

**FEMALE TEACHERS' PARTICIPATION IN THE MANAGEMENT OF
COMPETITIVE SPORTS PROGRAMMES IN SECONDARY SCHOOLS IN
TAITA-TAVETA COUNTY, KENYA**

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other University.

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DEDICATION

This work is dedicated to my amazing wife, Linda Mghoi, you continued to push me to reach my goals even when I lost sight of them.

To my dear my children, Precious Wakesho, Arsene Ngeti Mwambamba and Mayer Samba, you inspired this work. Thank you and I love you.

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ABBREVIATIONS AND ACRONYMS

AIDS	: Acquired Immune Deficiency Syndrome
ANOVA	: Analysis of Variance
CBE	: Curriculum Based Establishment.
CDE	: County Director of Education
CALD	: Culturally and Linguistically Diverse
HIV	: Human Immune Virus
KNEC	: Kenya National Examination Council
KSSSA	: Kenya Secondary Schools Sports Association
MDGs	: Millennium Development Goals
PE	: Physical Education
PTE	: Primary Teachers Examination
SAFA	: South African Football Association
SDP-IWG	: Sports for Development and Peace, International Work Group
SPSS	: Statistical Package of Social Science
TSC	: Teachers Service Commission
UN	: United Nations

OPERATIONAL DEFINITIONS OF TERMS

Availability of Facilities: Refers to the proximity and access to sporting facilities in relation to use.

Category of School: Refers to, national, extra-county or county secondary schools in Taita-Taveta County.

Competitive Sport: Refers to the formalized physical activities which entail teams to compete against each other in organized programmes for example; basketball, hockey, athletics, volleyball, netball, rugby, handball, cross country swimming and racquet games.

Constraints to Sports Participation: are obstacles and limiting factors to sport and activity participation for example: time, domestic chores, availability of facilities and significant others.

Demographic characteristics: Refers to such factors like age, gender, number of children and marital status of the target population.

Domestic Chores: These are household roles such as, child care, cooking washing among others.

Equipment: Implements which are movable and are used to play various sports such as balls, rackets, bats, whistles and javelins.

Facilities: Sports structures such as, playgrounds for various sporting activities, tennis courts, indoor halls and swimming pools.

Gender Disparity: This refers to the unequal opportunities that women encounter as they interact with their male counterparts.

Management: Practice of taking care of athletes' concerns in terms of quality of training, guidance and counseling, motivation after good performance and provision of funds to cater for athletes' expenses. It also involves availing athletes of necessary facilities and equipment.

Participation: Is defined as being coaches, umpires, and match officials, involvement as a player or competitor is not included.

School sport: Are physical activities occurring within and outside the bounds of the institution.

Significant Others: This refers to the friends and relatives of the opposite sex and past experiences.

Single Sex Schools: This refers to the schools that enroll students from only one gender for example; boys only or girls only.

School Administration: Refers to the principal or deputy principals of a particular school.

Sport: This is a formal competitive physical activity in which players or teams compete against each other and is guided by rules.

Sports Programmes: Are plans of competitive activities that are to be accomplished.

Type of school: Refers to either boys', girls' or mixed schools.

ABSTRACT

The purpose of the study was to assess the female teachers' participation in the management of competitive sports programmes in secondary schools in Taita Taveta County, Kenya. The specific factors that were investigated included; type of school, age, education level, marital status, facility availability and psychosocial factors. The study adopted descriptive survey research design. The study target population was 175 female teachers from 61 public secondary schools selected through stratified random sampling procedure. The schools were divided into single sex (boys and girls only) and mixed schools. The questionnaire was used as the main instrument for data collection. Using Alpha Cronbach, its reliability was obtained to be $\alpha=0.732$. A total number of 108 questionnaires were administered to the Secondary school teachers in the County as the selected sample. 90 teachers responded giving a response rate of 83.3%. The data was coded and analyzed using the Statistical Package for Social Sciences (SPSS) version 20.0. Descriptive statistics frequencies and percentages were used to analyze the characteristics of the respondents, while hypotheses were tested using chi-square and ANOVA. The ANOVA results revealed that there is no statistically significant difference between participation of the female teacher in sports and the type of school they teach. Age yielded $\chi^2 = 2.443$; $df = 4$; $p = 0.295$, an indication that age had no influence on the frequency of female teachers' participation in competitive sports management in Taita Taveta County. Marital status of female teachers in Taita Taveta County did not significantly influence their frequency of participation in the management of competitive sports programmes. Level of education and Type of school did not have significant influence on competitive sports management. Moreover, adequacy of sports facilities and equipment yielded $\chi^2 = 1.00$, $df = 4$ and P value 0.262, an indication that facilities did not significantly influence the female teachers' participation in competitive sports management in Taita Taveta County. It was, therefore concluded that Age, Marital status and Education level of the female teachers did not affect their participation in sports management. The type of school did not affect participation in the management of sports among female teachers in Taita Taveta County. Availability of facilities and equipment had an impact on female teachers' participation in sports management in Taita Taveta County. The study recommends that the school administrations and managements ensure that schools have basic sporting facilities which are well maintained to encourage the female teachers to get involved. A need for equal chances in the sports programmes management by female teachers since demographic characteristics do not affect sport participation. The ministry of education should also formulate policies that will ensure that female athletes, teams and competitions are managed by female managers. Further research on motivation and measures to improve women participation in sports and a comparative study on male and female teachers should be conducted in the county.

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

Sport is among the most popular activities of humanity across the modern world (Mwisukha & Rintaugu, 2013; Wamaitha, 2015). Its popularity stems from its benefits, not only at the individual level but also at national or societal level (Mwisukha & Rintaugu, 2013). However, despite its popularity, sport has traditionally been considered a man's domain where men owned, organized, coached, competed and watched sports largely in exclusion of women (Bogopa, 2008). Moreover, sport as a microcosm of the larger society (Wolfe, Weick, Usher, Terborg, Poppo, Murrell and Jourdan, 2005) is arguably a dynamic social space where dominant ideologies are advanced as well as challenged and contested (Messner, 2002).

Laker (2002) asserts that sports professionals derive benefit from participation in sports with some taking part for financial gain. He further argues that provision of an income is the benefit they invoke by being involved around sport and is not limited to active, professional sportsmen and sportswoman ship. Krotee and Bucher (2007) on the other hand observe that competitive sports provide opportunities for competition, cooperation and individualistic participation. Therefore, participation in physical activities should be facilitated in schools, at place of work and in the community facilities (Moran, 2014) because it provides a valuable setting to change social norms, attitudes and cultures to advance gender equality.

In the school context, sport has been credited with inculcating values of sportsmanship and fair play, while increasing educational aspiration and developing a sense of community, group cohesion and connectedness (Rees & Miracle, 2000; Kamau, 2015). Schools are also well placed to promote health and physical activity behaviours because of the time spent in this environment and the elements of the school curriculum that are adaptable to include such content (Jenkinson, & Benson, 2010).

The school sport manager is the leader who regulates, facilitates, promotes or organises any sport-related activity in school (Vosloo, 2014). In most secondary schools, the sport managers are appointed because they possess the essential attributes required, namely enthusiasm, energy and administrative experience (Eksteen, Willemse, Malan & Ellis, 2015). Female teachers' roles as coaches, trainers and referees are therefore important to ensure that sport programmes succeed with an objective to empower the girl child. Their roles as sports managers in secondary schools offer leadership opportunities for girls who aspire to pursue sport as a career in future. Female teacher coaches for example have the responsibility of decisions making on sports training programme and efficiently manage the training sessions. As coaches in the field, the female teachers have an opportunity to solidify their decision making, organizational and other management skills. Therefore, structured sporting activities in school provide the athlete and the coach an avenue to engage in competitive pursuits and strong social connections with others to achieve a sense of enjoyment.

However, despite the rise in the number of women joining teaching profession, the opportunities available and benefit associated with participation in sports (Mugoh, 2015;

Mwisukha, Njororai & Onywera, 2003), women who participate and excel in sports in Kenya encounter many cultural and structural barriers in their quest to advance administratively in their career (Njororai, 2015 & Mugoh, 2015). Moreover, there is a dearth of female role models including women in coaching and leadership (Sever, 2005 & Meier, 2015) due to the fact that sport is a gendered institution and that all processes operate within hegemonic masculine norms (Burton, 2015). Consequently, women have lagged behind men because of perennial underrepresentation in performance sport and more specifically in coaching and in decision making bodies of sporting institutions (Fasting & Pfister 2000; Sever 2005).

In Kenya, the expansion of educational opportunities has contributed to the increased proportion of women entering the paid workforce (Combat, 2014). Additionally, women can now have varied career opportunities as their male colleagues. Women have also exhibited intellectual ability, resourcefulness, management, and leadership and administration capability in many aspects of life and have made tremendous strides professionally and socially (Combat, 2014 & Mugoh, 2015). However, glass ceiling limitations and shortage of highly qualified female sports managers (Acosta & Carpenter, 2008) still continues to bedevil women in the era of fairness in policy as well as denied access to the same opportunities in management (Mugoh, 2015).

Despite the challenges that sports women encounter in the world, it is acknowledgeable that they have started asserting themselves in various sporting spheres (Njororai, 2015). For instance women as athletes in Kenya have performed extremely well in continental competitions for example, in athletics, volleyball, hockey and basketball, the teams have

competed favourably (Njororai, Achola & Mwisukha, 2003). Most of these players developed and honed their playing skills at the secondary school level. Therefore, sport in educational institutions has a symbolic significance in relation to performance outcome and success. Moreover, its management is a competitive physical activity that is governed by institutional rules (Arnott, 2008).

Unfortunately, women's contribution to management has remained unaccounted in Kenya and they have generally been underrepresented in leadership, and particularly in sport management and administration positions (M'mbaha, 2012). This could be attributed to the fact that sport, is regarded as domain for performing masculinity as opposed to femininity and irrational qualities that are culturally associated with women (McKay, Messner & Sabo, 2000). Additionally, the institution of sport and its sub-cultures described as a male domain, has received considerable attention in the academic literature (Scraton & Watson, 2000). Parpart (2008) for instance, observes that dominant patriarchal ideologies locate women's role in the domestic sphere, while much of the organized sport has been perceived as preserve for men (Mwisukha, 2005).

Further, it has been observed that women are dissuaded from participating in educational management by male colleagues and spouses due to social stereotypes and this is a reflection of lack of confidence in women's abilities as managers thereby becoming ineffective (Onyango, Simatwa & Ondigi, 2011). Such attitudes and beliefs can be replicated in the school environment more specifically in the management of sports programmes.

Xhakaza (2005) has attested that women continue to be poorly represented in sport as participants, coaches, advisers and as team administrators and are seldomly seen in the capacity as managers of different sporting disciplines. This has been attributed to the various constraints that continue to bedevil women. These constraints may include lack of education or experience (Sperandio & Kagoda, 2010), lack of family support and male hegemony (Burnett, 2002; Pfister & Radtke, 2009; Webb & Macdonald, 2007), gender role discrimination, career and family conflicts, career breaks (Coleman, 2001; Robertson, 2010). These barriers are categorized into the three areas: organizational barriers, individual barriers, and relational barriers (Martel, 2007; Mullen, 2009).

In most administrative and management positions in Kenya, women's participation rates in sports activities at all levels remain very low. They are subtly denied full access to the same opportunities as men. This is evident in administrative policies. To counteract against this disparity, the constitution of Kenya (Republic of Kenya, 2010) states that in all appointments, one third gender policy must be applied. Ironically, women are not elected but rather get absorbed into sport federations and other sport organizations through direct nominations in order to satisfy the constitutional requirements (Mwisukha & Rintaugu, 2013). As it stands therefore, women are often marginalized and afforded far fewer opportunities in the workplace than their male counterparts. This compromises their ability to manage competitive sports programmes because their inclusion is perceived as subordinate.

Previous researches at school level precisely postulate that many female teachers may simply be unwilling to participate due to sports participation hazards like; fear of injury resulting from training, burnout, (Hargreaves, 2001; Kontos, 2004). However, the

researchers did not address the aspect of female teachers' management of competitive sports in secondary schools. The female teachers are appointed in other positions apart from teaching such as class teachers, guidance and counselling teachers, head of subjects and head of departments. Therefore, they are likely to encounter various setbacks of personal nature, including their individual involvement in academic-oriented activities, time constraints, class attendance, physical and emotional fatigue, syllabus delivery demands and other institutional policies (Ndambiri, 2014). To ensure full participation co-curricular activities in most secondary schools in Kenya, a specific time is set aside for games and sports in the evening after classes. It is during this time that students and teachers interact in the fields of play for various sports.

Further the boys and girls at this level earn equal opportunities to effectively engage in sports as both participants and competitors. Teachers in essence play leadership roles in ensuring that all the programmes run smoothly, while the school offers structural support and enabling environment for participation. Consequently, it is expected that the interest created in the formative stage is sustained to their adulthood. Unfortunately this is not the ideal situation as recent researches postulated that there is underrepresentation of females in not only leadership positions, but also in sporting domain as well as all occupational areas (M'mbaha, 2012; Mwisukha & Rintaugu, 2013; Mugoh, 2015; Njororai, 2015; Wamaitha, 2015; Massengale, 2009).

However, despite these researches on women leadership in sport organizations and schools, there is a dearth of information on the female teachers' participation in the management of competitive sports in secondary schools. This, therefore, prompted a study to assess the factors that influence female teachers' participation in the

management of competitive sports programmes in secondary schools in Taita Taveta County in Kenya.

1.2 Problem Statement

Games teachers' responsibilities range from organizational management and administrative duties to organizing competition and supervising teams during training and play. Progressively, the teachers acquire the appropriate competencies, relevant technical training skills, which make them strong contenders for influential sports positions within sports domain. Therefore, female teachers as sport managers are very important personalities for they serve as role models to girls.

Through watching these female teachers managing sports within their own school communities, the belief that they can achieve the same accomplishments become more concrete. These female teachers often represent the possibility of a happier, healthier and fulfilled life despite hardships. Moreover, female teacher coaches, trainers and referees play an important role in assuring that girls feel safe and that their needs are met. Girls who have strong female role models may be motivated to remain positive and steadfast in protecting and taking care of themselves. For example, if a girl has menstrual pain and is unable to practice or play during a competition, she is likely to feel more at ease communicating her situation to a female coach than a male counterpart. Without such figures to look up to, the girls miss out on the encouragement, inspiration, and exhilaration that can come from emulating such personalities (Huggins & Randell, 2007).

Unfortunately the female teachers occupy the lower ranks of the teaching profession (Combat, 2014) and are generally controlled and supervised by their male counterparts.

This low visibility of women is reflected in sport participation in the school. Thus, the underrepresentation of women in sport is therefore a social problem that has not been resolved over time (Njororai, 2015). Previous researches that have investigated women's underrepresentation in sport have provided a variety of reasons to explain this dearth of women (Norman, 2008). However, despite the low representation of women in senior management within sports organizations (Burton & Parker, 2010); researchers have not specifically examined their participation in the management of competitive sport programmes in the context of the secondary schools.

1.3 Purpose of the Study

The purpose of the study was to assess factors that influence female teachers' participation in the management of competitive sports programmes in secondary schools in Taita-Taveta County, Kenya.

1.4 Objectives of the Study

The objectives of this study were:

- i. To establish whether female teachers' participation in the management of competitive sport in secondary schools in Taita-Taveta County is different across the type and category of schools.
- ii. To determine the extent to which the following demographic characteristics of the female teachers affect their participation in the management of competitive sport programmes in secondary schools in Taita-Taveta County.
 - a. Age
 - b. Marital status

c. Education

- iii. To establish whether facilities and equipment influence female teachers' participation in the management of competitive sports in secondary schools in Taita Taveta County.

1.5 Research Questions

- i. How do facilities and equipment influence female teachers' participation in the management of competitive sports in secondary schools in Taita Taveta County?

1.6 Hypotheses

The following hypotheses guided the study:

H0₁ – There would be no significant difference in the type of schools on the female teachers' participation in the management of competitive sports in secondary schools in Taita Taveta County.

H0₂ – There would be no significant influence of age, marital status and education level of the female teachers in Taita Taveta County on their participation in the management of competitive sports.

1.7 Significance of the Study

The findings of the study will help women understand issues that affect their participation and performance in sports within school establishment. Such understanding will assist in formulating gender policies encouraging female teachers to be committed to sporting programmes. Further it could help the Ministry of Education and Ministry of Sports, Culture & the Arts to address fundamental issues that are envisaged in the realization of the Sustainable Development Goals (SDGs) and vision 2030. The findings

would offer fresh impetus for further research on female teachers participation in the management of sports programmes, hence contributes to knowledge.

1.8 Delimitations of the Study

The scope of the study was delimited to the following aspects:

- i. The study was delimited to public secondary schools in Taita Taveta County.
- ii. The study was delimited to the female teachers employed on permanent and pensionable terms by Teachers Service Commission (TSC).
- iii. The study was delimited to the use of questionnaire as the instrument of data collection.

