religious sentiments, social preferences for specific activities, understanding of personal skills and self-assessment (Crawford et al., 1991). These are the self-limiting behaviours that influence women’s involvement in coaching individual and team sports. When women consider themselves inadequate or inappropriate in coaching sports, they are limited by their own perceptions and preferences (Cox, 1998). Intrapersonal challenges were assessed in this study by interviewing the coaches and sports administrators on their perceptions and by asking respondents to rate the statement on challenges facing women’s involvement in sports coaching.

On average, the respondents agreed with most of the statements with the average score working out to 3.92 (SD=0.89). Respondents unanimously agreed with the statement that “The financial costs of coaching are a great challenge to female coaches (4.20)”. They felt that the cost for attending professional coaching courses was higher for women compared to men. This was confirmed by Celine*, a swimming coach, who averred that:

In our patriarchal society, value is only attached to men’s coaching and not women’s coaching. Therefore, even budget allocation is skewed, and available sponsorship opportunities give preference to men. We really struggle to get financial support for our career development. Men get sponsorship opportunities every now and then. As we are speaking, I have a male colleague who is on a coaching programme in the U.S.A. It is not easy for female coaches to get such opportunities (Celine*, key informant interview, 7-8-16).
From the above statement, it is clear that women felt disadvantaged in undertaking professional development in sports coaching. The problem is not only the financial cost of training, but also the perception that men will be favoured for sponsorship opportunities in sports coaching. This demoralized them and created disinterest in training as sports coaches.

Respondents also agreed that “Men compete stiffly for coaching jobs that have more prestige attached to them (4.00)” and “Women coaches are marginalized into less prestigious positions (4.00).” Statistically, in Kenya, few women hold senior coaching roles in any national men’s individual and team sports. Apart from the only female head coach in Netball, male head coaches dominate all other women’s national teams of rugby, football, volleyball, handball, basketball, swimming, athletics, boxing and hockey. Celine*, a female swimming coach, attempted to explain why women do not hold prestigious positions in sports coaching while men do. She narrated that:

*I was the main coach for my team for a long time but that was when the team was not performing. Then there came a time when we started winning regional games and even won two tournaments in a row. Focus then started shifting to my team. Unfortunately, it seems the success we had was a calling to be replaced by a male coach. The struggle I went through to develop this team to a status where it could be recognized was not considered. A male coach was brought in to ensure that we continue winning. Suddenly, I was now not capable of maintaining the performance that I had set. So, I think in sports coaching, when women enter male dominated sports coaching and become successful, there is an increase in sex segregation and a rise in gender boundaries. There appears to be some form of policing the boundaries of sport by men to supervise and maintain control over the most valuable positions (Celine*, key informant, 7-8-16).*
From the above narrative, it is clear that there are no equal opportunities for men and women in sports coaching. The key informant indicated that men tended to have control over the major sports in the country and sometimes pushed out female coaches from head coaching positions they may have held when the teams were young. This is a clear manifestation of Burton-Nelson’s (1994) and SDT (Sidanius & Pratto, 1999) assertion that men will always strive to hold on to senior positions in sports coaching because once women start achieving in sports coaching, it will no longer be a method of demonstrating male superiority, and that men generally seek and occupy dominant social roles and hold most privileged and high-power positions in society thereby wielding disproportionate power and control over women.

4.5.2 Interpersonal Challenges

Interpersonal challenges arise from the interactions or relationships of individuals. They include constraints such as family relations, limited or weak social networks, absence of women role models and poor coaching relations. Specifically, Grace*, a sports administrator stated that:

*Sports are social activities where interactions help develop skills. Coaches learn from each other through exposure and networks. This is why sports bodies should link coaches in the country with an aim of transferring skills. Additionally, tournaments provide opportunities for learning and developing coaches further. However, considering that these social networks are male dominated, women fail to gain and learn from these social environments* (Grace*, key informant interview, 10-8-16).

From the above statement, participation of women in coaching sports is limited due to too few opportunities for women to form part of a large social network where they can learn from each other. According to Jowett and Meek (2000), interpersonal
components such as interdependence, mutual trust, concern, support, cooperation, closeness, shared knowledge and understanding are beneficial to coaches’ well-being, satisfaction and performance achievements.

While the findings from this study, as reflected in the above statement from Grace*, support the role of social networks and relationships in developing coaches, it was also clear that women were disadvantaged since these networks in sports organisations in Nairobi City County are male dominated. There are, therefore, few women role models within the social (sports) networks to mentor or help young women and women coaches grow in sports coaching. The respondents mentioned lack of role models as a constraint to women’s participation in coaching sports (as indicated in Figure 4.7). The recognition of the impact of role models in the participation of women in coaching sports is driven by the fact that role models provide guidance, and facilitate networking and contacts (Kilty, 2006). This is further supported by Gogol (2002) who found that many head coaches train their assistant coaches and use their own networks to find them a head coaching position, and they in turn rely on the recommendation of friends when they select a coach for their team.