1.9 Limitation of the Study

The research targeted female teachers who operate on a set out programmes within school. It was therefore difficult to access all the teachers at one stop in order to distribute the questionnaires. Literature on the female teachers' participation in the management of competitive sports in secondary schools was very scanty, therefore it was time consuming to obtain. Some respondents were also reluctant to volunteer information especially regarding to their demography. The researcher depended on the answers of the participants as provided since no method was devised to judge whether the provided were correct or wrong. The researcher was not able to control prejudiced answers to questions in the questionnaire by the respondents. It was difficult to generalize the research findings due to the fact that the findings of the study only applied to the area of study.

1.10 Assumption of the study

The assumption of the study was that there are adequate sports facilities and equipment in the secondary schools. The female teachers receive support from the school administration. Therefore, it was assumed that all the respondents would cooperate and respond honestly in the study.

1.11 Theoretical Framework

The study was guided by a theoretical framework grounded in the awareness that women have been systematically devalued and oppressed in many societies under the power of masculinity (Coakley, 2003). Theories argue that sport creates and recreates ideological support of the superiority of men over women; glorifies women in fields perceived as contrary to their biological nature (Burke, 2010; Mean, 2001). This ideology draws its justification from the assumption that hegemonic masculinity (Whisenant, 2003) within sports organizations restricts women's access to leadership positions within sport (Burton, 2015). Sport carries many gendered connotations and is considered a bastion of male hegemony (Ogunniyi, 2015). Hegemonic masculinity is a principle within sport organizations that restricts women's access to leadership positions and justify their underrepresentation by suggesting that it is the 'natural' state within sport (Walker & Bopp, 2011; Burton, 2015). Hegemonic masculinity is said to exist when attributes of masculinity are viewed as superior to femininity and holding more power, reinforcing the dominant ideology and gender inequalities (Massengale, 2009). Masculine hegemony plays a role in the way women are viewed in the workplaces such as in institutions and sports organizations. Therefore, the influence of hegemonic masculinity in the domain of sport and its influence on keeping the women on the margins of sport has been well

established (Coakley, 2009). This legitmises and naturalises the role of men as leaders in all realm of sport (Walker & Bopp, 2011).

Norman (2010) has explored the parallels between hegemony theory and feminist research. Feminist cultural studies have suggested that sport continue to anchor in the ideology of male hegemony through continous marginalization of women in sport (Norman, 2010). It is further suggested that the inequalities suffered by women in sport are due to the fact that ideologies associated with male hegemony continue to consent to the inferior role of women in sports (Walker & Bopp, 2011).

The conceptual framework postulates that certain factors do influence women's access to sports management positions in secondary schools in Kenya and world over. This is due to the fact that women in the society are considered inferior to men. The literature review supports this fact. However, the effect of these factors is moderated by extraneous variables such as domestic chores, significant others (friends, family, sports professionals and colleagues), time, gender roles, training, past experience in leadership position.

A study by Onyango et al., (2011) established that socio-cultural factors hinder women's participation in educational management. More particularly, negative attitude by women themselves to occupy leadership positions and fear of criticisms, lack of self-esteem and self-confidence are other individual factors among others that hinder women participation in educational management at various levels. The impact of such factors is however moderated by intervening variables such as experience and income. The other independent factors do influence women's access to management position in secondary schools in different aspects. There is also a relationship between the extraneous variables

and independent variables which influence women's access to management positions in secondary schools. The conceptual framework helped to focus on the variables of the study. The study established that, the conceptualized factors influenced female teachers' participation in the management of competitive sports in secondary schools.

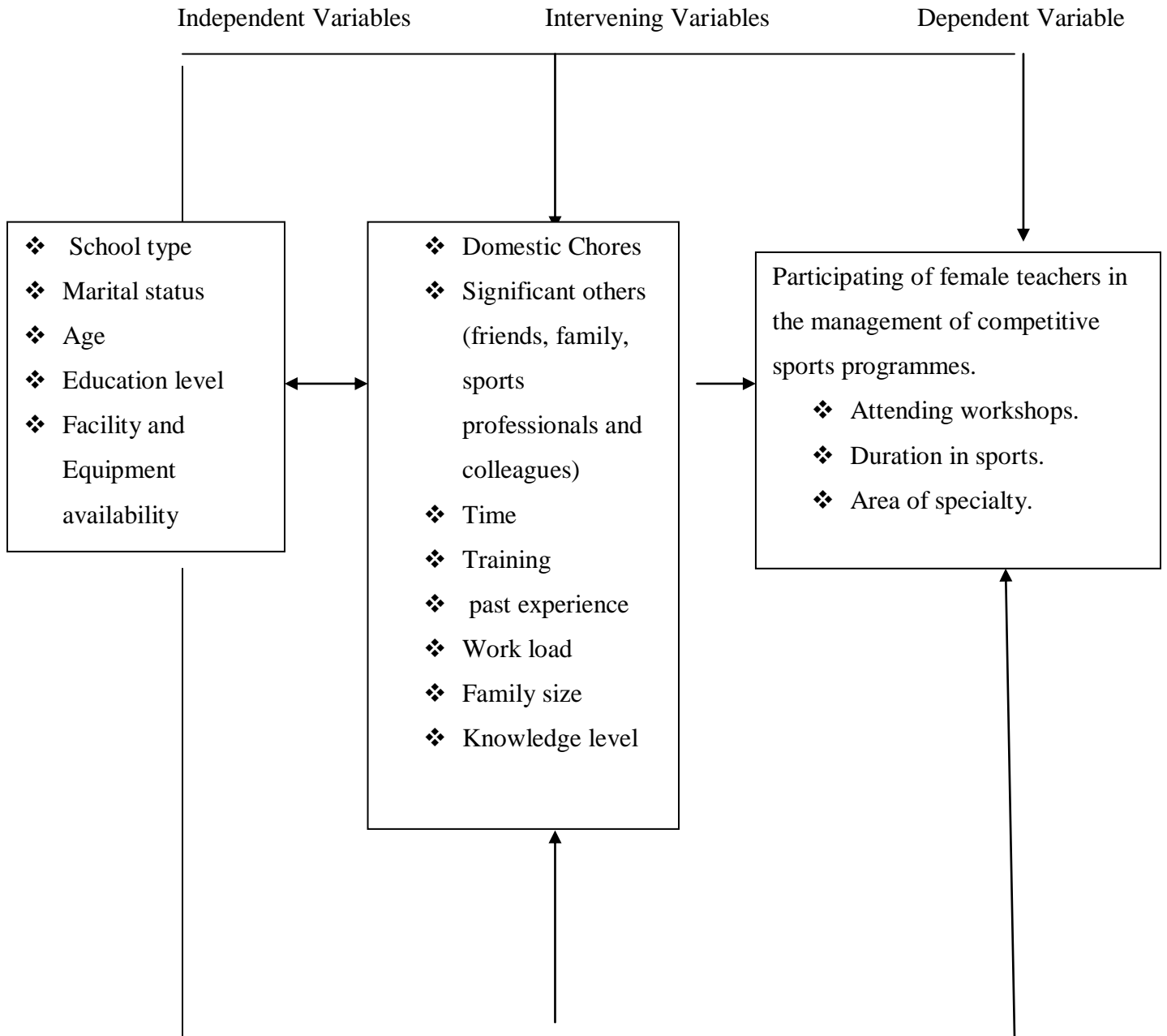


Figure 1.1 Factors that Influence Female Teachers' Participation in the Management of Competitive Sports in Secondary Schools.

CHAPTER TWO: LITERATURE REVIEW

2.1 The Concept of Management in Sport

Management in sports encompasses a wide range of activities such as organizing for training and competition programs, controlling funds and number of competitions for individual athletes, programming, budgeting, facility management, guiding athletes on matters of investment and academics, motivating them and other athletics personnel, directing athletes on doping, nutrition and contract signing with various agents (Nyaga, 2008). Management involves the interaction between those who administer and those who participate in the sporting process (Morakinyo & Aluko, 2008).

Training and competition needs of the athletes should be provided at all times by the sports manager. Such needs include: motivation, qualified coaches to handle athletes, facilities and equipment and general welfare for athletes' training and competition. In addition, the processes and procedures used in the selection of athletes for competitions is another significant aspect inherent in the broader sphere of athletes' management (Mwisukha, et al., 2003). In order to ensure sustained and effective performance of the athletes in Interschool competitions, it is important that teachers, who are knowledgeable in the subject of sport management, manage the athletes.

Secondary schools are institutions where school sport managers are mainly teachers, recognized for their professional credentials and expertise in the general subject of education, and are, in addition to what happens in the classroom, also entrusted with the management of sport-related activities (Lopiano & Zotos, 2014).

2.2 The Effects of Women Sports Participation

Literature on the relationship between sport participation or the involvement in sports in relation to job performance have shown somewhat mixed findings. For instance, indulgence in sports and physical activity by women according to Wamukoya (2003) is associated with numerous effects such as biological benefits of maintaining body weight, improvement of appearance and physiological functions of the body, increase in muscles strength and endurance, among many others. Sports for Development and Peace, International Working Group (2008), posits that participation in sports, physical activity and recreational activities plays a very significant role in human life.

Sports participation has numerous social benefits including increased self-esteem, self-confidence and self awareness essential for social health and enhanced sense of control over one's body (Eimé, Young, Harvey & Warren, 2013). Sports and games activities at higher levels provide this opportunity to socialize. This forms an excellent platform where unity is fostered, expansion of interaction opportunities with peers by competing and finding challenges among age-mates within and beyond school environments (Ongong'a, Okwara & Okello, 2010; Kabunge, 2012). Sport is arguably the best mechanism for transmitting the values, norms and knowledge to the society, which leads to social harmony (Ongong'a et al, 2010). Further, sport is an alternative avenue for girls and women to access public spaces. They can gather, develop new skills together, gain support of one another and enjoy participation in community development, education matters through interpersonal network, which allows them to make better choices in their productive lives, promoting freedom of expression, and as well as development of a range of essential life skills including communication, leadership, team work and

negotiation (Sever, 2005; Meier, 2005; United Nation Report, 2007). Having more women in sports leadership influences more women into sports, exposing them to lifesaving programmes (Ngulube, 2015). Socioeconomically, it has been observed that sport participation benefits the economy by lowering health costs (Bloom, Grant & Watt, 2005; Cameron, Craig & Beaulieu, 2000; Katzmarysk, Gledhill & Shephard, 2000). For professionals sports offers financial gain (Laker, 2002).

Increased participation by women in sports would diversify the talent pool of sports administrators, coaches and officials (Sever, 2005). Learning and developing new skills carries with it a sense of achievement and empowerment (Garrette, 2004 as cited in Shehu, 2010). It can also be a space where experiences for the body can liberate a woman from the feminine body, aesthetic and discourses attached to hegemonic femininity, thus empowering women's understanding on issues of physicality (McDermott 2000).

2.3 School Influence on Sport Participation

Schools provide affordable sports facilities, equipment and programmes conducive for sports participation, while sport on the other hand is important in educational institutions since it supports academic objectives (Ongong'a et al, 2010; Rintaugu, 2012). Therefore they are predisposed to promote health and physical activity behaviours due to the amount of time students spend in this environment and the school curriculum that is designed to accommodate such content (Jenkinson & Benson, 2010). Kabunge (2012) proposes a need to have a variety of sporting activities, and in each, establish various levels of attainment to give participants opportunities not only on decision making on choices, but also take responsibility on such decisions. However, the availability of the teacher to provide expert advice is indispensable because when teachers create and

display true caring environment to their students, they reciprocate by working harder and displaying more appropriate behaviours for success in all activities they undertake (Weisman, 2012). The school sport manager is a central figure in the management of school sport and in the athlete's sport experience (Vosloo, 2014). Xhakaza, (2005) suggests that amelioration of sports standards in schools requires the effort of all agents of the curriculum implementation to provide facilities, equipment, qualified teachers, coaches and sports psychologists. Hence there is need for more women teachers to get involved in the management of sports in secondary schools.

Ongong'a et al, (2010) revealed that sports play a number of functions in the educational process in secondary schools. According to 68.75% of the games-teachers interviewed in, it was opined that sports supports academic objectives and are therefore valuable due to their ability to create self-esteem and self-confidence in the students, thus enabling them to improve in academic performance. Confidence is therefore important in all spheres of sport participants' life and the coach is a very significant component in nurturing and constant reinforcing these virtues as the students interact in play. Therefore it would be very significant for the female teacher to manage sports in schools since it will inspire these values besides role modelling to the girl child.

Ndambiri (2014) revealed that there are psychological factors influencing training and performance of female athletes in sports. Therefore, it is expected that games tutors and sports coaches should understand these psychological factors in order to ensure female athletes enjoy their training programmes and sessions. The study focused on the female athlete and their preferences to coaches as subjects. It found that a majority (71.8%) of the female athletes' preferred male coaches and it recommended that the Teachers

Colleges hire more male coaches for effective management of the female athletes (Ndambiri, 2014). While this study focused on the female athletes in teachers colleges, the current study delved on the female teachers' participation in the management of competitive sports in secondary schools.

In another study by Muthoni (2015), the female teachers in secondary schools in Nairobi rated teaching workload, domestic chores, and cost of leisure and recreation as extremely important factors that influence female teachers' participation in leisure and recreation. The indicated factors in Muthoni's (2015) study significantly negatively influenced leisure and recreational participation by secondary school female teachers in Nairobi County. The current study targeted secondary schools in Taita Taveta County and the main focus of the study was to assess factors influencing female teachers' participation in sports in the context of competitive sports management as opposed to that of Muthoni (2015) which delved on leisure and recreation participation.

The category of schools may play a significant role in influencing the participation of the female teacher in the management of sport and physical activities. For instance, majority of national and extra-county schools have adequate facilities and equipment and financial resources to hire competent coaches in different sports (Kamau, 2015). These schools also allocate more time to sports per week compared to sub-county schools (Wamukoya, 1993 as cited in Kamau, 2015). The current study therefore sought to establish whether female teachers' participation in the management of competitive sport in secondary schools in Taita-Taveta County is different across the type and category of schools.

Research conducted in schools previously focused majorly on the students' participation in sports (Rintaugu, 1998; Bulinda, 2002; Kweyu, 2007; Kabunge, 2012; Ndambiri, 2014; Kamau, 2015). Ndambiri (2014) focused on psycho-physical dimensions of coaching female athletes in teacher training colleges in Central region; while Kabunge (2012) assessed factors affecting the performance of students in sports in selected secondary schools in Mombasa County. Research that delved on women and sports participation essentially, delved on career mobility of women administrators, leisure participation by female teachers and women leadership in sports (M'mbaha, 2012; Mwisukha & Rintaugu, 2013; Wamaitha, 2015; Mugoh, 2015; Muthoni, 2015; & Kamatu, 2015). Most of these studies targeted students. They addressed issues like sports and academic achievement, sports and school connectedness, and athlete coach relationship. Research that targeted the female teachers did not address their participation in sports programmes meant for competition rather it focused on the representation in general leadership positions (Rintaugu, 1998; Bulinda, 2002; Kweyu, 2007; Kabunge, 2012; M'mbaha, 2012; Ndambiri, 2014; Kamau, 2015; Wamaitha, 2015; Mugoh, 2015; Muthoni, 2015; & Kamatu, 2015). The dearth in literature, especially in Kenya, about the female teacher's role in competitive sports management prompted this study.

2.4 Nexus between Demographic Characteristics and Sports Participation.

2.4.1 Age and Sport Participation

Sports Participation is dependent on demographic variables and particularly age and gender (Breuer, 2006). Age is one of the significant biological variables that influence physical activity behavior; its unique role in sport participation is unequivocal (Olusola & Awosika, 2014). It is a fact that there is a certain age that is ideal for excellence in sport

performance, particularly competitive sport. Age has a strong influence on sport and physical performance. Anyanwu's (1999) asserted that age is a major factor in sport participation, because advancement in age decreases one's ability to endure environmental stress, working capacity, physical fitness, strength, endurance and oxygen up-take. Competitive sport therefore, by its very nature (whether from coaching or athlete's perspective) requires a lot of energy to perform. This is why competitive sports have always been identified with youth (Olusola & Awosika, 2014). Moreover, the level of participation in these activities may vary across the age groups or generations (Allman-Farinelli, Chey, Merom, Bowles & Bauman, 2008). The findings from Mabagala and Nderego, (2015) indicate a decline in physical activity as age advances. These findings also indicate a significant difference between age and physical activity. Women in their early thirty's up to their fifty's often combine career and family, therefore the expectations of life starts altering their participation in sports at the age of thirty (Stavropoulou, 2008). A study by Muthoni (2015) further indicated that a higher population (80%) who participated thrice or more times per week were those in the 26-30 age bracket, with those in the 41-45 age bracket registering the lowest, 33.3%. Female teachers in the 41-45 age brackets were the highest at once or twice per week with a percentage of 66.7%.

It is evident from the findings that advancement in age resulted in less participation in leisure and recreation activities by secondary school female teachers in Nairobi County. The results are congruent to those of Balaska & Kouthouris (2014) which postulated that sport participation decreased with advancing age and among the less educated individuals. The studies assessed age and participation in leisure activities and sport, but

did not address participation in competitive sports management. Despite the decrease in actual participation in sports and recreation, the current study sought to determine extent to which age affected the female teacher's participation in the management of competitive sport in secondary schools in Taita-Taveta County.

2.4.2 Gender Socialization and Marital Status Influence on Sports Participation

In sports, gender differentiation is powerfully constructed in favour of men, supporting the development of subordinate roles for women (M'mbaha, 2012). Discussing socialization, Shakeshaft et al (2007) define it as a way of integrating people into particular customs of a group in a society. Socialization forms a major component in determining an individual's development. The absence of women in sports management positions in secondary schools can be attributed to their socialization. Gender socialization in Kenyan societies starts from birth and continues into adulthood for boys and girls preparing them as heads of house and wives respectively (Combat, 2014). Therefore, from the onset, society skews boys to emulate their fathers, while girls are expected to imitate carefully the footsteps of their mothers.

In most families girls and boys are socialised differently consequently their interests are influenced by what their parents do. It is arguable that the way in which responsibilities are assigned in Kenyan societies cause the children to internalize the assumption that the girls' primary roles and ambition are to be wives and mothers while boys are to be leaders (Combat, 2014). Female adolescents who watch their mothers participating in sports are also influenced to participate in sport (Xhakaza, 2005). Consequently the decision for an individual to play sport may be inspired by external factors such as

encouragement and motivation from parents, teachers, peers or even role models in the community (Xhakaza, 2005).

Research studies have also recognized that sport is part of a patriarchal society in which its practice reinforces and reproduces male dominance (Lyle, 2002). Le Roux (1999) focused on perceptual differences and their impact on sport coaching in schools. Altogether 134 teachers (93 men and 41 women selected on a random basis from 10 different schools in Tshwane, South Africa) were asked to evaluate the importance of a selected number of aspects relating to the coaching of sport. A 9- point Likert scale was used. Average scores and standard deviation were calculated and the average used to arrange different aspects from most important to least important (Le Roux, 1999). Teachers ranked the learners as number 16 out of 26 aspects relating to sport. This revealed the teachers lack of knowledge of psychology in general and sport in particular.

The Cortis' (2009) study revealed that women from the minorities, especially those of Asiatic and Muslim background, experienced greater difficulties in accessing sports because of cultural restrictions. On the same issue, women highlighted the importance of culturally appropriate sports spaces, greater considerations for privacy as well as a culturally appropriate dress code that did not conflict with their religion's beliefs and cultural values as influential factors in participation (Taylor & Toohey, 2002; Cortis, 2009). This helps to explain the low representation of women in sports.

Manyonganise (2010, as cited in Shehu, 2010) explained that in Zimbabwe majority of the women do not have a formal voice in family affairs. They do not contribute to decisions made in the family. Indeed, qualitative research by Taylor (2002 & 2004) found

that cultural and linguistically diverse (CALD) women in Australia tended not to feel directly discriminated against. Rather, they blamed formal leisure activities inability to recognize their cultural requirements unwelcoming making it difficult for them to participate.

Mhuru (1996) observes that discriminatory practices and public attitudes towards women and gender equality have not changed at the same pace as policy. Further asserting that women have continued to be spectators as men thrive in sporting arena. Ndambiri, (2014) found that female athlete prefer male coaches. This could of course be part of the male demarcation of the coaching role but may also be the case that some role models for players in which the coaches' expertise in training and team management depend on his or her previous experience as a player.

Marital status, on the other hand, plays a very major role in sports participation by women (Henderson & Hickerson, 2007). It has been acknowledged in research that women are responsible for a greater amount of household duties, which reduces their amount of leisure time available for sport participation (Meier 2005). Therefore, for them to engage in sports, they require the assistance from spouses to relieve them from some of their chores in the home (Meier, 2005). Marital status may further provide the ideal social strength required for participation in physical activity. Most significantly, the existence of children and the marital status have an impact on the sporting activities of members from single family. Evidently, having infants or school going children in the house and caring for them reduces the sport participation for the married women (Wicker, Breuer & Pawlowski, 2009; Kligerman et al., 2007; Downward & Riordan, 2007;

Downward, 2007). Time required in caring for a child increases with the number of children in the household. Therefore each additional child in the household reduces the probability of a woman engaging in physical activity (Humphreys & Ruseski, 2009). The advancement of women in their careers has also been inhibited by their role as mothers, wives, as well as by their gender roles, low education level and deficient skills (M'mbaha, 2012). This reflects a greater responsibility for women in childcare and household activities than for men. The family and its structure influences sport participation.

However, the findings concerning the impact of the marital status on sport participation are somewhat contradictory. While some researchers attest that married people are less likely to participate in sport because household commitments reduce the amount of time available for sport participation (Humphreys & Ruseski, 2009; Farrell & Shields, 2002). On the other hand, it is suggested that married people participate more in sport activities than unmarried people (Downward, 2007; Lee & Bhargava, 2004). There are also some results that indicating correlation between marital status and sport participation (Gratton & Taylor, 2000). Sternfeld et al., (1999) found that singlehood had a positive correlation with sport participation while Muthoni, (2015) found that single female teachers registered higher participation in sports compared to married women.

Mugoh, (2015) posits that resistance from husband as well as heavy domestic roles is recognized as some of the factors hindering women from taking up administrative positions. The study further observed that the commitment of women to the family as well as environmental circumstances is another factor that influences their quest to achieve their careers. Studies concerning women in sport show that majority of women

attribute participation in sport to family, school experiences, and peer interactions (Henry, Radzi, Rich, Shelton, Theodoraki & white, 2004, Martel, 2007, McAllister, 2006). Single women perceive more constraint than married women related to community structure, personal money, transportation and work, while married women perceived more constraint related to household expectations (Henderson & Hickerson, 2007). It is evident that family structure plays an important role in women's sport participation decisions. Therefore, the current study seeks to establish whether marital status of the female teacher influences participation in the management of competitive sports programmes in secondary schools in Taita Taveta County.

2.4.3 Education level and Sport Management Competencies

Sport participation is higher among most educated individuals (Balaska & Kouthouris, 2014). Moreover, research has shown that a good education background has a positive effect on sport participation (Breuer, 2006; Farrell & Shield, 2002). For instance, in Australia it was observed that one of the strongest associations with participation rates was with education level attained (Australian Bureau of Statistics, 2006). It is reported that more educated persons have a clear understanding of the benefits of active sport and recreation participation (Balaska & Kouthouris, 2014).

Management competencies on the other hand are highly valued within sport and efficient sport manager has become essential to manage and run school sport activities (Hurd, 2005). Therefore, individuals with a higher educational qualification are perceived to have learned more, acquired more consumption skills (Downward & Rasciute, 2010) important to motivate them to take up sport. According to Steyn, Hollander and Roux (2012), administration entails aspects such as the ability to communicate effectively,

managing time, managing stress, conducting meetings, managing information, and managing risk. Therefore, sports management skills are important to sport practice and can imply both physical abilities and cognitive abilities such as knowledge of the rules of the game and performing under pressure.

In many secondary school sport managers are appointed because they possess the essential attributes required, namely enthusiasm, energy and administrative experience; however they often find themselves ill-equipped with the actual competences, skills, knowledge and qualities to cope up with the management of sport (Chelladurai, 2005). Moreover, it has become necessary to help teachers update their knowledge and skills to be more competent in managing school sport and this can be done through conferences, seminars and workshops (Whitehead & Blackburn, 2013). The sport teacher in essence plays a very important role and is seen as a central figure in the management of school sport and athlete's sport experience; however, to do so, they need to be properly trained (Vosloo, 2014). An increasing need for trained and qualified school sport managers is the result of the worldwide professionalism of sport (Eksteen, Willemsse, Malan & Ellis, 2015). Cox, Colman and Rucker (2006) observed that training in Physical Education (PE) and Sports empowers an individual in terms of leadership, teamwork and organization skills among others. Therefore school sports managers should traverse context-specific sport management programmes for the teacher training that would not only contribute to the maintaining of service standards in schools, but also to increasing the professional development of school sport managers (Skinner, Saunders & Beresford, 2004).

For the purpose of the study, sport management training by means of workshops attendance can be regarded as a method of training for school sport managers in different sport-related areas (Eksteen et al., 2015). Results in Eksteen et al., (2015) revealed that an average of only 18.2% of the respondents has attended related sports management workshops before, with sport officiating (35.4%) being the most attended, and sport public relation (7.6%) being the least attended workshop. On average, 19.1% of respondents do not regard it as important to attend workshops related to sport management, while the majority of respondents (80.9%) did reveal their need to attend such workshops in sport management competencies. From the results in this study it was concluded that the participating secondary schools in the North West province in general make use of school teachers to manage school sport.

Sports participation was also shown to be positively correlated with education level. In Australia for example, it was reported that one with strongest associations with participation rate was with education level attained (Australian Bureau of Statistics, 2006).

In view of these diverse findings, therefore, the current study sought to establish whether education of the female teacher influences participation in the management of competitive sports in secondary schools in Taita Taveta County.

2.5 Influence of Facilities and Equipment on Sport

Sport facilities are structures built for sporting activities such as athletic tracks, stadia; soccer pitches, basketball courts, lawn tennis courts, among others (Ogundairo, 2010). Sport equipment on the other hand refers to those disposable items used in sports such as

horizontal bars, balls, weight lifts, basketball posts, among others (Ogundairo, 2010). Adequate equipment and facilities in any institution play a significant role in sports development. In fact, it is difficult to separate the standard of sports from the standard of facilities and equipment available for the training of athletes (Ekpe, 2001). Hence facilities and equipments are indispensable to competitive and recreational sport and important in the promotion of sporting activities because they are the powerhouse of sports. (Oyeniya, 2002; Rintaugu, Masiga, Kamande, Were, Litaba & Kinoti, 2012).

Provision of appropriate and adequate sports facilities has considerable influence on participation in sport in any establishment. Equipment, on the other hand, serves as an engine of progress that stimulates effective participation in sporting activities. Omolawon, (2000) opined that availability of adequate facilities are vital to the conduct of intramural sports and other sports programmes. The availability of facilities and equipment in a school determines the type of sport programmes that can be offered. Inadequate equipment is one of the serious challenges affecting the participation of sports at all levels of education at secondary school level as lack of supplies and equipment hinder the implementation of sporting programmes (Okuneye, 2001). Kabunge (2012) affirms that sports practice with new, modern facilities and equipment, and playing against some top competitors in their sports of interest offers the challenge that helps in developing an appropriate self identity. Therefore, for longevity of the facilities and equipment, one of the most important areas of administrative concern of sport administration in the school involves prudent management of facilities and equipment in sports programmes.

Availability of sporting facilities is important in the promotion of sports in workplace because participation among staff motivates them to stay at work in order to participate in sports activities after work, (Kamatu, 2015). The lack of appropriate facilities and equipment is a major negative factor in sports training for the sports teachers. Another burden is added when some of the available facilities are not located within the school premises, thus requiring movement to a different venue which takes some time to access (Kabunge, 2012). Therefore, competitive sports programmes can optimally function only when they are complemented with effective equipment.

However, it has been suggested that if appropriate qualities of equipment is not available, teachers can be creative enough to improvise activities using similarly shaped or sized pieces of equipment (Mowling, Brook, Eiler & Rudsil, 2004) or, alternately, collaborate with neighboring schools to exchange equipment and spaces.

Norman, Nutter, Ryan, Sallis, Calfas, and Patrick (2006) used Geographic Information System (GIS) to determine the proximity of the recreational parks and sports facilities and found that they had a positive influence on sport participation by adolescents. Xhakaza (2005) revealed that a total of 157 (59.7%) girls disagreed with the fact that there are inadequate sporting facilities. Most girls agreed that there were adequate sporting facilities - implying that facilities were not an issue of concern for them.

In Kenya, Kamau (2015) showed that National and County schools had more facilities and equipment in comparison to the newly developed schools, most of which are day schools. Almost all participants in M'mbaha's (2012) study mentioned the availability

and access to facilities and equipment, as well as the encouragement from teachers helped them excel in sport.

The study by Mungai, Sang and Wamutitu, (2014) examined facilities and equipment in Nyandarua County, Kenya found that 72.1% felt soccer status was adequate, 83.3% regarded the state of the rugby pitches to be of low or inadequate; 93.8% thought that basketball courts were either none existent or inadequate; 55.9% thought volleyball courts were moderately adequate 57.9% felt that handball courts were moderately adequate; 44.5% felt netball courts were moderately adequate and 50% felt the state of athletics tracks was adequate.

Kabunge, (2012) whose study was based in Mombasa county of Kenya showed that all the respondents reported that schools had no gymnasium or swimming facilities implying that availability of PE facilities and equipment affected the implementation of the PE curriculum. Availability of facilities therefore plays a significant role in the sports teachers' selection decision about what to do on the pitch or sport arena. These studies relate to the current study which aimed to establish whether female teachers' participation in the management of competitive sports in secondary schools in Taita Taveta County is influenced by availability of facility and equipment.

2.6 Factors Affecting Female Teachers' Participation in Sport Management

The reviewed literature have highlighted a range of important factors associated with sport participation ranging from gender, confidence, motivation, coach support, significant others, facilities and types of sport programmes.

2.6.1 Institutional Factors

Constraints to active sports participation by women emanate from many sources (Njororai et al, 2003). It is evident that a range of constraints to sport participation exist including time and finances as well as availability of facilities or indeed appropriate sport opportunities (Jowett & Felton, 2013).

For women to excel in management of sports activities therefore, it requires opportunities to explore their competences in a variety of sports and encouragement to participate more where they excel. Those who excel at lower levels should be encouraged to face higher challenges. However, the attitude of the school leadership and the extent to which the head teacher values sport in the school can be a factor influencing female teachers' after-school sport management participation. Often there are no incentives for teachers who participate; instead they are reliant on the good will from individuals and those who have the relevant skills (School Sport Survey, 2011). Eksteen et al., (2015) observed that School teachers already have a heavy workload in the classroom and must, additionally, manage school sport.

In the Kenyan context, job responsibilities were found to be the most significant corporate factors affecting participation of staff in sports. This was followed by time, transport, and location of offices. Work travel was found to be the least significant factor. The nature of the work in Olkaria involves shift work at the drilling sites and power stations as well as overnight emergencies for the civil and infrastructure teams. These were noted as the main reasons for staff being unable to access sports facilities (Kamatu, 2015).

2.6.2 Legislative Factors

The adoption of Title IX of the educational amendments (1972), a landmark legislation that banned discrimination based on gender in USA (Acosta & Carpenter, 2004) and the merger of women's and men's physical and sports programmes (Acosta & Carpenter, 2008) came as a boon to female sports participation that resulted to the rise in the proportion of female high school girls participating in athletics from 1 in 27 females in 1972 to 1 in 4 by 1978 (Stevenson, 2006).

Whereas other countries have attempted to reduce gender disparity in sports through legislation, Kenya has yet to benefit from its 'one third' gender policy (Republic of Kenya, 2010; M'mbaha, 2012). Xhakaza (2005) attest that women continue to be poorly represented in sport as participants, coaches, advisers and as team administrators and are seldomly seen in the capacity as managers of different sporting codes.

2.6.3 Social-Cultural Factors

Constraints such as dress code are a further impediment to access and participation in sport and physical activity for women and girls (Keogh, 2002). In general, sports remain a male domain, especially in leadership positions, in which women are seen as intruders (Hargreaves, 2007)

Indeed whether or not women are working outside the home, in most cases, they are affected the most in situations of continued performance by the bulk of household labour inside the home such as cooking, cleaning, shopping, child caring and taking care of their husbands (Vuckovic, 2004; Moffett, 2008). They are often faced with the 'double shift' of performing reproductive and productive work. Thus, in paid employment,

women typically take on responsibilities and continue to bear the biggest burden of domestic work, childcare responsibilities and care for older, disabled or sick family members (United Nation Report, 2007).

Consequently, in decision making-bodies of sporting institutions women remain under-represented (Njororai et al., 2003; Sever, 2005). Their participation in sport is viewed as a challenge to the male controlled of public domain. This challenge often elicits violence against those women perceived to be transgressors; thus, men will continue to resist female participation in male defined physical activities (Mwisukha et al, 2003; Brady, 2005). Thus, opportunity and access are denied to women through overt, structural and hegemonic discrimination.