According to the respondents, lack of respect for women’s knowledge in coaching and the fact that men coaches were viewed as a better option for elite athletes (as indicated in Table 4.8), was an evident constraint for women coaches. This implies that women are perceived as lacking competence in coaching sports and, therefore, are not given an opportunity to coach. Kilty (2006) argues that common myths such as “women don’t win as much”, “Women are less intense”, “athletes prefer male coaches”, and “older female coaches don’t have the skills and knowledge to coach
highly competitive programs”, also support this perceived constraint. These findings concur with those of Frey et al. (2006), who observed that women athletes had preference for men coaches. A study by Auerbach (2013) also indicates that lack of respect tends to stem from the parents of players and the players themselves who had preference for men coaches. However, in Nairobi City County, the presence of successful women coaches in sports such as athletics, volleyball and swimming demystify these perceptions and prejudices. It also affirms that dominance is not absolute control (Sidanius & Pratto, 1999), since women’s desire to succeed as sports coaches in Nairobi City County is bearing positive results.

4.5.3 Structural Challenges

Structural challenges arise from frameworks governing or supporting sports coaching that do not favour women’s involvement in sports coaching. They manifest themselves in gendered appointments, limited access to powerful positions and financial incentives, unequal opportunities in education and training, inadequate media coverage, family and work demands, and in gender stereotyping regarding coaching as being only suitable for men (Sartore & Cunningham, 2007; Auerbach, 2013). In assessing structural challenges to women’s involvement in coaching individual and team sports, the respondents were asked to rate their perceptions on the statement that “lack of clear pathways deters women coaches from progression to elite levels in sport coaching”. The respondents, however, did not fully support the statement as it was rated at 74% as shown in Figure 4.7. Muiruri*, a sports administrator, explained this by arguing that:

*I personally feel that we are over emphasizing cultural and structural challenges as the main reason for lack of women’s involvement in sports coaching. We are forgetting one major factor, the individual. I have heard of cases where women
have been invited into elite coaching position but rejected it. Some have cited personal reasons such as lack of confidence and interest. There are several coaching positions that women could easily hold, especially now that even the new constitution of Kenya is supporting women leadership. The problem is, where are those women to take up these positions? Women have generally developed a phobia towards sports coaching. I would not entirely blame the system. I would also blame the women themselves for their lack of confidence and assertiveness towards sports coaching (Muiruri*, key informant interview, 8-8-16).

From the above explanation, it follows that what should be considered as a major reason as to why women do not want to progress in sports coaching is just lack of interest by the would-be women coaches, and not the lack of clear pathways. The same pathways that men have, are what sports policies also subject women coaches to. The problem then is that women lack interest or assertiveness to follow the pathways.

Grace*, however, was of the view that structural factors that might be considered as a challenge to women’s involvement in coaching sports are related to policy and regulations. According to her, these are areas that are being improved on a daily basis as the world progresses in supporting women’s involvement in sports. She argued that:

*Sports organizations’ policies, developmental programming and direction are determined by the gender proportions in the respective executive committees, most of which are products of flawed elections, personalized smear campaigns within the committees and outright bribery and corruption. Most women tend to distance themselves from the muck of sports politics and would rather avoid sports leadership and politics than have their names mentioned in connection with the trends of (a) corrupt leadership. This has caused a consistent trend whereby very few women offer themselves for elective and appointive sport portfolios (Grace*, key informant interview, 10-8-16).
From the above narrative, gender bias in coaching also stems from a highly politicized sports arena controlled and dominated by male sports administrators and coaches. Mwisukha and Rintaugu (2013) note that there is a lot of politics in sports that keep women away from sports leadership. This is also supported by M’mbaha (2012) who found that men outnumbered women in executive committees and hence decisions are often made to protect their interests and maintain the status quo to ensure women remain in subordinate positions (such as assistant coach, chaperone and assistant secretary general). This discourages women from presenting themselves for elections at the sub county and county levels, and applying for leadership positions in sports, leading to a dearth of women to sports coaches and administrators (M’mbaha, 2012; Mwisukha & Rintaugu, 2013). The researcher is of the view that this state of affairs is being aggravated by sports organisations failure to implement provisions of the Kenya Constitution, 2010 and National Policy on Gender and Development, 2000, which clearly stipulate the need for gender equality and parity in all sectors of development. Further, the Sports Act, 2013 has no provision for gender mainstreaming in regard to registration of sports organizations, constitutions of sports organizations, appointment and training of coaches, composition of sports coaching associations and committees. However, M’mbaha (2012) contends that women do present themselves for leadership positions in sports but are often discouraged by their male counterparts who use personalized slander tactics to discredit and elbow them out of contention. The researcher is, therefore, of the view that establishing and registering a women’s sports coaches association in Nairobi City County will champion the transformation agenda for women’s involvement in coaching individual and team sports.
The findings in this section indicate that women face a myriad of challenges that inhibit their involvement in coaching individual and team sports. While it is true that most of these challenges are societal, system or environment based, it is also true that women themselves lack self-efficacy to face these challenges. As underlined by Sidanius and Pratto (1999) in the social dominance theory (SDT), different societies have individuals who have successfully resisted masculine hegemony. This suggests that women coaching individual and team sports can draw on forces that can bring transformative change to ideologies and prejudices that contribute to institutional dominance and inequalities. Experiences of women sports coaches has indicated that one can overcome these challenges if one is assertive enough and has self-efficacy. As suggested by Cunningham et al. (2003), the under-representation of women coaches is an individual problem: women possess less intention, interest and efficacy to become head coaches. However, looking at the achievements of previous female coaches, Ryba and Wright (2005) countered that women have reached most powerful positions of coaching despite being trivialized. These individuals have negotiated the power relationships they have experienced to reach the highest echelons of their profession. Coupled with the findings of this study, the argument by Ryba and Wright (2005) affirms this researcher’s view that despite the challenges, a number of women in Nairobi City County have made it to elite coaching positions in individual and team sports.