In the Australian context, Cortis (2009) observed that a smaller percentage of women than men participate in sports and recreation generally, that they choose activities that provide flexible timing which would minimize clashes with household schedules, for instance walking or attending fitness classes rather than organized team sport. Issues of dressing and female physicality, as well as self-consciousness and body image also came out strongly in the Cortis (2009) study. This confirmed Parpart's (2008) observation that dominant patriarchal ideology locates women's role in the domestic sphere. Cortis (2009) further posits that this discrepancy is attributed to the fact that women are viewed more as performers of domestic roles and care throughout their life course and as such, women in employment continue to bear by far the main responsibility for domestic and child care tasks; that traditional ideologies are proving resistant to change.

A South African study showed that the main barriers to women participation in sports today are lack of finances to pay transport, equipment, fields, lack of support from male-dominated institutions such as the South African Football Association (SAFA); and widespread negative stereotyping women who play football are 'masculine' (Clerk, Mills & Haugaa, 2010).

Ananura (2004) observed that the female footballers in Uganda had to overcome cultural bias in order to continue with sports participation. Kagoda, (2000) supports Ananura's contention that female teachers' career choices in assuming the leadership role are determined by the many barriers women must overcome in school system. These included family commitment, low self-esteem, and lack of opportunity and encouragement within educational administration system. Further, even within a cultural group, different traditions and interpretation could produce set of barriers to sport participation (Keogh, 2002).

However, the above studies did not focus on the female teacher but rather delved on constraint of sports participation at an organization standpoint. Hence this study seeks to assess the factors that influence the female teachers' participation in competitive sports management in Taita Taveta County

2.7 Women Participation in Sports Leadership

Women's tradition of sports and participation in sporting competitions is important for the approval of women, Ramtohul (2010, as cited in Shehu, 2010). Therefore, gender equality and the right of women to participate in sports are predominant (Xhakaza, 2005).

In the United States of America, Title IX was enacted in 1972 to combat discrimination based on gender in all federally funded school programmes including elementary and secondary schools as well as colleges and universities both within academics and athletics (Acosta & Carpenter, 2004; Swaton, 2010). This has been a boon to female participation in sports (Coakley, 2009).

However, despite the elevation of women to new levels of participation in sports, it has had very little impact in their representation in leadership positions (Cunningham, 2008). For instance, a female coach with comparatively lower operating budget, fewer resources and diminished access to quality equipment and facilities does not have the same potential for success as her well-supported male counterpart (Inglis, Danylchuk & Pastore, 2000).

Although Kenya values the role played by sport in its national and individual development, the good performance of Kenyan women in sports has not been acknowledged (M'mbaha, 2012). Unfortunately, it is verifiable truth that women are dissuaded from participating in management by male colleagues and spouses due to social stereotypes, eroding confidence in their abilities as managers thereby becoming ineffective (Onyango et al, 2011). Thus, the public space continues to be the preserve of men. At the same time women also view issues of school management as too demanding with meeting taking too long to end, thus interfering with their core responsibility at home, the domestic chores (Osumba, 2010). The same attitudes could be replicated in the management of sports programmes. This, therefore, affects their concentration in participating in school life in which sport participation is a major component. The low level of involvement by female teachers in coaching and sport management can further

be attributed to such factors like disinterest by women to taking up management roles (Andanje, 2006).

In retrospect, women who engage and succeed in sports in Kenya have to endure many structural and cultural constraints, resist and negotiate gender stereotypes in a society where patriarchal ideology is dominant (Burnett, 2014; Njororai, 2015). It is therefore not surprising that in Kenya, women took a longer time in establishing themselves in the sporting world. Despite the contradictions that sports women face in the world, they have started to assert themselves in various sports. In Kenya, women were first integrated in the national teams for international competition in 1956 (Njororai, 2015). Consequently they have regularly represented Kenya in athletics at all Olympic Games that have taken place since 1968 in Mexico City and in all African games (Mwisukha, 2005) albeit in low numbers. The affirmative action act (Republic of Kenya, 2010) a benefactor to women's participation, recommends that women form at least 30% of employees both in the public and private sector. However, in spite of such legislation by the government, women in sports have not been recognized in Kenya (M'mbaha, 2012). As a result, women representation in sports remains at all time low (Njororai et al., 2003). The low embodiment of women in competitive sports dates back to the 1972, Munich, Olympics where only three women qualified to represent the country in a contingent of 61 athletes on board (Daily Nation, 1972 as cited in M'mbaha, 2012). Since then and to date Kenya has been represented by 760 men and 217 women. This disparity is caused by the fact that women were deficient of human, fiscal support and resource allocation (M'mbaha, 2012) required for preparation of an international competition. Overt structural barriers have also continued to hinder women as they search for equal opportunities in sports.

Further, like the rest of the women globally, Kenyan women encounter social-cultural struggles, meant to dissuade them from participating in sports (M'mbaha, 2012).

Therefore, some women do not live up to their full potential in sports(Njororai, 2015).

Indeed, several factors influence the probability of a woman's participation in sports. Ndambiri, Mwisukha and Muniu (2013) have shown that women athletes prefer male to female coaches, and to participate in sports separately from men, fear of injury influences women's participation in sports. Further, women have been found to refrain from high impact and contact sports and thus seldom participate in high energy sports compared to men (Ndambiri et al, 2013). Hence, inclination to a particular sport offered in their institution. This study sought to establish factors that influence female teachers' participation in the management of competitive sport in secondary schools in Taita-Taveta County.

2.8 Related Studies

The reviewed literature has highlighted important factors associated with sport participation ranging from age, gender, confidence, motivation, coach support, significant others, facilities and types of sport programmes. It is evident that apart from time and finances, availability of facilities and equipment; and appropriate opportunities are constraints to sport participation. Research conducted by Epprecht (2001) and Tichagwa (1998) focused on violence against women in Africa. Acosta & Carpenter (2008) examined the impact of Title IX on women coaching. Saavedra (2005) focused on women sport and development. Sever (2005) focused on gender and sport in relation to mainstreaming. Dube (2003) analyzed culture, gender and HIV/AIDS. Pelak (2009), focused on gender, class, race and women participation in sporting activities in South

Africa. Mwisukha (2005) focused on the under-representation of women in sports leadership in Kenya. Issues associated with female physicalities as well as self-consciousness and body images were highlighted by Cortis' (2009) study.

According to Australian Bureau of Statistics (2006) participation rates of women declined with increasing age. Females aged 25-34 years had the highest participation rate of 68.0% while female aged 65 and over had the lowest of 41.3%. For education, the females with post graduate degree had the highest participation rates of 80.4% followed by those with bachelor's degree at 79.9% and those with graduate diplomas/certificates had 78.5%. The Australian Sports Commission (2006) also asserted that women had remained underrepresented at all levels in coaching, officiating and leadership.

The studies reviewed show some gaps to be filled through further research. For instance Lawson, (2005) expressed the need for sport, exercise and physical activity professionals to develop capacities in empowerment and community development so that they could contribute to sustainable integrated social and economic development. The results in Balaska & Kouthouris (2014) study indicated that 65.3% of the respondents never participated in any sport activities during the previous year that the research was conducted. In terms of frequency of participation, 9.4% participated once a year, 58.3% participated at least once a month, and 32.2% on a weekly basis.

Ananura (2005) studied the socio-cultural factors that affect the development of women's football in Uganda. In this study, a random sample of 150 women players and 30 officials was used to provide information. The study established that most of the women who play football had to overcome socio-cultural beliefs and negative attitudes, which

militated against their participation in sports. In her later study, she looked at the status and trends of women participation in selected competitive sports in Uganda (Ananura, 2011). She also focused on determining the causes of gender disparity in sports in Uganda. The study further intended to determine whether there was an increase in the number of women participating in sports and a decrease in the gender imbalance. It also aimed at suggesting ways of achieving gender equity in sports in Uganda. The specific issues addressed included the current gender status on policies, leadership, programmes, facilities and equipment and funding in sports organizations (Ananura, 2011). Although this study focused on gender participation in sports, it did not narrow down to the female teacher participation in the management of competitive sports. Eksteen et al., (2015) study indicated that school sport managers lack relevant competencies required to manage sports, thereby contributing to the insufficient and even non-existing management of school sport. The study recommended that the school sport manager needs to be properly trained to demonstrate skills and competencies, regardless of the specific school in which one is employed or the type of position one holds.

Findings from the study by Huggins and Randell (2007) highlighted that women were significantly under-represented in coaching positions. Women hold only 33% of general manager positions within the Women's National Basketball Association, and outside of the U.S., women are less likely to hold leadership positions in sports, including volunteer and professional level organizations (Burton, 2015). Furthermore, the International Olympic Committee (IOC) has only recently met its self-imposed threshold of at least 20% women as members of the board. Within National Olympic Governing Bodies (NGBs), 85.3% of those governing bodies are composed of all male leadership teams,

and 14.1% have male/female leadership teams, whereas only one (.5%), Zambia, has an all female leadership team. Based on this data, one can see the leadership positions in sports organizations are skewed towards male leadership, and this supports the notion of masculinity in sports as well as masculine leadership in sport (Burton, 2015).

Le Roux (1999) recommended more training of teachers and coaches in sport psychology because the findings of the study showed that very few teacher-coaches in South Africa received training in sport psychology. Njororai et al (2003) reported that women are under-represented as participants in competitive and recreational sports, sports leadership and sport related academic fields. The study revealed that staff teaching physical education and sport in Kenyan universities was male gender dominated with 80.4% compared to women 19.6%. In the composition of the national sport organization executive committees indicated that more men 91.9 % than women 9.1% sit in those committees. Records of athletes and officials to world athletics championships showed a wider disparity with men athletes (85.9%) in comparison to the female athletes (14.1%). The study revealed gender inequality in sports in Kenya. However, the study did not illuminate on the actual causes of women underrepresentation, more specifically the participation of women in sports management and leadership in secondary schools. Kweyu, (2007) found that socioeconomic, cultural and religious factors affected participation in sports varyingly, that Muslim students, participation in sport was influenced by significant others, facilities, information and past experience. The study was inclined to young adults hence did not focus on the adult and more so women. A study by Muthoni, (2015) found that the participation of female teachers in leisure and recreation activities declined with age, recommending that recreation providers provide

friendly facilities and programmes catering for women of all ages. The study further revealed that the type of school the female teachers teach did not influence their leisure and recreation participation. However this study did not consider the participation of the female teacher in the management of competitive sports. A study by Mugoh, (2015) revealed that female teachers attended professional workshops and seminars rarely as compared to men. Mwisukha and Rintaugu (2013) concluded that Inadequate financing of women to further training in sports is the key economic factor that contributes to the under-representation of women in sports leadership. They also noted that more women than men were in agreement with government sports officers, national team coaches and officials of federations that economic factors played a big role in denying women leadership positions in sports.

Kabunge (2012) revealed that sports teachers had undergone some form of training in coaching ball games. The data gives quite a biased form of training. Some of the respondents went through more than one type of programme. A few others went through the programmes having achieved different levels, like seminars then the certificate level. Kamau, Rintaugu, Muniu and Amusa, (2015) recommended that competitive sports be emphasized in secondary schools to promote school connectedness. The study also recommended adequate provision of sporting facilities to all schools so as to enhance school connectedness. This creates a bond between the participants and the school environment. The female teachers who participate in sports management will benefit from this encounter because the school environment is a very influential social determinant of physical activity. Salvy, Roemmich, Bowker, Romero, Stadler and

Epstein, (2009) found that peers and friends may promote physical activity and increase motivation to participate.

Despite known and well documented research on women participation in sports, leisure recreation and physical activity trends show gaps in context of the school and most precisely regarding the female teacher's participation in competitive sports in secondary schools. This, therefore, prompted a study to assess female teachers' participation in the management of competitive sports in secondary schools in Taita-Taveta County.

2.9 Summary

The literature cited regarding women in sport demonstrate the existence of an obvious bias in favour of men in the position of leadership. In summary, the reviewed literature in this chapter postulate that women have been underrepresented at all levels of sports participation, including managerial, coaching, officiating and as athletes. Related studies reviewed above have showed further that there is gender disparity in sports world wide. The obstructing factors vary from definition of gender roles, socialization, and education qualification to the absence of mentors and role models. The studies have concentrated on women in leadership positions and women participation in sports in general, universities and not in secondary schools.

It further emerged that most of the studies have covered women participation in sports only and not covered the factors influencing the female teacher in co-curricular activities management over time at secondary school levels. It was therefore important to conduct a study in Kenya that accounted for the female teachers' participation in the management of competitive in secondary schools.

CHAPTER THREE: METHODOLOGY

3.1 Research Design

The study used descriptive survey research design. This design was chosen because it attempted to determine the current status of the respondents' participation in the management of competitive sports programmes in secondary schools as it stands at the time of study.

3.2 Variables of the Study

The independent variables were factors influencing female teachers' participation in sports comprising type of school, age, marital status, facilities and equipment availability and education level of the teacher. The dependent variable of this research was female teachers' participation in management of competitive sports in schools determined by the frequency of participation, duration of participation, competency and specialization of the female teacher.

3.3 Location of the Study

The location of the study was Taita-Taveta County in the Coast region in Kenya. Taita-Taveta County covers an area of 17,128.3 km². The county is classified as a semi arid region with 62% of the total area occupied by Tsavo National Park. It lies approximately 200 km northwest of Mombasa and 360 km southeast of Nairobi. The capital is Mwatate the fourth-largest town in the county after Voi, Wundanyi and Taveta in that order. It borders Makueni County on the east, Kwale County on the south, Kajiado County on the north and Tanzania on the west. The County is cosmopolitan with a population of approximately 284,657 people, whose main socioeconomic activities are tourism, mining,

agriculture and livestock farming. The county has been purposively chosen as the area of this study because of two reasons. Firstly, Taita-Taveta is the ideal setting of the study because it is related to the researcher's interest. The researcher has special interest in the quality of the sporting programmes in the area. Secondly, the county has a cross section of schools national, extra-county, county schools which will provide satisfactory information for the study.

3.4 Target Population

The study targeted female teachers in general from public schools employed on permanent terms. Principals and deputy principals were excluded from the study. The female teachers on contract basis were also excluded in this study. It was assumed that they will not have been acquainted with the system functions of the school and that their commitment to the schools was not guaranteed. After applying the exclusion criteria, 13 principals and 16 deputy principals were excluded from the study. The remaining total number of female teachers constituted the target population. Therefore the target population was 175 female teachers. The population consisted of female teachers in public schools. Taita-Taveta County has 61 schools (Taita-Taveta County Education Board, 2014).

3.5 Sample Size

The participants were drawn from 61 public secondary schools in Taita Taveta County. The schools were divided into three strata boys, girls and mixed schools. Out of the 61 schools, there were 10 boys' schools, 10 girls' and 41 mixed secondary schools (Taita-Taveta County Educational Board, 2014). The total population of female teachers was 204. However, excluding the principals and deputy principals, the target population

obtained was 175 female teachers; 30 female teachers from boys' schools, and 31 from girls' schools and 114 from mixed schools as summarized in table 3.1

Table 3. 1 Schools' Sample Frame

School Type	Number of Schools	Population of female teachers	Target Population
Boys	10	30	30
Girls	10	51	31
Mixed	41	123	114
Total	61	204	175

Source: Taita Taveta County Education Board (2014)

3.6 Sampling Procedures

The schools that participated in the main study were selected using stratified random sampling procedure. This was to ensure that each element in a population had an equal chance of being represented in the study (Mugenda & Mugenda, 2003; Orodho, 2005; Kothari, 2009). The schools were stratified into three boys, girls and mixed schools. Since the schools in the boys and the girls only category were not more than 10 each, all the female teachers in these schools were included in the study. Further, in view of the relative large number of female teachers in the mixed category, the formulae suggested by Kathuri & Pals (1993) was used to establish the sample size required for mixed school category. This is reflected in Table 3.2. The target population was 175 female teachers. The schools in this stratum were assigned numbers which were placed in a container and mixed thoroughly, then the required numbers were picked at random. The total number from mixed schools selected for the study was 47. Therefore, a sample of 108 female teachers was obtained.

Table 3.2 Determining the Sample Size

N	n
10	10
20	19
30	28
35	32
40	34
45	40
50	44
55	48
60	52

Key: N= Population Size; n= Required Sample Size.

Source: Kathuri & Pals (1993)

3.7 Research Instrument

The instrument for data collection was direct contact questionnaire (Appendix A). A questionnaire is a research instrument that gathers data over a large sample (Mugenda & Mugenda, 1999; Kombo & Tromp, 2006) and it is the most appropriate instrument to use in descriptive survey (Mugenda & Mugenda, 2003). The questionnaire was constructed, compiled and then piloted to determine face and content validity. The questionnaires were administered directly by the researcher to the targeted respondents. Direct contact questionnaire is believed to have high rate of return (Kerlinger, 2000).

3.8 Pre-Testing

Pre-testing was conducted before the actual study in one mixed school. A pre-test sample of between 1% to 10% of the total sample was considered suitable (Mugenda & Mugenda, 2003). Pre-testing of the instrument was carried out using 10 subjects. Pre-testing was to check the effectiveness of the questionnaires in terms of wording, clarity and consistency

in the responses and whether there was any research bias, and the suitability of the instrument. Changes were made according to the feedback received from these teachers, and a final version of the questionnaire was compiled. The schools selected for pre-test did not participate in the final study.

3.8.1 Validity of the Instrument

Validity is a measure of the degree of accuracy and meaningfulness of inference based on research results. The face and content validity of the instrument was evaluated by the researcher's supervisors who gave feedback and recommendations for necessary adjustments which were made in the final survey instrument.

3.8.2 Reliability of Instrument

Reliability is a measure that indicates the extent to which there is no biasness, therefore it ensures consistent measurement across the various items in the instrument. Since Alpha Cronbach is usually a good indicator to assess the reliability of research tool and inner harmony among its elements, it was used to assess the reliability of questionnaire in this study. The two set of score were correlated and a reliability co-efficient was found to be 0.732 indicating that the variables were consistent. Cronbach alpha values of 0.7 and above is considered adequate.

3.9 Data Collection Techniques

The researcher delivered the questionnaires directly to the participants in the selected schools on the pre-arranged dates with the school Principals. The respondents were requested to fill in the questionnaires within an hour.

3.10 Data Analysis

The data collected was coded and analyzed using the statistical package for social sciences (SPSS) version 20.0. Descriptive statistics were used to analyze demographic data and variables concerning participation of female teachers in the management of sports programmes in secondary schools, in Taita-Taveta County. Frequency distribution tables were used to organize the data into groups or classes for a meaningful interpretation. Percentages were used to provide a general summary of the data collected. Whereas, ANOVA was used to establish whether female teachers' participation in the management of competitive sport in secondary schools in Taita-Taveta County was different across the type of schools, significant value was set at $P < 0.05$ levels. Chi-square was used to test for the influence of demographic characteristics of female teachers on their participation in the management of sports programmes. Tables were used to organize data for easy comprehension.

3.11 Logistical and Ethical Considerations

The researcher sought ethical clearance from the Kenyatta University Ethics Review Committee. The research permit was sought from National Commission for Science, Technology and Innovation and permission was also sought from the County Director of Education. The researcher wrote a letter to request for data collection from the head teachers in sampled secondary schools. Further, the participant was informed on why the study is necessary. Subsequently, the participants were requested to sign a consent form. The researcher gave full assurance of confidentiality and privacy of the participants' information. The participants were given one hour to complete the questionnaires. The researcher was on hand to collect completed forms.

CHAPTER FOUR: FINDINGS

4.1 Introduction

This chapter presents the results of the analysis of data generated from the study. The study sought to assess factors that influence the participation of female teachers in the management of competitive sports programme in secondary schools in Taita Taveta County, Kenya. Specifically the study examined the independent variables of type of school, age, education level, marital status and facility and equipment availability. The data was cleaned, coded and analysed based on each independent variable using Statistical Package for Social Sciences (SPSS version 20.0).

4.2 Response Rate

A total number of 108 questionnaires were administered to the secondary school teachers in the county of which 90 questionnaires were well completed and returned. Eight of the received back questionnaires were discarded due to invalid responses, while six of the respondents declined to complete the questionnaire and four questionnaires were not returned. The response rate was 83.3% (n=90) of the sample which accounted for 51.4% of the target population. A proportion of 16.7 % of the questionnaire were either not returned, were inappropriately completed or the respondents declined to fill them as shown in table 4.1. A response rate of above 50% is adequate for analysis (Babbie 2007) thus a response rate of 83.3% in this study was considered adequate.

Table: 4 1: Return Rate of Questionnaires

Type of school	Questionnaire given out	Questionnaire Return		Questionnaires not returned/ inappropriately filled	
Boys only	30	29	96.7%	1	3%
Girls only	31	26	83.9%	5	16%
Mixed	47	35	74.5%	12	25.5%
TOTAL	108	90	83.3%	18	16.7%

4.3 Respondent's Demographic Characteristics

The respondents in the study were asked to indicate their age, marital status, highest level of education, category of school, experience. Further they were asked whether they participate in sports, and their area of specialty in sports, how long they had participated in sports, whether the school received support from the administration in the sporting activities among other basic bio data.

4.3.1 Distribution of the Respondents' Age

Table 4.2 shows the distribution of the respondents based on their age categories.

Table: 4 2: Distribution of the Respondent' Age

AGE	20-29	30-39	40+	TOTAL
Frequency (n)	44	29	17	90
Percent (%)	48.89%	32.22%	18.89%	100

The respondents' profile comprised of majority in the age category of 20-29 years old representing (44, 48.89%), followed by 30-39 years age category (29, 32.22%) while the age category of 40 years and above had (17, 18.89%). A majority of the respondents were (youthful) between ages 20-39 years accounting for 73(81.11%) respondents, while only 17(18.89%) were above 40 years old.

4.3.2 Marital Status

A comparison of the marital status of the respondents is shown in figure 4.3 below.

Table: 4 3: Marital Status of the Respondents

Marital status	Single	Married	Divorced	Widowed	TOTAL
Frequency (n)	21	65	3	1	90
Percent (%)	23.33%	72.22%	3.33%	1.11%	100

From Table 4.3 it is evident that of the sampled respondents, (21, 23.33%) were single, (65, 72.22%) were married, (3, 3.33%) were either divorced female teachers and only (1, 1.11%) was widowed.

4.3.2 Distribution of the Respondents' Education

Table 4.4 shows the distributions of the respondents based on their highest levels of education.

Table: 4 4: Distribution of the Respondents according to Education

Education level	Masters	Bachelors	Diploma	TOTAL
Frequency (n)	10	62	18	90
Percent (%)	11.11%	68.89%	20%	100

Out of the 90 respondents, majority (62, 68.89%) of the female teachers in secondary schools in Taita Taveta County were bachelor's degrees holders, followed by (18, 20%) diploma holders and only (10, 11.11%) had master's degree.

4.3.3 Distribution of the Respondents by Type of School and Category of School

Table 4.5 shows the distribution according to the type and categories of school of the female teacher.

Table: 4 5: Distribution of the Respondents by Type and Category of School

Type of School	Number of Female teachers in Schools							
	National school		Extra-county		County		Total	
	n	%	N	%	n	%	n	%
Boys	6	60	7	36.84	16	26.23	29	32.22
Girls	4	40	12	63.16	10	16.39	26	28.89
Mixed	0	0	0	0	35	57.38	35	38.89
Total	10	11.11	19	21.11	61	67.78	90	100

Data from table 4.5, show that 35 of the respondents (38.89%) were from mixed schools, followed by 29 (32.22%) from boys' schools, while the minority 26 (28.89%) were from girls' school. Essentially, 61 (67.78%) taught in county schools, followed by 19(21.11%) who taught in extra-county schools, while only 10 (11.11%) taught in the national school.

4.3.4 Duration of Service in Current station and Sports Participation Management

Table 4.6 shows the distribution of the respondent according to the duration of service in the current teaching station cross tabulated by whether they participate or not in the management of sport programmes.

Table: 4 6: Respondents' Duration of Service by Sport Management Participation

Duration of service in current school in years	Participation in the Management of sports				Total	
	YES		NO		n	%
	N	%	n	%		
Less than 5 years	36	60	21	70	57	60
Over 6 years	24	40	9	30	33	40
Total	60	66.67	30	33.33	90	100

From Table 4.6 it is evident that female teachers with a teaching experience of less than 5 years were 57(60%) while 33(40%) respondents had served for over 6 years. Regarding whether they participate in the managing sport programmes in the current station, it is evident that a majority of the respondents 60(66.67%) were involved in managing sport programmes while 30(33.33%) did not participate in managing sport programmes in their schools.

4.3.5 Area of Specialization in Sport Programmes Management

Table 4.7 shows the distribution of the respondents based on their area of specialization in managing sports programmes.

Table: 4 7: Distribution of the Respondents Based on their Area of Specialization in Managing Sports Programmes

Specialization	Coach	Referee	Chaperon	Others	None	Total
Frequency (n)	47	6	8	12	17	90
Percent (%)	42.3%	5.4%	7.2%	10.8%	18.89%	100

From Table 4.7 it is evident that a majority of the respondents, 47(42.3%) participated as coaches, 6(5.4%) were involved as referees, 8(7.2%) participated as chaperons, a proportion of 12(10.8%) respondents accounted for other specializations, while 17(18.89%) accounted for none participation.

4.3.6 Length of Time Spent in Managing Sporting Activities

Table 4.8 shows the distribution of the respondents based on their length of time spent in managing sports programmes.

Table: 4 8: Length of Time in Managing Sport Programmes

Length of time in managing sports programmes	0-1 year	1-5	6-10	Over 10 years	Total
Frequency (n)	36	42	9	3	90
Percent (%)	15.56%	46.46%	10%	3.33%	100

Majority of the respondents, 42(46.67%) had managed sports programmes for 1-5 years, 36(40%) had managed for 0-1 year, while 9(10%) had been involved for 6-10 years and 3(3.33%) opined that they had participated for over 10 years.

4.3.7 Extent of Participation in the Management of Sporting Programmes

Table 4.9 shows the distribution of the respondents based on the extent of their participation in managing sports programmes.

Table: 4 9: Table on Extent of Sport Management Participation

Extent of sport participation	Daily	Weekly	Monthly	Not at all	Total
Frequency (n)	10	42	9	29	90
Percent (%)	11.11%	46.67%	10%	32.22%	100

It is evident from Table 4.9 that a majority of the respondents 42(46.67%) were involved a weekly basis, 10(11.11%) were involved in managing sport programmes daily, 9(10.00%) were involved on a monthly basis, while 29(32.22%) were not involved in managing sport programmes at all.

4.3.7 Frequency of Workshop Attendance and Workshop Attendance

Table 4.10 shows the distribution of the respondent according to the frequency of workshop attendance cross tabulated by whether they attend workshops or not.

Table: 4 10: Respondents' Sports Workshop Attendance by Frequency of workshops Attendance

Sports Workshop Attendance	Frequency of Sports Workshop Attendance							
	Once a year		Twice a year		none		Total	
	n	%	n	%	n	%	n	%
Yes	42	46.67	2	2.22	0	0	44	48.89
No	0	0	0	0	46	51.11	46	51.11
TOTAL	42	46.67	2	2.22	46	51.11	90	100

It is evident from table 4.10 that 44 (48.89%) of the respondents attended sports workshops while 46 (51.11%) did not attend workshops. Regarding those who attend, it is evident that 42 (46.67%) respondents attended these workshops once a year, while 2 (2.22%) attended workshops twice a year basis.

4.3.8 Formal Training and School Administration Support

Table: 4 11: Respondents' Formal Training in Sport Management by Support from School Administration

Training in Sport management	School Administration Support				Total	
	NO		YES			
	N	%	n	%	n	%
Yes	34	94.44	2	5.56	36	40
No	44	81.48	10	27.78	54	60
Total	78	86.67	12	13.33	90	100

From table 4.11, it is evidence that 36(40%) of the respondents had attended to sport management training course through seminars and workshops, while 54(60%) have not attended any basic course in sport. On whether or not the school administrators support the management of sport programmes in the respondents' respective schools, a majority 78(86.67%) opined that the school administrators do not support sports in their schools,

while the remaining 12 (13.33%) were of the opinion that the school administrators were in support of the sport programmes in their schools.

4.3.9 Level of Sport Training

Table: 4 12: Level of Sport Training

Level of Training	Certificate	Diploma	Workshop	Degree	Not at all	Total
Frequency (n)	5	5	26	0	54	90
Percent (%)	5.56%	5.56%	28.89%	0	60%	100

Majority of the respondents, 54(60%) had not attended any formal training in sport management. A proportion of 26(28.89%) respondents had training at workshop level, while those who had trained in sport management at certificate and diploma were 5(5.56%) respondents. There was no respondent with a degree in sports management.

4.3.10 Extent of School Administration Support

Table: 4 13: Extent of School Administration Support

Extent of support from school administration	Very much involved	Much involved	involved	Fairly involved	Not involved	Total
Frequency (n)	10	28	30	9	13	90
Percent (%)	11.11%	31.11%	33.33%	10%	14.14%	100

Table 4.13 shows that 13(14.14%) of the respondents indicated that the school administration was not involved in supporting sport programmes in their schools. A majority of the respondents, 30(33.33%) reported that the school administration was very much involved in supporting the sport programmes in secondary schools. This was followed by 28(31.11%) respondents who felt the school administration was much

involved, a proportion, 10(11.11%) of the respondents reported that the school administration was very much involved, while 9(10%) of the respondents revealed that the school administration was involved in supporting the sport programmes.

4.3.11 Availability of Sporting Facilities and Equipment

Table: 4 14: Availability of Sporting Facilities and Equipment

Availability of equipment and Facilities	Yes	No	Total
Frequency (n)	75	15	90
Percent (%)	83.33%	16.67%	100

From table 4.14, it is evidence that 75(83.33%) of the respondents reported that the schools in which they taught had sport facilities and equipment, while 15(16.67%) of the respondents revealed that their schools had no sport facilities and equipment.

4.4 Type of School Influence on Sports Management Participation

The respondents' views on the effect of type of school on participation of female teachers in the management of competitive sports programmes on the basis of participation antecedents, are analyzed using ANOVA are shown in table 4.15 below

Table: 4 15: Summary of the ANOVA results on Participation by Type of School

Descriptive	source	Sum of Squares	df	Mean Square	F	Sig.
participation in sports	Between Groups	.603	2	.302	1.353	.264
	Within Groups	19.397	87	.223		
	Total	20.000	89			
Specialization	Between Groups	6.954	2	3.477	2.618	.080
	Within Groups	92.964	70	1.328		
	Total	99.918	72			
Competency (workshop attendance)	Between Groups	.250	2	.125	.489	.615
	Within Groups	22.239	87	.256		
	Total	22.489	89			
length of sport participation (Duration)	Between Groups	.076	2	.038	1.177	.313
	Within Groups	2.824	87	.032		
	Total	2.900	89			
extent of participation (Frequency)	Between Groups	.305	2	.152	1.702	.188
	Within Groups	7.795	87	.090		
	Total	8.100	89			

The results in Table 4.15 show that responses of the subjects regarding participation of female teachers in the management of sports programmes did not differ significantly [F(2, 87)=1.353; $p < 0.264$] across the type of schools. As far as type of school by specialization antecedent is concerned, analysis of variance showed there is no significant difference [F(2, 87)=2.618; $p < 0.080$] in female teachers specialization across different school types. To test whether type of school affects the competency antecedent in competitive sports management, ANOVA was used to test the claim. The results indicated that the competence of the female teachers in the management of competitive

sports programmes did not significantly differ [$F(2,87)= 0.489$; $p<0.615$)] among the types of school. On duration of participation the ANOVA result showed no significant difference among the types of schools [$F(2,87)=1.177$; $p<0.313$], while the frequency of participation was not significantly different across the types of schools [$F(2,87)=1.702$; $p<0.188$].

4.5 Age Influence on Female Teachers' Sports Management Participation

Table: 4 16: Age by Female Teachers Participation in Sport Management

Count	Participation in sports		Total
	no	yes	
20-29	15	29	44
age 30-39	7	22	29
Above 40	8	9	17
Total	30	60	90

Chi-square $\chi^2 = 2.556$; $df=2$; $p\text{-value}=0.279$ (Not significant)

The chi-square score ($\chi^2 = 2.556$; $df = 2$; $p = 0.279$) shows that there is no statistically significant association between the age and the the female teachers' participation in management of competitive sports management.

Table: 4 17: Age by Specialization

	specialization				Total
	coach	referee	chaperon	Others	
20-29	23	2	4	7	36
age 30-39	17	3	2	2	24
Over 40	7	1	2	3	13
Total	47	6	8	12	73

Chi-square $\chi^2 = 3.12$; $df=6$; $p<0.794$ (Not significant)

From the table 4.17, it is evident that a higher population (23 respondents) specialized as coach and were those in the 20- 29 age bracket, with those in the 40-Above age bracket registering the lowest (7 respondents). In the area of specialization as referee 2 respondents were age bracket 20-29, 3 respondents in 30-39 and only 1 was in the above 40 year bracket. On the account of the chaperon there were 4 in 20-29 brackets, and 2 in the 30-39 and above 40 years brackets respectively. To assess the influence of age on the area of specialization, the chi-square analysis indicated no significant influence ($\chi^2 = 3.12$; $df = 6$; $p = 0.794$). This implies that age does not influence the area of specialization of female teachers in regard to their participation in competitive sports management.