4.6 Strategies to Enhance Women Involvement in Coaching Individual and Team Sports

The fourth objective of the study focused on identifying strategies for addressing the challenges faced by women in individual and team sports coaching. In evaluating the strategies to enhance women involvement in individual and team sports
coaching, respondents were presented with nine different strategies on a 5-point Likert scale and asked to state the extent to which they agreed with each strategy. The responses ranged from 1-Stongly Disagree, 2-Disagree, 3-Neutral, 4- Agree to 5-Strongly Agree. As represented in Figure 4.8, the responses were averaged for easy interpretation with a value closer to 5 indicating strong agreement with the statements while 1 indicating strong disagreement with the statements. On average, respondents were agreed with most of the statements with the average score working out to 4.13 (SD=0.78). The results are presented in three tiers: Strategies on Workshops, Remuneration, Advertising and Education.

Figure 4.8: Strategies to Enhance Women’s Involvement in Coaching Individual and Team Sports
Three of these strategies are discussed further in subsequent subsections due to their prominence.

4.6.1 Workshops to Build Self-efficacy on Involvement in Coaching Sports

Respondents unanimously agreed with the statements that “Workshops on self-image, assertiveness skills, time management and counselling skills need to be conducted”. In support of this assertion, Stephen*, an athletics coach explained that:

"We are forgetting one major factor, the individual. I have heard of cases where women have been invited to elite coaching positions, but they have refused. Some cite personal reasons such as lack of confidence and interest" (Stephen*, key informant interview, 3-8-16).

This view affirms the role of the individual in involvement in sports coaching. As indicated in section 4.5 on challenges to women’s involvement in sports coaching, structural and interpersonal challenges are further propagated by the intrapersonal challenges. In view of the above, the findings indicate that lack of self-efficacy is a challenge for women’s success in coaching sports. In support of this assertion, Cunningham et al. (2003) point out that the under-representation of women in coaching sports is an individual problem: women possess less intention, interest and efficacy to become head coaches.

To address the lack of self-efficacy, the respondents proposed workshops on self-image, assertiveness skills, time management and counselling skills aimed at developing women’s confidence in coaching sports. According to Kilty (2006), coaching skills are gained through acquisition and participation. Acquisition involves training on concepts and knowledge needed for effective coaching. Participation involves learning through social interactions that enable coaches to overcome the fear attributed to lack of assertiveness and confidence in themselves. Based on this assertion, Vinson et al. (2016) supported the idea that coaching
education programmes for women provide them with an opportunity for reflection within their social context. In addition, Croxon and Marshal (2004) advise that women should seek out educational opportunities that are aligned to their goals and preferences to have a clearer picture of their unique worth and ensure their continuous growth in the sports coaching profession. In the researchers view, respective sports federations in Nairobi City County should be more deliberate in organising sports coaching training, workshops and seminars to prepare women players for transitioning to coaching sports upon retiring from active sports, and women coaches for growth in the profession. The sports federations in Nairobi City County should achieve this by collaborating with Sports Kenya and Kenya Academy of Sports, which are responsible for promoting, co-ordinating and implementing grassroots, national and international sports programs in Kenya, and organizing training, administering and co-ordinating sports courses for technical and sports administrators respectively.

4.6.2 Remuneration

The respondents unanimously agreed that “Coaches should be well remunerated so that they can afford to pay for domestic services at home”. This strategy should focus on changing the perception that coaching does not pay and therefore can burden those joining the coaching profession. It was indicated in section 4.5.1 that one of the major challenges in women’s involvement in coaching individual and team sports, was the preference for men for prestigious and well paying positions. This was attributed to lack of standardization in coach payment as explained by Stephen*, an athletics coach:

*The problem that Kenya has with sports coaching that even makes it less attractive to women is lack of standard payments
to coaches. In developed nations, there is a well-defined structure of paying coaches which is in the public domain. This has made sports coaching as attractive as any other profession (Stephen*, key informant interview, 3-8-16).

As a career, coaching sports should be a full-time paid job with standardized payments for both, men and women coaches. This gender mainstreaming strategy would ensure equity in status for both, men and women coaching sports, and an incentive for attracting more women to the profession. It would also increase women’s ability to employ house helps and hence create time for their participation in coaching sports. In Nairobi City County, women coaches are offered part-time coaching jobs in their respective clubs or as national individual and team sports coaches, which discourages them from being in the profession for a longer time than their male counterparts.

4.6.3 Advertisement and Education on Women Sports Coaching

The respondents also unanimously agreed on the strategy of changing the stereotypical image of a coach through advertising and education. In support of these findings, a sports administrator in this study explained the value that advocacy policies play in ensuring women are involved in sports coaching.

Most of these strategies could be easily initiated by the government that has enough infrastructures to support policies and strategies. Education can be introduced in schools and other learning institutions to create a positive image of coaching to players at an early age. This will come a long way in encouraging continuous participation. Additionally, the government can encourage women’s participation through adverts that target women with such capabilities (Muiruri*, key informant interview, 8.8.16).