Table: 4 18: Age by Duration of Participation

Variable	Duration of sport participation		Total
	over 10 years	0-10 years	
age 20-29	0	44	44
30-39	0	29	29
Over 40	3	14	17
Total	3	87	90

Chi-square $\chi^2=13.327$; $df=2$; $p<0.001$ (significant)

Table 4.18 reveals that the majority of the respondents, 87 (96.67%) had participated in sports programmes for less than 10 years in their schools. Only 3(3.33%) of the respondents of whom were above 40 years had participated in sports for more than 10 years. The P value for the chi-square statistic was 0.001 (less than the 0.05 significant levels), an implication that age as a demographic factor had a significant influence on the duration of participation in the management of sports programmes by female teachers in secondary schools in Taita Taveta County.

Table: 4 19: Age of the Female Teachers' by Workshop Attendance

Variable	Workshops attendance		Total
	No	yes	
20-29	24	20	44
age 30-39	13	16	29
Over 40	9	8	17
Total	46	44	90

Chi-square $\chi^2=8.31$; $df=2$; $p<0.709$ (not significant)

The data in table 4.19, reveal that most of the respondents, 46(51.1%) did not have formal training through workshops, while 44(48.9%) had attended workshops. The chi-square value of 8.31 with a p value of 0.709 at 2 degree of freedom revealed that age has no significant influence on the competency of female teachers in the participation in competitive sports management.

4.6 Marital Status Influence on Female Teachers' Sports Management Participation

In terms of marital status, the researcher grouped the respondents as married, single, divorced and widowed. The results indicated that out of the 90 respondents who were sampled, (21, 23.33%) were single, (65, 72.22%) were married, (3, 3.33%) were either divorced female teachers and only (1, 1.11%) was widowed. To test whether there was any influence between marital status and female teachers' sports management participation the chi-square results were summarized in table 4.20

Table: 4 20: Marital Status Influence on Female Teachers Sports Programmes**Participation**

Variable	Value	df	Asymp. Sig.(2-sided)
Competency	3.394	2	.183
Duration	0.284	2	.868
Frequency	0.916	2	.633
Participation	1.359	2	.507
Specialization	6.561	6	.363

P<0.05

The calculated chi-square value of $\chi^2=3.394$; $df=2$; ($p=0.183$) indicated no significant influence. To establish whether there is significant influence of female teachers' participation in sports programmes by duration of participation, the chi-square test was conducted. The calculated chi-square value of $\chi^2=0.284$; $df=2$; $p<0.868$ showed no significant influence. To determine whether there is significant influence of female teachers' participation in sports programmes by frequency of participation, the chi-square test was conducted. The calculated chi-square value of $\chi^2=0.916$; $df=2$; $p<0.633$ showed no significant influence. To establish whether there is significant influence of female teachers' participation in sports programmes, the chi-square test was conducted. The calculated chi-square value of $\chi^2=1.359$; $df=2$; $p<0.507$ showed no significant influence. To establish whether there is significant influence of female teachers' participation in sports programmes by specialization, the chi-square test was conducted. The calculated chi-square value of $\chi^2=6.561$; $df=6$; $p<0.363$ showed no significant influence.

4.7 Influence of the Female Teachers' Education Level on Sports Management Participation.

To test whether there was any influence between education level and female teachers' sports management participation the chi-square results were summarized in table 4.21

Table: 4 21:Education Level Influences on Sports Programmes Participation

Variable	Value	df	Asymp. Sig.(2-sided)
Participation	0.313	1	0.576
Specialization	1.140	3	0.767
Competency	0.900	1	0.343
Duration	0.345	1	0.557
Frequency	2.500	1	0.114

$P < 0.05$

To establish whether there was significant association between the education level and the the female teachers' participation in management of competitive sports management, the chi- square test was conducted. The calculated chi-square value of $\chi^2=0.313$; $df=1$; ($p=0.576$) indicated no significant influence. This implies that education level of the female teachers does not influence their area of specialization in as far as their participation in competitive sports management is concerned. Therefore female teachers of different education level can specialize in whichever area of their choice. To assess the influence of education level on the area of specialization, the chi- square test was conducted. The chi-square analysis indicated no significant influence ($\chi^2 = 1.140$; $df = 3$; $p = 0.767$).

To determine whether there is significant influence of education level of the female teachers on their competency in competitive sports programmes management is concerned; the Chi- square test was conducted. The calculated chi-square value of

$\chi^2=0.900$; $df=1$; $p<0.343$ indicated no significant influence. To assess whether there is significant influence of education level on the duration of the female teachers' participation in sports programmes, the chi-square test was conducted. The calculated chi-square value of $\chi^2=2.500$; $df=1$; $p<0.114$ showed no significant influence. Therefore, it is evident from the Chi-square results that education level of the female teachers did not significantly influence on sport participation.

4.8 Facility Availability Influence on Sports Participation

Table: 4 22: Facility Influence on Female Teachers Sports Programmes

Participation

Variable		Participate in sports?		Total
		no	yes	
Facility and Equipment availability	Very unimportant	4	2	6
	Unimportant	1	2	3
	Neutral	4	10	14
	Important	7	24	31
	Very important	14	22	36
Total		30	60	90

Chi-square $\chi^2=1.00$; $df=4$; $p<0.262$ (Not Significant)

Majority of respondents, 36 rated this as a very important factor. This accounted for 40% of the sample. This figure was followed closely by 31 (34.4%) respondents who rated facility availability as an important factor influencing their participation. 3(10%) had an opinion that the facility availability is an unimportant factor to sports participation while 14(15.6%) had a neutral opinion and 6(6.7%) rated facility availability as a very unimportant factor influencing their participation in sports programmes. To assess the influence of facility and equipment availability on the female teachers participation in the

management of competitive sports programmes, the chi-square analysis was conducted and the results, $\chi^2= 1.00$, $df = 4$ and P value 0.262 implied that the calculated chi-square value was greater than the table value

4.9 Influence of Psycho-Social Factors on Participation in Sports Programmes

To assess the psychosocial factors influencing female teachers' participation in the management of competitive sport programmes, a 5- Likert scale questionnaire items that included very important, important, neutral, unimportant and very unimportant were used. The corresponding values for this scale were 5, 4, 3, 2 and 1 respectively. The results are presented in table 4.22.

Table: 4 23: Responses on Psycho- Social Factors that Influence Sports Participation

Factor	VUI		UI		N		I		VI		Mean	Std.dev. (SD)
	n	%	n	%	n	%	n	%	n	%		
Type of school	10	11.1	10	11.1	16	17.8	28	31.1	26	28.9	3.56	1.316
Age	12	13.3	16	17.8	28	31.1	17	18.9	17	18.9	3.12	1.288
Marital status	11	12.2	19	21.1	19	21.1	25	27.8	16	17.8	3.16	1.280
Training level	7	7.8	6	6.7	14	15.6	25	27.8	38	42.2	3.90	1.246
Knowledge level of the game	6	6.7	11	12.2	14	15.6	25	27.8	34	37.8	3.78	1.261
Availability of facilities	6	6.7	3	3.3	14	15.6	31	34.4	36	40	3.98	1.141
Availability of Equipment	8	8.9	5	5.6	18	20	21	23.3	38	42.2	3.84	1.280
Domestic chores	11	12.2	9	10	26	28.9	24	26.7	20	22.2	3.37	1.276
Past experience	11	12.2	15	16.7	24	26.7	25	27.8	15	16.7	3.20	1.256
School gender composition	13	14.4	15	16.7	19	21.1	24	26.7	19	21.1	3.23	1.350
Lack of significant others support	10	11.1	15	16.7	21	23.3	28	31.1	16	17.8	3.28	1.254
Work Load	7	7.8	8	8.9	14	15.6	26	28.9	35	38.9	3.82	1.259
Time	2	2.2	7	7.8	17	18.9	27	30	37	41.1	4.00	1.060
Size of the family	21	23.3	17	18.9	26	28.9	16	17.8	10	11.1	2.74	1.303

KEY:

VUI – Very Unimportant

UI – Unimportant

N – Neutral

*I – Important**VI – Very Important*

From Table 4.23, the responses received with regard to the type of school influence on sports participation showed that majority of respondents (31.1%) had a feeling that the type of school was an important factor that affected their participation in sporting activities in their schools. This finding is further supported by the mean of 3.56 and the standard deviation 1.316. This was followed closely by respondents who felt that the type of school was very important factor influence their participation in sports, constituting 28.9% of the respondents. Approximately 22.2% of the respondents were negative on this statement. The respondents were also asked whether domestic chores limit their participation in sports. Majority (28.9%) were neutral on this factor while about 48.9% felt that domestic chores affected their participation in sports. A total of 20 (22.2%) respondents had an opinion that domestic chores are a very important factor that influences their sports participation. A proportion of 44.5% of the respondents opined that past experience limits their involvement in sporting activities and programmes in their schools while a total of 24 (26.7%) were neutral on this statement. On the other hand, about 26 (28.9%) of the respondents said that past experience does not limit their participation in sports.

Results on gender composition of the school as a factor of influence to the participation of female teachers in sports activities revealed that 28 respondents (21.1%) did not consider it an influencing factor, 21.1% were neutral while the majority 43(47.8%) had the feeling that gender composition of the school in the school influenced their participation in the management of sports programmes. Majority (45.6%) had the opinion that their marital status affected their participation in the management of competitive

sports, 21.1% were neutral about this factor while 43.3% felt that their marital status is not a limiting factor to their participation in sports. In as far as training is concerned; majority of the respondents, 42.2% felt that training level was a very important factor that influenced their participation in the management of competitive sport programmes, 27.8% viewed training level as important factor, 15.6% were neutral while 6.7% and 7.8% considered training as unimportant and very unimportant factor that influence their participation in the management of competitive sport programmes. When asked whether knowledge of the game influenced their participation in sport management, 37.8% of the respondents acknowledged it as a very important factor, followed by 27.8% who considered knowledge as an important factor while 15.6% were neutral to this factor. On the other hand, 12.2% considered knowledge of the game influence as an unimportant factor with a minority of 6.7% rated this factor as very unimportant. The findings further showed that a majority, 40% and 42.2% of the respondents rated availability of sport facility and equipment respectively, as very important factors that influence their participation in sport management.

4.10 Significant Others Influence on Female Teachers' Sports Participation

Participation in sports can sometimes influenced by other people's encouragement or discouragement.

Table: 4 24: Extent to which Significant Others Influence Sports Participation

Significant others	Persuade	Neutral	Dissuade	Total
Family members	20(22.2%)	59(65.6%)	11(12.2%)	90(100%)
Friends	19(21.1%)	61(67.8%)	10(11.1%)	90(100%)
Colleagues	42(46.7%)	31(34.4%)	17(18.9%)	90(100%)
Sports Professionals	42(46.7%)	36(40.0%)	12(13.3%)	90(100%)

From table 4.24, majority 59(65.6%) of the respondents felt that they are neither discouraged nor encouraged by their family members, 22.2% responded that they are encouraged by their family members to participate in sporting activities while 12.2% were of the opinion that their participation sports activities is usually discouraged by their family members. About 21.1% received encouragement to participate in sports activities from their friends, 11.1% were discouraged and majorities (67.8%) were neutral on this statement. On the other hand, sports professionals and colleagues in matters of sports constituted the highest percentage, (46.7%) as a source of encouragement among the female teachers representing 42 respondents; 13.3% received discouragement from professionals while 40% were neutral on the statement.

4.12 Extent of Participation

Table: 4 25: Extent of Satisfaction in Sports Participation by Female Teachers

	Frequency	Percent	Cumulative Percent
very satisfied	19	21.1	21.1
satisfied	32	35.6	56.7
uncertain	20	22.2	78.9
unsatisfied	12	13.3	92.2
very unsatisfied	7	7.8	100.0
Total	90	100.0	

From table 4.25, it is clear that many of the respondents (35.6%) are satisfied in participating in sports, 21.1% are very satisfied, 13, 3% are unsatisfied while 7.8% are very unsatisfied with 22.2% being uncertain on their participation in sports.

CHAPTER FIVE: DISCUSSIONS

5.0 Demographic Characteristics

5.1 Age Influence on Female Teachers Sport Management Participation

From the findings, 73 (81.11%) of the respondents were in the age bracket of 20-39 years old. Out of the 73 female teachers in this category, 51 (69.86%) of the female teachers participate in the management of competitive sports programmes while 22(30.1%) did not participate in the management of sports programmes. In the age category of above 40 years, the respondents were 17(15.3%) with 9(52.9%) participating in the management of sports programmes and 8(47.1%) not participating. This age category is also likely to consist of the married female teachers. The observation that the respondents over the age of 40 were the least compared to those under 40 years of age is a reflection that there are more female teachers in the younger age category than in the older ones. The observation that as people advance in age they become less involved in physical activity may not be true. Therefore the findings are not congruent with that of Mabagala and Nderego, (2015) and Australian Bureau of Statistics (2006) which found out that participation rates of women decline with advancing age. Olusola and Awosika (2014) observed that competitive sports have always been identified with youth. In a study by Muthoni (2015), it was found that a higher proportion (91, 31.2%) were in the age category of 36-40 years, with a minority of (5, 1.7%) in the age category of 20-25 years. The study was conducted in the capital city of Kenya while the current study was conducted in a county majorly with rural population. This could be explained by the fact that Nairobi has more secondary schools than Taita Taveta County. In addition, most recruitment of fresh

graduate teachers is done majorly in the countryside with the city given the privilege to receive teachers on transfer basis.

A higher proportion of respondents, 23(48.94%) specialized as coach and were in the 20-29 age category, followed by 17(36.17%) in the age category of 30-39 while those in the 40+ age bracket were the least with 7(14.89%) respondents. In the area of specialization as referee 2(33.33%) respondents were age bracket 20-29, 3(50%) respondents in 30-39 and only 1(16.67%) was in the above 40 year bracket. On the account of the chaperon there were 4(50%) in 20-29 age category, in the 30-39 and above 40 years age category were 2(25%) respondents respectively. The chi-square test of independence indicated no significant influence on the area of specialization. This implies that age did not influence the area of specialization of female teachers in regard to their participation in competitive sports management. Thus, female teachers of different ages can specialize in any area of their choice.

The chi-square test of independence revealed that age had no significant influence on the competency of female teachers in the participation in competitive sports management. Further, the chi-square score indicated that there was no significant association between age and the frequency of participation of female teachers in the management of competitive sports programmes. This implied that age did not influence the frequency of female teachers' participation in competitive sports management. Therefore age was not a barrier to female teachers' participation in competitive sports management.

Majority of the respondents, 87 (96.67%) had participated in sports programmes for less than 10 years in their schools. A higher proportion of the respondents, 44(50.57%) were in the 20-29 age category, followed by 29 (33.33%) in 30-39 years age category and 17(19.54%) were in the above 40 year category. Only 3(3.33%) of the respondents of whom were above 40 years had participated in sports for more than 10 years. The Chi-square test of independence revealed that age as a demographic factor had a significant influence on the duration of participation in the management of sports programmes by female teachers in secondary schools in Taita Taveta County. This can be explained to mean that the duration of female teachers' participation in management of competitive sports programme vary across different age groups. This concurs with the findings of Allman-Farinelli, et al., (2008) who postulated that the level of participation in these activities may vary across the age groups or generations.

5.2 Marital Status Influence on Female Teachers Sport Management

Participation

Marital status influences sport participation. Additionally, marital status plays a very major role in sport, leisure and recreation participation by women (Henderson, 2007). The findings from the marital status of the respondents indicate that, out of the 90 female teachers who participated in this study, (21, 23.33%) were single, (65, 72.22%) were married, (3, 3.33%) were either divorced female teachers and only (1, 1.11%) was widowed. The large percentage of the married female teachers in this category could be explained by the fact that most individual join the institution of marriage at this age bracket. This is congruent with the findings in Muthoni's (2015) study which found that a

higher proportion (217, 74.1%) of the female teachers in Nairobi county were married, while a minority (12, 4.1%) were widowed.

The calculated chi-square test of independence indicated no significant influence of the marital status to the participation in the management of sport programmes. Therefore the hypothesis H₀₂ (b) - Marital status of female teachers in Taita Taveta County did not significantly influence their participation in the management of competitive sports programmes was accepted. This implied that marital status of the female teachers' did not influence their participation in the management of competitive sports. The studies that examined relationship between marital status and sport, leisure and recreation participation generally found mixed results. These findings are in line with the finding in Mabagala (2013) and Kamatu (2015) which showed that the majority of the respondents were married as compared to those who are single. These findings are not congruent to the findings of Muthoni (2015) which postulated that marital status of female teachers did not have an influence on their frequency of participation in leisure and recreation in Nairobi. Gratton and Taylor (2000) found no significant differences between single and married individuals in terms of sport participation.

The commitment of a woman to the family as well as environment circumstances is one of the factors that affect women in their quest to achieve success in their career. This is because it becomes challenging sometimes for a woman to juggle between family commitment and their careers (Mugoh, 2015). Marital status therefore plays a vital role in sport and leisure recreation participation by women. Single women perceive more

constraint than married women related to community structure, personal money, transportation and work, while married women perceived more constraint related to household expectations (Henderson & Hickerson, 2007). Married people are less likely to participate in sport because of household commitments which reduce the amount of time available for sport participation (Humphreys & Ruseski, 2009; Farrell & Shields, 2002). In a study by Mwangi (2015) it is evident from the findings that single female teachers registered a higher population, 60.4% at thrice or more times in a week as compared to those who were married, 45.2%. 54.8% of married female teachers participated once or twice in a week, while at the same frequency; single female teachers registered a lower percentage, 39.6%. The result of the current study however found out that marital status was not a barrier to competitive sports management by the female teacher in Taita Taveta County.

5.3 Education and Training Influence on Female Teachers Sport Management Participation

The academic qualifications are often a major contributing factor to the management and administrative ability of an individual towards resources available. From the findings it is clear that majority of the respondents had bachelor degree education. In Kenya, there are more tertiary institutions producing bachelor of education degree graduates than diploma in education which is the basic qualification for one to be a secondary teacher. Therefore majority of female teachers who participated in this study were graduates.

The calculated chi-square test of independence showed no statistically significant influence on education level of the female teachers in relation to sport management participation. Hence, the null hypothesis that there would be no significant influence of education level of female teachers in Taita Taveta County on their participation in the management of competitive sports programmes was accepted. Hence any female teacher of any level of education can participate in competitive sports programmes management regardless of their competency.

The evidence from previous research indicates that individuals with higher educational level were more likely to practice sport in general (Breuer, 2006; Downward, 2007; Downward & Rasciute, 2010; Farrell & Shields, 2002; Ruseski et al., 2011). These findings agree with the study by Muthoni (2015) whose study revealed that women with first degree and above were more represented in secondary schools than their counterparts who have less education qualification. Downward and Rasciute (2010) argue that individuals with a higher educational qualification have learned more different sports and thus acquired more competencies. This could be explained by the fact that the county has more mixed schools than the single sex schools. This could be explained by the fact that in recent years teachers have only been recruited to replace those who retire.

Capacity building is very essential for any organization to succeed in its service delivery. The researcher grouped female teachers according to their responses on workshop attendance cross tabulated with the frequency of participation in sporting programmes as referees, coaches or others in their respective schools. Regarding whether the

respondents were involved in sporting programmes as referees, coaches or other in their respective schools, the data collected from the respondents revealed that most of them had actually undergone some form of training. For instance, 44(48.9%) of the respondents had formal training, a majority of these respondents, 20(45.46%) were in age category of 20-29, followed by 16(36.36%) in the 30-39 age group and only 8(18.18%) were above 40 years. A majority of the respondents, 46 (51.1%) did not have any training in sport management. This trend of not having any form of training in sport management by the female teachers could be attributed to the fact that the school administrations are not supporting the female teachers to attend workshops, a fact that is confirmed by a greater percentage of female teachers who do not have formal training in sports management in Taita Taveta County.

5.4 Type of School Influence on Female Teachers Sport Management

Participation

Secondary schools are professional institutions that provide affordable sports facilities, equipment and sport programmes conducive for sports participation. From the findings, a majority of the female teachers taught in the county schools. These schools were majorly mixed category.

Generally, the results of the analysis of variance on participation by school type revealed that there is no statistically significant difference between participation of the female teacher in sports and the type of school they teach. Therefore, the null hypothesis which stated that there is no significant difference among the type of schools on the female

teachers' participation in the management of competitive sports programmes in secondary schools in Taita Taveta County was accepted.

The findings of this study are in agreement with the results of Muthoni (2015), which established that the type of school of the female teacher in Nairobi County did not influence leisure and recreation participation. The category of school may be an important factor that influences the participation of the female teacher in sport and physical activity. For instance, many National and Extra-County schools have facilities and equipment and finances to hire qualified coaches in different sports (Kamau, 2015). These schools also allocate more time to sports per week compared to sub-county schools (Wamukoya, 1993 cited in Kamau, 2015).

5.5 Availability of Facilities and Equipment Influence on Female Teachers Sport Management Participation

In relation to the opinion of the respondents on the availability of facilities and equipment in schools, a majority of respondents, 36 (40%) rated this as a very important factor. This was followed closely by 31 (34.4%) respondents who rated facility availability as an important factor influencing their participation. A minority, 3(10%) had an opinion that the facility and equipment availability is an unimportant factor to sports participation while 14(15.6%) had a neutral opinion and 6(6.7%) rated facility availability as a very unimportant factor influencing their participation in sports programmes. To assess the influence of facility and equipment availability on the female teachers' participation in the management of competitive sports programmes, the chi-square test results implied that the calculated chi-square value was greater than the table value. Therefore the null hypothesis which stated that, the adequacy of sports facilities and equipment did not

significantly influence the female teachers' participation in competitive sports management in Secondary Schools within Taita Taveta County, was rejected. This implied that facilities are an issue of concern for them. Hence for most of the female teachers, the adequacy of sporting facilities and equipment is remarkable for their participation in sports programmes. Facility and equipment availability therefore is indispensable for sports management participation by the female teachers in Taita Taveta County.

This was in agreement with Mwhaki (2007) who reported that availability of sports facilities and equipment has a great impact on students' participation in sports activities. The findings of this study also concur with that of Kabunge (2012) which states that there is significant deviation in the level of the maintenance of facilities and equipment to affect sports programme implementation in secondary schools. Further the finding is consistent with Oyeniyi (2002) who posited that facilities and equipment are powerhouse of sports, thus they are indispensable in competitive sports, while Omolawon (2000) opined that availability of adequate facilities is of vital importance in the conduct of sports programme. It is evident that a range of constraints to sport participation exist including time and money as well as availability of facilities or indeed appropriate sport opportunities (Jowett & Felton, 2013).

In all schools under study by Kabunge (2012) showed that 100% of the respondents reported that schools had no gymnasium or swimming facilities, while the majority 95.9% of the respondents reported on table tennis facilities. This implied that availability

of PE facilities and equipment affected the implementation of the PE curriculum. However the findings contradicts the findings of Muthoni (2015) who postulated that female teachers were able to negotiate through the constraints of availability and access to facilities, thus this was not an important factor of their participation. The study by Xhakaza (2005) revealed that a total of 157 (59.7%) girls disagreed with the fact that there are inadequate sporting facilities. On the other hand, there were a total of 106 (40.3%) girls who agreed with the statement. Three (3) girls did not answer this question. Most of the girls agree that there are adequate sporting facilities this implies that facilities are not an issue of concern for them.

5.6 Influence of Psycho-social factors on Female Teachers' Participation in the Management of Competitive Sports Programmes

From the findings, a majority of the respondents 42(46.67%) were involved a weekly basis, 10(11.11%) were involved in managing sport programmes daily, 9(10.00%) were involved on a monthly basis, while 29(32.22%) were not involved in managing sport programmes at all. For the purpose of this study, participation by female teachers in the management of competitive sports in their schools on a weekly basis is considered ideal since they have other roles within the school establishment to undertake. These findings are in tandem with the findings of Mwangi (2015) which posits that participation in leisure and recreation activities thrice or more in a week is considered ideal. Her study, found out that single female teachers registered a higher population, 60.4% at thrice or more times in a week as compared to those who were married, 45.2%. 54.8% of married

female teachers participated once or twice in a week, while at the same frequency; single female teachers registered a lower percentage, 39.6%.

For sporting activities in schools to succeed there is need for support from the school administration. Knowledge on extra-curricular activities and sport is a prerequisite for teacher recruitment. Moreover, there are opportunities to train in form of in service for teachers in schools. The female teachers were grouped according to their response on whether they have any training in coaching or officiating and according to their opinion on the support by school administration. From the findings, it is evidence that 36(40%) of the respondents had attended to sport management training course through seminars and workshops, while 54(60%) have not attended any basic course in sport. On school administrators support of the management of sport programmes, a majority 78(86.67%) opined that the school administrators do not support sports in their schools, while the remaining 12 (13.33%) were of the opinion that the school administrators were in support of the sport programmes in their schools.

These results could explain the reason for a majority of female teachers not attending capacity building workshops. Kabunge (2012) stipulates that administrators play a major role in the management and administration of all sports resources, which include facilities, equipment, program implementation, time and even the people. However in his study the administrators faired very poorly in the regard of sport with 65.63% of them lacking any form of training in sports (Kabunge, 2012). A study by Mugoh (2015) on the other hand revealed that majority of female teachers did not have mentors at all. The

female teachers as revealed by her findings would prefer to be mentored by their female colleagues. The number of mentors was noted to be few as indicated by the female respondents.

Cortis (2009) posits that this discrepancy is attributed to the fact that women are viewed more as performers of domestic roles and care throughout their life course. A possible explanation for this kind of response could be attributed to the fact that in Africa and other developing countries, the heavy burdens of household chores and responsibilities expected on women limit their opportunity that they have for sports engagement (Lyle, 2002; Keogh, 2002; Vuckovic, 2004; Mugoh, 2015 & Ananura 2011). Research study by Mugoh, (2015) posits that resistance from husband as well as heavy domestic roles is recognized as some of the factors hindering women to take up administrative positions.

When the respondents were also asked whether domestic chores influenced their participation in the management of sport, majority (28.9%) were neutral on this factor while about 26.7% felt that domestic chores was an important factor that affected their participation in sports. A total of 20 (22.2%) respondents had an opinion that domestic chores were a very important factor that influences their sports participation. The findings further showed that a majority of the respondents rated training level, availability of sport facility and equipment and time, as very important factors that influence their participation in sport management.

However in a study by Muthoni (2015), it was found that female teachers in secondary schools in Nairobi rated teaching workload, domestic chores, and cost of leisure and recreation as extremely important factors that influence female teachers participation in leisure and recreation with a rating above 2.5, t values of 10.338, 3.690, 4.469 in that order and a P-value <0.001 indicating a significant influence on leisure and recreational participation by secondary school female teachers in Nairobi County. Job responsibilities were found to be the most significant corporate factors affecting participation of staff in sports. This was followed by time, transport, and location of offices, while work travel was found to be the least significant factor in Kamatu (2015) study. Motivation and confidence were the most significance physiological factors affecting participation in sports (Kamatu, 2015). The presence of a coach and family background were not significant factors. This shows that an organization should determine factors which may motivate staff to participate in sport such as offering facilities and having planned activities to promote a healthy and sporting culture (Ndambiri et al., 2013). The low level of involvement of female athletics coaching and management can further is attributed to a number of factors, which may include: lack of interest by women in taking up management roles in athletics (Andanje, 2006).

From the findings it was observed that the majority 42 (46.7%) of respondents opined that they were encouraged by sports professionals and colleagues in matters of sports, while family and friends had the least influence on the female teachers with 22.2% and 21.1% respectively. The findings of this study agrees with that of Kweyu (2007) who observed that peer influence (friend and family members) minimally affected the

participation patterns in sporting activities. However this study does not agree with that of Muthoni (2015) that found that family members and friends had a major influence in leisure and recreation of the female teachers. Further, studies of women in sport show that majority of women attribute their participation in sport to family, school experiences, and peer interactions (Henry et al., 2004, Martel,2007, McAllister, 2006). Majority of the respondents (35.6%) were satisfied by their level of participation in sports, 21.1% were very satisfied, 13, 3% felt unsatisfied with their participation in the management of sport programmes, while 7.8% were very unsatisfied with 22.2% being uncertain on their participation in managing competitive sports programmes.

CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This study revealed that female teachers need more opportunities and encouragement to take part in sports. This study sought to assess factors that influence the participation of female teachers in the management of competitive sports programme in secondary schools in Taita Taveta County, Kenya. Specifically the study examined the independent variables of type of school, age, marital status, education level and facilities and equipment availability. The dependent variable was the participation of female teachers in management of competitive sports programme with its antecedents being specialization, duration, frequency and competency. This chapter summarises the collected data and the statistical treatment of analysis discussion with reference to the specific objectives and assesses the meaning of results by evaluating and interpreting them. The conclusions relate directly to specific objectives. The recommendations refer to the suggestions for further study or proposal for change or both. Each recommendation traces directly to each conclusion.

6.2 Summary of the Findings

The study had 90 (83.33%) respondents from the secondary schools randomly selected from the strata. Generally, the objectives of this study were channelled towards assessing the influence of the selected factors on the female teacher participation in competitive sports programme in secondary schools in Taita Taveta County. The study used the questionnaire as the main instrument for data collection. The following hypotheses guided the study:

H0₁ –There is no significant difference among the type of schools on the female teachers' participation in the management of competitive sports programmes in secondary schools in Taita Taveta County.

H0₂ – There was no significant influence of demographic characteristics of the female teachers in Taita Taveta County and their participation in the management of competitive sports programmes .

Ho2 (a) - Age of female teachers in Taita Taveta County did not significantly influence their participation in the management of competitive sports programmes.

Ho2 (b) - Marital status of female teachers in Taita Taveta County did not significantly influence their participation in the management of competitive sports programmes .

Ho2(c) - Education level of female teachers in Taita Taveta County did not significantly influence their participation in the management of competitive sports programmes.

H0₃ –The adequacy of sports facilities and equipment did not significantly influence the female teachers' participation in competitive sports management in Secondary Schools within Taita Taveta County.

6.2.1 Type of School Influence on Female Teacher's Participation in the Management Competitive Sport.

From the data, most of the respondents, 35 (38.89%) were from mixed schools followed by 29(32.22%) who were from boys' schools, while 26 (28.89%) were from girls' school. The results of the analysis of variance on participation by school type revealed that there is no statistically significant difference between participation of the female teacher in sports and the type of school they teach. Hypothesis, H_{01} which stated that there is no significant difference among the type of schools on the female teachers' participation in the management of competitive sports programmes in secondary schools in Taita Taveta County was therefore accepted.

6.2.2 Age Influence on Female Teachers' Participation in Competitive Sports.

The study indicate that a majority of the respondents were (youthful) between ages 20 to 39 years accounting for 73(81.11%) respondents, while only 17(18.89%) were above 40 years old. Majority of the respondents belonged to the age bracket of 20-29. This age bracket most likely had the majority of female teachers most of whom are married. The observation that the respondents over the age of 40 are the least compared to those under 40 years of age is a reflection that there are more female teachers in the younger age brackets than in the older ones.

The calculated chi-square indicated:

- i. Age is not a barrier to female teachers' participation in competitive sports management.
- ii. Age did not influence the area of specialization of female teachers in regard to their participation in competitive sports management.

- iii. Age as a demographic factor had a significant influence on the duration of participation in the management of sports programmes by female teachers in secondary schools in Taita Taveta County.
- iv. Age did not influence the frequency of female teachers' participation in competitive sports management.

6.2.3 Marital Status Influence on Female Teachers' Participation in Competitive Sports.

A majority of the female teachers were married, translating to 72.22%, while 27.77% were single, divorced, widowed or separated. From the chi-square results, marital status of the female teachers did not significantly differ from sport participation. This implies that the null hypothesis that marital status of female teachers in Taita Taveta County did not significantly influence their frequency of participation in the management of competitive sports programmes was accepted.

6.2.4 Education Level Influence on Female Teachers' Participation in Competitive Sports.

Majority (72, 80%) of the female teachers in secondary schools in Taita Taveta County were university graduates, while 18 (20%) were diploma holders. Female teachers with a teaching experience of 1-5 years were 53 representing the highest percentage (58.89%) followed by 22 respondents who had served for 6-10 years 24.44%. Education level of the female teachers does not influence their area of specialization in as far as their participation in competitive sports management is concerned. Therefore female teachers of different education level can specialize in whichever area of they choose.

6.2.5 Facilities and Equipment Influence on Female Teachers' Participation in Competitive Sports.

Facility availability was rated as a very important factor by 36 respondents. This represents 40% of the sample. This figure was followed closely by 31 (34.4%) respondents who rated it as an important factor influencing their participation, while 14(15.6%) were neutral. However 3(3.3%) and 6(6.7%) of the respondents opined that sporting facilities were unimportant and very unimportant to them respectively. The null hypothesis which stated that, the adequacy of sports facilities and equipment did not significantly influence the female teachers' participation in competitive sports management in Secondary Schools within Taita Taveta County, was rejected. This showed that facility availability had an impact on the participation in competitive sports management by female teachers in secondary schools in Taita Taveta County.

6.3 Conclusion

Based on the findings of the study the following conclusions were made:

- i. Majority of the participants in this study were in the age bracket of 20-29 years, this accounted for 48.29%. Age is also not a barrier to female teachers' participation in competitive sports management.
- ii. Majority of the female teachers were married, translating to 72.22%.
- iii. A majority of the female teachers did not receive support from the school administration.
- iv. The type of school in which the female teacher taught did not influence their participation in the management of sports programmes.