Wharf, Begoray and MacDonald (2009) aver that government and sports federations can play a major role in encouraging women’s participation in sports coaching through advocacy, gender sensitive policy, programme development and
implementation in sports. To address, therefore, the low level of women’s involvement in coaching sports, sports bodies in Nairobi City County should, with government assistance, establish necessary infrastructure to support women in sports coaching. For instance, Nairobi City County has several football sports academies for training young girls and boys but has no academy for training both, women and men football coaches. Additionally, introducing curricula that focuses on women’s involvement in sports coaching in learning institutions, will encourage participation from an early age, thus, increasing the chances of women getting involved in coaching sports. This should entail incorporating sports coaching in the physical education curriculum for primary schools, secondary schools, and tertiary institutions such as teacher training colleges.

Pfister (2011) recommended that involving more women in sports journalism and positive coverage of women in sports and sports coaching by the media will increase women’s awareness and aspirations for joining the profession. Sports organizations, in conjunction with media houses, should sponsor airing of gender specific programmes that feature and highlight women’s activities in sports coaching in Kenya and other parts of the world. In the researchers view, the media in Kenya gives more limelight to male coaches of both, men’s and women’s individual and team sports, who, at the national level, are predominately men. By giving women coaches less coverage, the media is inadvertently contributing to the lack of public awareness about women coaches and their activities, even in Nairobi City County.

The study also suggests that to ensure continuous improvement and involvement of women in coaching sports, distance learning coaching programmes and childcare subsidies should be introduced to promote women coaches; and that sports
organizations need to seek sponsorship to train and develop women coaches. These findings place emphasis on education and training as contributors to continuous involvement of women in coaching individual and team sports. The findings support Demers (2004) who suggests that sports education and training is essential for opening opportunities for women in coaching sports. This affirms this researcher’s view that sports organisations have a responsibility to support training and professional growth of women in sports coaching. Sports organisation’s in Nairobi City County should, therefore, have gender responsive budgets that are addressing training and professional development needs of women in sports coaching. Sports organisation’s should also take deliberate steps in implementing provisions of gender equality and gender mainstreaming stipulated in the Kenya Constitution, 2010 and National Policy on Gender and Development, 2000 by having gender responsive constitutions, and elevating women to senior coaching positions in order to have a mix of men and women coaching individual and team sports. The Ministry of Sports, Culture and the Arts should also monitor and evaluate how sports organisations in Nairobi City County, and Kenya at large, are implementing gender equality and gender parity initiatives, with a view of rewarding and recognising federations that are succeeding in achieving gender equality and parity in sports coaching.

The findings in this section indicate that it is likely that women may be less interested in coaching individual and team sports due to a myriad of factors (as discussed in section 4.4) and challenges (as discussed in section 4.5). However, the strategies identified in the study, including workshops to build skills on sports coaching, renumeration, positive media coverage and education will create more
opportunities for women in coaching sports. This will in turn reduce male dominance in coaching individual and team sports and help women to overcome the challenges posed by such dominance. It is the researcher’s belief that women will find a platform that encourages their participation in coaching individual and team sports within the larger context of coaching profession. Further, the strategies will help create awareness in the society on the value of women’s participation in sports and sports coaching.
CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives the summary, conclusion and recommendations of the study, guided by the objectives and based on the findings.

5.2 Summary

The first objective of this study sought to establish gender differences in the number of women and men involved in coaching individual and team sports in Nairobi City County. The study established that the majority of the coaches in Nairobi City County were men and that very few women are involved in coaching. Thus, coaching individual and team sports in Nairobi City County is male dominated implying that coaching has been construed as a male profession. In terms of training, women attend training more frequently to develop their coaching skills compared to men. Therefore, despite coaching being male dominated, women desire to continually develop themselves and also become better coaches.

The second objective assesses the factors that influence women’s participation in individual and team sports coaching in the County. The study found that there are various factors that deter women from joining or continuing with coaching career. The factors include family and work commitments, sexual harassment and lack of recognition of their capabilities by their male counterparts. Consequently, the study found that there are fewer women in sports coaching due to gender-based ideologies such as traditional beliefs about women’s roles in the society, credibility of women
as sports coaches and sexual harassment, and stereotyping women as less capable. This has resulted to a relatively small pool of women coaches in the County.

The third objective determines the challenges faced by women in coaching individual and team sports in Nairobi City County. It is evident from the study that the stereotyping of women’s roles and male dominance in decision making positions in sports organizations marginalize women to less prestigious and obscure positions in individual and team sports coaching in the County. This is perpetuated by male desire to dominate sports coaching, which is considered a high position in the technical management of individual and team sports disciplines. Coaching sports is also considered a high status and prestigious job due to the power and monetary resources involved. Therefore, the study notes that coaching individual and team sports remains male dominated due to the power and resources such positions are associated with, and as shown in chapter four, management of sports organizations.

The fourth objective identifies strategies that could be used to address the challenges faced by women in coaching individual and team sports in Nairobi City County. In this regard, it was found that gender specific initiatives are necessary to change the stereotypical image of a woman coach. The study found that this could be achieved through advocacy, implementation of gender sensitive policies, development and implementation of coaching programmes in sports organizations and educational institutions in the County and Kenya as a whole. To increase women’s presence in coaching individual and team sports, capacity building and positive coverage of women in sports and sports coaching by the media are other strategies identified by the study.
5.3 Conclusion

The study concludes that, women who coach are significantly fewer than men in both team and individual sports in Nairobi City County. Secondly, there are several factors influencing women’s careers in individual and team sports coaching. These include family constraints, attitudes and perceptions, lack of resources and sexual harassment. The study underlines that sexual harassment is so detrimental to women and has in many cases nipped women’s budding careers in both individual, team sports and ultimately coaching careers. Observably, women coaches face many challenges in their desire to achieve elite coaching status. Consequently, women do not prioritize sports coaching since they have “full time occupations” such as household duties and/or family responsibilities holding more importance than coaching commitments. As a result, they are frequently unable to obtain the support and resources necessary to commit themselves to their chosen sport and teams to elite coaching status.

The study findings also conclude that most women coaches gravitate to the lower technical levels of team and individual sports. Some enjoy coaching at this level. However, those who have sought progress to the elite levels of sport coaching face many gender specific challenges. Where there is presence of successful women coaches, the perception that these women are exceptions rather than the norm prevails.

Despite their challenges in sports coaching, it is evident from the study that women are continuously positioning themselves as equally up to the task of sports coaching. There are women coaches who have reached most powerful positions of coaching
despite being trivialized, by negotiating the power relationships they experienced to reach the highest echelons of their profession.

The study proposes additional strategies that would provide more platforms for women’s involvement in coaching individual and team sports. Workshops on training, advertisement, education and proper remuneration would further enhance awareness in the society on the value of women’s participation in sports and sports coaching. It would also be important for sports organizations to put in place stringent mechanisms for addressing sexual harassment such as developing a code of ethics for athletes, coaches, and sports managers. With these strategies, it is expected that women will rise to senior sports coaching positions as time progresses.

### 5.4 Recommendations

Following the conclusions of the study, the following recommendations are made to address women’s involvement in individual and team sports coaching in Nairobi County.

i. The Ministry of Sports, Culture and the Arts and the Registrar of Sports should be more proactive in ensuring that sports organizations attain gender parity in coaching of sports in the spirit of the Kenya Constitution, 2010, and National Policy on Gender and Development, 2000 by monitoring and evaluating implementation of gender responsive programmes. The Sports Act, 2013, should make provision for gender mainstreaming in regard to registration and constitutions of sports organizations. This would ensure that sports organizations train and appoint more women to high profile sports coaching positions. Further, it would ensure there is a strong mix of
women and men role models in sports coaching in both individual and team sports.

ii. Sports federations should facilitate gender sensitive initiatives, civic education and campaigns to champion for the rights of women coaches and publicize the successes of women sports role models in the County and Kenya at large. This would not only help militate against stereotyping women’s coaching capacity and ability, but also motivate young sportswomen to emulate them and take up sports coaching. The Federations should also ensure the enforcement of the Sports Offenses Act to protect women against sexual harassment in sports.

iii. The Kenya National Sports Council, in collaboration with The Kenya Academy of Sports and Sports Kenya, should ensure that sports organizations put in place elaborate and systematic programmes such as Workshop, mentorship, sponsorship and training for women and structures to ensure that women athletes are transitioned into sports coaching. It would also entail involving the players in active engagement, induction courses, and one-on-one sessions during the later years of their active sports playing career. This would facilitate building a reservoir of female technical personnel in sports.

iv. The Ministry of Sports, Culture and the Arts should establish a women’s coaches organization that would, among other objectives, help to create awareness and promote the interests of women coaches. The organization would be a platform for voicing their
concerns, resisting and challenging the ideological and patriarchal dominance within the sports coaching profession.

5.5 Suggestions for Further Research

There are few women qualified to lead in sports coaching making it difficult to have a strong mix of women and men role models and to attain the 30% threshold. While policies are in place to realize the same, little is achieved due to lack of awareness and goodwill. There is room for further studies to identify more effective initiatives that will help address this situation. Additionally, further studies should focus on successful women in individual and team sports coaching and what made them successful.

While this study found that players transit into coaches with most transitions being witnessed in athletics compared to other sports activities, the study did not assess the disparity of the same between women and male coaches. Previous studies in developed nations, for example Demers and Audet (2007), found that very few women in athletics transited to coaching compared to their male counterparts. Players’ transition into coaches is an area that needs further research in developing countries such as Kenya.
REFERENCES


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APPENDICES

APPENDIX 1: QUESTIONNAIRE FOR COACHES

PART A: DEMOGRAPHIC INFORMATION

1. Please indicate your gender

Male [ ], Female [ ]

2. Marital status.

Married [ ], Single [ ], Divorced/Separated/Widowed [ ] (use D, S, or W)

3. Age bracket

Under 18 [ ], 18–24 [ ], 25–29 [ ], 30–34 [ ], 35–39 [ ], 40 and above [ ]

4. Level of Education

No formal Education [ ], Primary [ ], Secondary [ ], Diploma [ ], Certificate [ ], Undergraduate [ ], Masters [ ], PhD [ ]

5. What is your sport specialty?

Swimming [ ], Athletics [ ], Lawn Tennis [ ], Boxing [ ], Volleyball [ ], Football [ ], Hockey [ ], Basketball [ ], Rugby [ ]

PART B: PARTICIPATION OF MEN AND WOMEN IN COACHING SPORTS

1. In your sport, how many coaches are you?
   a. Men [ ]
b. Women  [   ]

4. Have you trained as a coach?
   a. Yes  [   ]
   b. No  [   ]

5. For how long have you been a coach?
   **Less than a year  [   ], 1-2 Years  [   ], 2-3 Years  [   ], Over 3 years  [   ]**