- v. A smaller proportion of the respondents, 36(40%) had formal training in coaching and officiating through seminars and workshops, while 54(60%) did not have.
- vi. Facility availability affects female teachers' participation in sports programme. Majority of respondents, 36(40%) rated facility availability as a very important factor. This figure was followed closely by 31 (34.4%) respondents who rated it as an important factor influencing their participation. Therefore unavailability and inadequacy of sports facilities and equipment discouraged female teachers from participating in the management of sports programmes.
- vii. Majority (65.6%) of the respondents felt that they are neither discouraged nor encouraged by their family members. While a majority (44.4%) of the respondents agreed to the statement that sporting activities are important to them.

6.4 Recommendations

Based on the finding of this research the following recommendations were made for policy formulation and further research.

6.4.1 Policy Formulation and Practice

1. The study found that most female teachers were not supported by the school administration. Therefore, school administrators need to support sporting programmes and ensure that female teachers are accorded equal opportunities with their male counterparts in the participation of sports programmes.
2. Facilities and equipment influenced the participation of the female teachers in sports programmes. Therefore school management need to ensure that schools have basic sporting facilities which are well maintained to encourage the female teachers to participate in sports.

3. The study found that a large percent of the female teachers did not have training in sports and very few attended sports workshops and clinics regularly. Therefore, there is need for the formulation of a basic instructor's course in sports to be pursued by all teachers. This will ensure that all teachers are equipped with basic knowledge in sports.
4. The ministry of education should formulate a policy that will ensure that female athletes, teams and competitions are managed by females and ensure allocation of sport administrative duties and responsibility in sport should not be based on type of school.

6.4.2 Recommendation for Further Research

The following are suggested as possible areas for further research:

1. Further research need to be conducted to establish the measures put in place to improve the female teachers' participation in sports management in secondary schools.
2. Since the study was delimited to female teachers in secondary schools, a similar study should be carried out in primary schools in Taita Taveta County.
3. This study targeted only the female teachers; therefore a comparative study may be carried out in the county involving the male and female teachers in order to determine whether differences exist between the genders.

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APPENDICES

Appendix: A. Questionnaire

Dear respondents,

I am a graduate student in Kenyatta University, pursuing a Master of Science Degree in Physical and Health Education. I am conducting a study to assess the participation of female teachers in the management of competitive sports programmes in secondary schools in Taita –Taveta County. I am therefore requesting you to be a respondent in this study. Your responses will be treated with utmost confidentiality.

FEMALE TEACHERS PARTICIPATION IN THE MANAGEMENT OF COMPETITIVE SPORTS PROGRAMMES IN SECONDARY SCHOOLS.

(Please specify by putting a tick (√) and filling in where applicable.)

A. PERSONAL INFORMATION (DEMOGRAPHIC)

1. What is your Age?
 - A) 20-29
 - B) 30-39
 - C) 40+

2. What is your Marital Status?
 - A) Single
 - B) Married
 - C) Divorced
 - D) Widowed

3. What is your highest level of Education?
 - A) Masters/PhD
 - B) Bachelors
 - C) Diploma

4. What is the Category of your school?

A) National school B) Extra county school C) County school

5. What is the type of your school?

A) Boys only B) Girls only (C) Mixed schools

6. How long have you served in your current teaching station?
 A) 1- 5years B) Over 6 years
7. Do you participate in the management of sport programmes in your school?
 A) Yes (B) No
8. If you participate, please indicate the area of specialization.
 A) Coach B) Referee C) Chaperon D) Others E) None
9. How long have you participated in managing sport programmes since employment?
 A) Over 10 years B) 6-10year C)1-5 year D) 0-year
- 10 If you participate in managing sport programmes in your school, to what extent do you get involved in the management of these programmes?
 A) Daily (B) Weekly (C) Monthly (D) Not at all
- 11 Do you attend any sport training workshop courses?
 A) Yes B) No
- 12 If yes, at what level?
 A) Certificate B) Diploma C) Degree D) Workshops E) Not at all
- 13 Do you receive any administrative support from the school administrators in as far as sport management is concerned?
 A) Yes B) No
- 14 If yes, how do you describe the involvement of the school administration in sports?
 (A) Very much involved
 (B) Much involved
 (C) Fairly involved
 (D) Involved
 (E) Not involved
- 15 Do you have adequate sports facilities and equipment in your school?
 A) Yes B) No
- 16 What do you think of the importance of the sporting facilities and equipment to your school?
 A) Very unimportant
 B) Unimportant
 C) Neutral
 D) Important
 E) very important

B. FACTORS INFLUENCING PARTICIPATION IN SPORTS PROGRAMMES.

17 The following questions examine the factors that influence your participation in sporting activities in your school. Please indicate the extent to which each of the following psycho-social factors have affected your participation in the management of competitive sport programmes in your institution? (*Please tick the number that best describes your situation, using the following rating scale.*)

1= very unimportant, 2= unimportant, 3= Neutral, 4=important, 5= Very important

Factor	1	2	3	4	5
Type of school					
Age					
Marital status					
Training level					
Availability of facilities (e.g. Pitches)					
Availability of Equipment (e.g. Balls)					
Size of the family					
Domestic chores					
Past experience					
Gender composition of the school					
Lack of support from significant others e.g. teachers					
Knowledge level of the game					
Work Load/ Congested academic work					
Time					

18 My participation in sporting activities is sometimes influenced by the significant others persuasion or discouragement. Indicate to what extent the following people persuade or dissuade you from participating in sporting activities in your school.

1= Persuade, 2= Neutral, 3= Dissuade

	1	2	3
Family members			
Friends			
Colleagues			
Sports Professionals			

19 After all considerations, please show the extent of your satisfaction in sports participation.

1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree, 5= Strongly Agree

	1	2	3	4	5
Very unsatisfied					
Satisfied					
Uncertain					
Unsatisfied					
Very satisfied					

Appendix: B. Tables**Table 3.1 Summary of the sample size**

School Category/Type	Number of Schools	Number of female teachers
BOYS	10	22
GIRLS	10	61
MIXED	41	121
TOTAL	61	204

Appendix: C. Cronbach's Alpha Value of Variables

Variables	Cronbach's Alpha
Female participation	.783
type of school influence	.741
facility availability	.731
domestic chores	.721
Past experience	.727
Gender composition	.724
Marital status	.735
Lack of support from significant others	.723
Knowledge level for the game	.738
Training Level	.703
work load	.726
Age	.723
Time	.728
Equipment availability	.721
Family size	.738
Significant others	.753
Average Cronbach's Alpha	0.732

Appendix: D. Gender Distribution in Taita-Taveta County Secondary Schools.

VOI DISTRICT SCHOOLS	Female teachers	Male teachers	Total
MWAKITAWA	5	15	20
DAVID KAYANDA	3	6	9
MWAKICHUCHU	5	7	12
MWAMBITI	1	9	10
VOI SECONDARY	10	15	25
VOI GIRLS	4	6	10
MWAGHOGHO	6	11	17
MOI HIGH SCHOOL	4	8	12
KAJIRE	2	6	8
OUR LADY OF PERPETUAL	4	4	8
MARUNGU	3	3	6
MWANGEA	6	13	19
ACK ST BARTHOLOMEW	2	8	10
TOTAL	55	111	166
MWATATE DISTRICT SCHOOLS	FEMALE	MALE	TOTAL
MUNDA	2	5	7
ST JOSEPH- KIDAYA	0	1	1
KENYATTA	8	28	36
DAVID KITAWI	1	0	1
MWATATE SEC	4	0	4
CHAWIA	2	3	5
MWAFUGA	4	8	12
MWANDANGO	2	7	9
MZWANENYI	2	1	3
MWAMBONU	5	9	14
MURRAY	15	11	26
MLAMBA	2	5	7
ST. JOHNS MWEMA	1	2	3
NGAMI	7	6	13
KOMBOLIO	0	1	1
ZARE	0	1	1
MANOA	0	1	1
MWANGOJI	0	1	1
BURA	11	10	21
MWAKTAU	2	4	6
MSHIMBA	1	6	7
ALLAN MJOMBA	3	7	10
MWANYAMBO	1	7	8
MWANGA	0	5	5

MWASERE	8	4	12
MRABENYI	0	1	1
TOTAL	81	143	224
TAITA DISTRICT SCHOOLS	FEMALE	MALE	TOTAL
ST. JOHNS MGANGE	7	5	12
CANON KITURI	4	7	11
NGANGAO	1	5	6
DR. AGGREY	6	11	17
DALMAS	3	6	9
MGHALU	5	7	12
KIWINDA	2	7	9
ST. MARYS- LUSHANGONYI	4	6	10
P.J MWANGOLA	2	4	6
MWAKIWIWI	3	6	9
SHIMBO	3	9	12
FUNJU	0	3	3
MBELA	0	2	2
KITUMBI	1	8	9
SINIOR CHIEF MWANGEKA	10	7	17
TOTAL	51	93	144
TAVETA DISTRICT SCHOOLS	FEMALE	MALE	TOTAL
TIMBILA	3	11	13
MATA	1	2	3
BISHOP NJENGA	3	3	6
MAHOO	2	2	4
KITOBO	2	2	4
LUMI	0	2	2
ELDORO	5	8	13
CHALA	3	4	7
TOTAL	19	37	55

Appendix: E. Letter to the County Director of Education - Taita Taveta County.

Taita Taveta University College,
P.O. Box 635-80300
VOI
10th Nov, 2015.

The County Director,
Taita- Taveta County,
Private Bag,
Mwatate.

Dear sir/Madam.

RE: PERMISSION TO COLLECT PRE-STUDY DATA

I am a post graduate student in Kenyatta University pursuing a master's degree in physical Education and Health Sciences. I am therefore conducting a study entitled 'Female teachers' participation in the management of competitive sports programmes in secondary schools in Taita –Taveta County'.

I am therefore requesting to access secondary schools in the county, for my research.

Thank you.

Yours Faithfully

ROBERT NDAMBO NGETI
H60/CE/15207/2008

Appendix: F. Informed Consent

You are invited to participate in a study to assess female teachers' participation in the management of competitive sports programmes in secondary schools in Taita-Taveta County. You are informed that participation is voluntary without any consequence. You will be asked to fill self-report questionnaire which will take approximately 10 minutes to complete. Your participation and responses on the survey are both anonymous and confidential. Information gathered will be very valuable, therefore you are requested to fill in the whole questionnaire. If you have any questions regarding the survey I will be glad to answer them. You can contact the following address.

ROBERT NDAMBO NGETI - 0726753031

ndamborobertngeti@gmail.com

If you are deciding to participate as a research participant (respondent) please do sign herein.

Signature of the Investigator _____ Date _____

Signature of the participant _____ Date _____

Appendix: G. Research Authorization



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

OUR REF: H60/CE/15207/08

The Principal Secretary,
Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Date: 30th June, 2015

RE: RESEARCH AUTHORIZATION FOR MR. NDAMBO R. NGETI REG. NO. H60/CE/15207/08

I write to introduce Mr. Ngeti who is a Postgraduate Student of this University. He is registered for M.Sc. Degree programme in the Department of Physical & Health Education in the School of Applied Human Sciences.

Mr. Ngeti intends to conduct research for a proposal entitled, "Female Teachers Participation in the Management of Competitive Sports Programmes in Secondary Schools in Taita-Taveta County-Kenya".

Any assistance given will be highly appreciated.

Yours faithfully,

MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL

RM/cao

Committed to Creativity, Excellence & Self-Reliance

Appendix: H. Research Permission from The County Director of Education

TEACHERS SERVICE COMMISSION

Email:cdirtaitataveta@tsc.go.ke
Web:www.tsc.go.ke

When replying please quote;
REF: TSC/ T.TVT/A.1VOL.II/160



TAITA TAVETA COUNTY
P.O. BOX 251 - 80305
MWATATE

8th January, 2016

To All Principals
SECONDARY SCHOOLS

Robert Ndambo Ngeti

PERMISSION TO VISIT ALL SECONDARY SCHOOLS FOR DATA COLLECTION

The above mentioned officer is a student at Kenyatta University pursuing a Masters Degree in physical and health education. He has been given permission to visit all secondary schools and collect data to facilitate in his study programme.

**TSC COUNTY DIRECTOR
TAITA TAVETA
P. O. Box 251- 80305
MWATATE**

V. MUOKA
County Director
Teachers Service Commission
TAITA TAVETA COUNTY

Appendix: I. Identification of Protocol



KENYATTA UNIVERSITY ETHICS REVIEW COMMITTEE

Email: chairman.kuerc@ku.ac.ke
secretary.kuerc@ku.ac.ke
ercku2008@gmail.com
 Website: www.ku.ac.ke

P. O. Box 43844 - 00100 Nairobi
 Tel: 871 0901/12
 Fax: 871 1242/871 11575

Our Ref: KU/R/COMM/51/547

Date: 10th September, 2015

Robert Ndambo Ngeti
 Kenyatta University,
 P.O Box 43844, Nairobi

Dear Ngeti,

APPLICATION NUMBER PKU/404/ 1373 – “FEMALE TEACHERS PARTICIPATION IN THE
 MANAGEMENT OF COMPETITIVE SPORTS PROGRAMMES IN SECONDARY SCHOOLS IN TAITA-
 TAVETA COUNTY-KENYA”.

IDENTIFICATION OF PROTOCOL

The application before the committee is with a research topic, “Female teachers participation in the management of competitive sports programmes in secondary schools in Taita-Taveta County-Kenya” received on 28th August, 2015 and discussed on 8th September, 2015.

2. APPLICANT

Robert Ndambo Ngeti, Department of Physical & Health Education

3. STUDY SITE

Taita-Taveta County, Kenya.

4. DECISION

The committee has considered the research protocol in accordance with the Kenyatta University Research Policy (section 7.2.1.3) and the Kenyatta University Ethics Review Committee Guidelines, and is of the view that against the following elements of review,

- i. Scientific design and conduct of study,
- ii. Recruitment of research participant,
- iii. Care and protection of research participants,
- iv. Protection of research participant’s confidentiality,
- v. Informed consent process,
- vi. Community considerations.

AND APPROVED and that the research may proceed ON CONDITION that you incorporate its advise below.

5. ADVICE/CONDITIONS

With respect to matters of scientific design and conduct of study and recruitment of research participants, the following specific conditions must be fulfilled in writing before an approval can be granted. The manner of fulfilling these should be outlined and submitted to KU-ERC as soon as possible.

1. **Ethical Consideration.**

a) Indicate that ethics review will be done by KUERC.

2. **Informed consent**

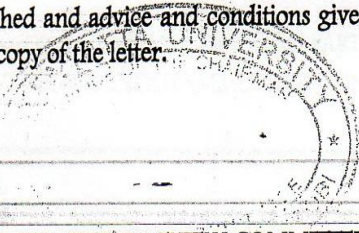
a) Provide an-informed consent which includes all aspects of ethical considerations as per KUERC-guidelines.

3. **Community considerations**

a) State the community considerations in the research.

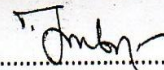
When replying, kindly quote the application number above.

If you accept the decision reached and advice and conditions given please sign in the space provided below and return to KU-ERC a copy of the letter.



PROF. NICHOLAS K. GIKONYO
CHAIRMAN: KENYATTA UNIVERSITY ETHICS REVIEW COMMITTEE

I ROBERT NDAMBO MWETI - H60/CE/15207/08
accept the advice given and will fulfill the conditions therein.

Signature..........Dated this day.....02 of October 2015.
cc. Vice-Chancellor

Appendix: J. Research Authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/16/22235/14452**

Date:

7th November, 2015

Robert Ndambo Ngeti
Kenyatta University
P.O. Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Female teachers participation in the management of competitive sports programmes in secondary schools in Taita Taveta County-Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Taita Taveta County** for the period ending **7th November, 2016**.

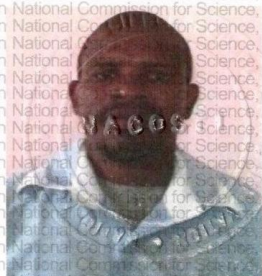
You are advised to report to **the County Commissioner and the County Director of Education, Taita Taveta County** before embarking on the research project.

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.

THIS IS TO CERTIFY THAT: **Permit No: NACOSTI/P/16/22235/14452**
MR. ROBERT NDAMBO NGETI **Date Of Issue : 7th November, 2015**
of KENYATTA UNIVERSITY, 0-80300 **Fee Received :ksh 1000**
VOI, has been permitted to conduct
research in Taita-Taveta County

on the topic: FEMALE TEACHERS
PARTICIPATION IN THE MANAGEMENT
OF COMPETITIVE SPORTS PROGRAMMES
IN SECONDARY SCHOOLS IN TAITA
TAVETA COUNTY-KENYA

for the period ending:
7th November, 2016



[Signature]
Applicant's Signature **Director General**
National Commission for Science, Technology & Innovation