6. Do you undertake continuous professional development training?
   a. Yes  [   ]
   b. No  [   ]

7. If Yes, when did you undertake your last professional development training?
   **Over 12 months ago  [   ], 12 months ago  [   ], Never  [   ]**

8. Do you belong to a professional group of coaches? Yes [   ] No [   ].

9. Have you coached any of today’s very successful players? Yes [   ] No [   ].

**PART C: FACTORS INFLUENCING WOMEN’S PARTICIPATION IN COACHING INDIVIDUAL AND TEAM SPORTS**

1. How do you agree with the following factors influencing women’s involvement coaching in individual and team sports? *(5-Strongly Agree, 4-Somehow Agree, 3-Neutral, 2-Disagree, 1-Stongly Disagree)*

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<td>a) Family responsibilities are major constraint to women athletes and coaches</td>
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<td>b) Women coaches are marginalized to less prestigious positions</td>
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<td>c) Spouse support is a major constraint to women athletes and coaches</td>
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<td>d) Women lack time and interest in sport coaching</td>
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<td>e) Men coaches are seen as the better option in both individual and team sports</td>
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<td>f) Women have no (coach) role models in individual and team sports from whom they can draw encouragement</td>
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<td>g) Women coaches are faced with pressure of having to prove themselves and their abilities.</td>
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<td>h) Credibility of women coaches is gained from having a teaching or playing background</td>
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<td>i) Sexual harassment, exploitation and abuse deters women athletes and coaches from joining/continuing with coaching career</td>
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<td>j) The relatively smaller women coach base results in a reduced potential labour pool of coaches</td>
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<td>k) Men compete more stiffly for coaching jobs</td>
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<td>l) Due to status levelling, women are perceived as best suited for less prestigious positions in teams rather than coaches</td>
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<td>m) A ‘social men’s network’ exists not only in administrative levels in sports, but also at the coaching level</td>
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<td>n) Lack of clear career pathways deters women athletes and coaches? from progressing to higher levels in sports coaching</td>
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<td>o) Strong traditional beliefs, chores, perceptions and “norms” on roles of women in society work against sustained stay of women in sports long enough to take up top coaching roles</td>
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### PART C: CHALLENGES FACED BY WOMEN IN COACHING

#### INDIVIDUAL AND TEAM SPORTS

2. How do you agree with the following factors influencing women’s involvement in coaching individual and team sports? *(5-Strongly Agree, 4-Somehow Agree, 3-Neutral, 2-Disagree, 1-Stongly Disagree)*

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<td>a) Women coaches are marginalized to less prestigious positions</td>
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<td>b) Men compete more stiffly for coaching jobs that have more prestige attached to them</td>
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<td>c) The financial costs of coaching are great constraint for female coaches</td>
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PART D: STRATEGIES FOR ADDRESSING CHALLENGES FACED
BY WOMEN’S PARTICIPATION IN COACHING
INDIVIDUAL AND TEAM SPORTS

1. How do you agree with the following strategies to address the challenges of women’s participation in coaching individual and team sports? (5-Strongly Agree, 4-Somehow Agree, 3-Neutral, 2-Disagree, 1-Strongly Disagree)

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2. What other strategies do you think can address the situation?

____________________________________________________________________
____________________________________________________________________
APPENDIX II: QUESTIONNAIRE FOR ATHLETES

PART A: DEMOGRAPHIC INFORMATION

1. Please indicate your gender
   
   Male [ ], Female [ ]

2. Marital status.
   
   Married [ ], Single [ ], Divorced/Separated/Widowed [ ] (use D, S, or W)

4. Age bracket
   
   Under 18 [ ], 18–24 [ ], 25–29 [ ], 30–34 [ ], 35–39 [ ], 40 and above [ ]

5. Level of Education
   
   No formal Education [ ], Primary [ ], Secondary [ ], Diploma [ ], Certificate [ ], Undergraduate [ ], Masters [ ], PhD [ ]

6. What is your sport specialty?
   
   Swimming [ ], Athletics [ ], Lawn Tennis [ ], Boxing [ ], Volleyball [ ], Football [ ], Hockey [ ], Basketball [ ], Rugby [ ]

PART B: QUESTIONS TO PLAYERS ON PARTICIPATION OF MEN AND WOMEN IN COACHING INDIVIDUAL AND TEAM SPORTS

1. Are you interested in sports coaching after retiring?
   
   a. Yes [ ]
   
   b. No [ ]
2. If yes above, which game are you interested in coaching?

Swimming [ ], Athletics [ ], Lawn Tennis [ ], Boxing [ ], Volleyball [ ], Football [ ], Hockey [ ], Basketball [ ], Rugby [ ]

PART C: FACTORS/CHALLENGES INFLUENCING WOMEN’S PARTICIPATION IN COACHING INDIVIDUAL AND TEAM SPORTS

1. How do you agree with the following factors influencing women’s involvement in coaching individual and team sports? (5-Strongly Agree, 4-Somehow Agree, 3-Neutral, 2-Disagree, 1-Stongly Disagree)

<table>
<thead>
<tr>
<th>Factor</th>
<th>5</th>
<th>4</th>
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<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Family responsibilities are major constraint to women athletes and coaches</td>
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<td>Lack of spouse support is a major constraint to women athletes and coaches</td>
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<td>Women lack time and interest in coaching</td>
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<td>Men coaches are seen as the better option in both, individual and team sports</td>
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<td>Women have no (coach) role models in individual and team sports from whom they can draw encouragement</td>
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<td>Women coaches are faced with pressure of having to prove themselves and their abilities.</td>
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<td>Credibility of women coaches is gained from having a teaching or playing background</td>
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<td>Sexual harassment, exploitation and abuse deters women athletes and coaches from joining/continuing with a coaching career</td>
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<td>The relatively smaller women coach base results in a reduced potential labour pool of coaches</td>
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<td>Men compete more stiffly for coaching jobs</td>
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<td>Due to status levelling, women are perceived as best suited for less prestigious positions in teams rather than coaches</td>
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<td>A ‘social men’s network’ exists not only in administrative levels in sports, but also at the coaching level.</td>
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<tr>
<td>Lack of clear career pathways deters women athletes and coaches from progressing to higher levels in sports coaching</td>
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</tbody>
</table>
2. What other factors/challenges do you think influence women participation in individual and team sports coaching?

PART D: STRATEGIES FOR ADDRESSING CHALLENGES FACED BY WOMEN’S PARTICIPATION IN COACHING INDIVIDUAL AND TEAM SPORTS

1. How do you agree with the following strategies to enhance women’s involvement in coaching individual and team sports? (5-Strongly Agree, 4-Somehow Agree, 3-Neutral, 2-Disagree, 1-Stongly Disagree)

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<tbody>
<tr>
<td>a) Distance learning coaching programmes and childcare subsidies should be introduced to encourage women join coaching</td>
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<td>2</td>
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<td>b) Coaches should be well remunerated so that they can afford to pay for domestic services at home to create free time</td>
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<td>c) Promote coaching courses that are conducted locally</td>
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<td>d) Change the stereotypical image of a coach through advertising and public education</td>
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<td>e) Nominate women for coaching awards and ensure women are represented on judging panels</td>
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<td>f) Promote women coaches who have achieved sporting success so as to be role models</td>
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<td>g) Workshops on self-image, assertiveness skills, time management and counselling skills need to be conducted</td>
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<td>h) Ensure that the coaching environment is free of discrimination and harassment</td>
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<td>i) Sports organizations and Government Departments need to seek sponsorship to train and develop women athletes and coaches</td>
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</table>

2. What other strategies do you think can address the situation?
APPENDIX III: INTERVIEW GUIDE FOR KEY INFORMANTS

1. What is your opinion towards women’s involvement in coaching sports?

2. How do women’s roles in traditional Kenyan societies influence their participation in sports coaching?

3. Men are generally overrepresented in coaching sports compared to women. Is this true? What do you think are some of the factors driving this situation?

4. How do attitudes and perceptions in the society shape the participation of women in individual and team sports coaching?

5. Credibility of women in handling major individual and team sports coaching in Kenya. What is your opinion on this perception?

6. What are some other challenges facing women in coaching individual and team sports?

7. Are there women coaches who have succeeded in managing individual and team sports in Kenya? How did they manage to overcome challenges and succeed?

8. It is said that women are their own impediment in sports participation. What is your opinion about this statement?

9. What strategies can be put into place to encourage women’s participation in coaching individual and team sports?
APPENDIX IV: REGISTERED SPORTS IN NAIROBI CITY COUNTY

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<thead>
<tr>
<th></th>
<th>Sport</th>
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<th>Sport</th>
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<tbody>
<tr>
<td>1</td>
<td>Football</td>
<td>2</td>
<td>Archery</td>
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<td>3</td>
<td>Volleyball</td>
<td>4</td>
<td>Horse Racing</td>
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<tr>
<td>5</td>
<td>Handball</td>
<td>6</td>
<td>Polo</td>
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<tr>
<td>7</td>
<td>Basketball</td>
<td>8</td>
<td>Fencing</td>
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<td>9</td>
<td>Netball</td>
<td>10</td>
<td>Boxing</td>
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<td>11</td>
<td>Rugby</td>
<td>12</td>
<td>Kickboxing</td>
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<td>13</td>
<td>Softball</td>
<td>14</td>
<td>Roller Skating</td>
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<td>15</td>
<td>Hockey</td>
<td>16</td>
<td>Chess</td>
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<td>17</td>
<td>Badminton</td>
<td>18</td>
<td>Scrabble</td>
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<tr>
<td>19</td>
<td>Lawn Tennis</td>
<td>20</td>
<td>Pool/Snooker</td>
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<tr>
<td>21</td>
<td>Table Tennis</td>
<td>22</td>
<td>Baseball</td>
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<tr>
<td>23</td>
<td>Bowling</td>
<td>24</td>
<td>Sailing</td>
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<td>25</td>
<td>Cycling</td>
<td>26</td>
<td>Triathlon</td>
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<td>27</td>
<td>Cricket</td>
<td>28</td>
<td>Motorsport</td>
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<td>29</td>
<td>Athletics</td>
<td>30</td>
<td>Squash</td>
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<td>31</td>
<td>Judo</td>
<td>32</td>
<td>Tennis</td>
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<td>33</td>
<td>Karate</td>
<td>34</td>
<td>Swimming</td>
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<td>35</td>
<td>Taekwondo</td>
<td>36</td>
<td>Golf</td>
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<tr>
<td>37</td>
<td>Wrestling</td>
<td>38</td>
<td>Darts</td>
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<tr>
<td>39</td>
<td>Weightlifting</td>
<td>40</td>
<td>Ajua</td>
</tr>
<tr>
<td>41</td>
<td>Bodybuilding</td>
<td>42</td>
<td>Rounders</td>
</tr>
<tr>
<td>43</td>
<td>Shooting</td>
<td>44</td>
<td>Para-sport</td>
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</tbody>
</table>
APPENDIX V: RESEARCH AUTHORIZATION

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: 254-02-4343471, 244102, 410571, 28 19 430
Fax: 254-02-4343471, 2819430
Email: admin@nacto.or.ke
Website: www.nacto.or.ke
When writing please quote
Ref. No.

NACOSTI/P/15/4148/6145

Girri Kariuki
Kenyatta University
P.O. Box 43844-00100
NAIROBI

RF: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on “Women’s involvement in individual and team sports coaching in Nairobi County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Nairobi County for a period ending 30th September, 2015.

You are advised to report to the County Commissioner and the County Director of Education, Nairobi County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.

Said Hussein
FOR DIRECTOR-GENERAL

Copy to

The County Commissioner
Nairobi County.

The County Director of Education
Nairobi County.

02 JUL 2015
APPENDIX VI: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. GITAU KARIUKI
of KENYATTA UNIVERSITY, PO BOX 618
NAIROBI, has been permitted to conduct
research in Nairobi County.

on the topic: WOMENS INVOLVEMENT
IN INDIVIDUAL AND TEAM SPORTS
COACHING IN NAIROBI COUNTY, KENYA

for the period ending:
30th September, 2015

Signature

[Signature]

Permit No.: NACOSTI/P/15/4148/6145
Date of Issue: 18th June, 2015
Fee Received: Ksh. 1000

[Signature]

Focal Director General
National Commission for Science,
Technology and Innovation

CONDITIONS

1. You must report to the County Commissioner and
the County Education Officer of the area before
embarking on your research. Failure to do so may lead
to the cancellation of your permit.
2. Government Officers will not be interviewed
without prior appointment.
3. No questionnaire will be used unless it has been
approved.
4. Excavation, filming and collection of biological
specimens are subject to further permission from
the relevant Government Ministries.
5. You are required to submit at least two (2) hard
copies and one (1) soft copy of your final report.
6. The Government of Kenya reserves the right to
modify the conditions of this permit including
its cancellation without notice.

REPUBLIC OF KENYA
National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A 5423

CONDITIONS: see back page
APPENDIX VII: CONSENT LETTER FOR KEY INFORMANTS

Dear participant,

I am writing to request your participation in my thesis research study titled “Determinants of Women’s Involvement in Coaching Individual and Team Sports in Nairobi City County, Kenya”. I am a Master of Arts candidate from Department of Sociology, Gender and Development Studies at the Kenyatta University.

Your participation in the study is voluntary, which means that you are obliged to refuse to participate or withdraw at any time during the study, without providing any reason and without penalty or loss of benefits to which you are otherwise entitled, and that any identifiable information that you will have provided will be erased from research records.

There are no foreseeable risks or discomforts associated with the subject of my study. However, the nature of the research requires me to gather personal information related to your life and career. If at any time you become uncomfortable with any of the questions/discussion, you have the right to choose not to answer the question(s).

The study will examine determinants of women’s involvement in coaching individual and team sports in Nairobi City County, Kenya. This study will not only serve as a pointer towards women’s contributions in coaching sports, but also serve as an inspiration to other women who wish to assume technical positions in sports in Nairobi City County. In addition, the findings from this study will have some implications on the policy on women in coaching sports in Nairobi City County and Kenya as a whole.

Interviews will be conducted at a time and place that will be convenient to both the interviewer and interviewee. The interview will be a one-time 60 to 90 minutes interview. However, I may ask for subsequent interviews if need arises. I will audio record the entire interview and will occasionally take some notes. To ensure confidentiality of the shared information, pseudonyms will be used, and all data will be kept in a secure place. If you have any questions about the research, I can be reached by telephone at 0722803006 or email at Kariuki_gt@yahoo.co.uk.

By signing this form, you agree that you understand the study procedures described above and that your questions have been answered to your satisfaction, and you agree to voluntarily to participate in this study. You have been given a copy of this form to keep.

___________________  ___________________  ____________
Name of Researcher  Signature  Date

___________________  ___________________  ____________
Name of Participant  Signature  Date

Please sign both copies, keep one and return one to the researcher.
APPENDIX VIII: CONSENT LETTER FOR RESPONDENTS

Dear participant,

I am writing to request your participation in my thesis research study titled “Determinants of Women’s Involvement in Coaching Individual and Team Sports in Nairobi City County, Kenya”. I am a Master of Arts candidate from Department of Sociology, Gender and Development Studies at the Kenyatta University.

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Questionnaires will be delivered to you individually and collected after 5 days by my research assistants. To ensure confidentiality of the shared information, pseudonyms will be used, and all data will be kept in a secure place. If you have any questions about the research, I can be reached by telephone at 0722803006 or email at Kariuki_gt@yahoo.co.uk.

By signing this form, you agree that you understand the study procedures described above and that your questions have been answered to your satisfaction, and you agree to voluntarily to participate in this study. You have been given a copy of this form to keep.

_________________________ _________________________ ____________
Name of Researcher Signature Date

_________________________ _________________________ ____________
Name of Participant Signature Date

Please sign both copies, keep one and return one to the researcher.