GENDER REPRESENTATION IN SPORTS PARTICIPATION AND LEADERSHIP IN TEACHER TRAINING COLLEGES IN THE EASTERN ZONE - KENYA

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DECLARATION

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

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DEDICATION

It is with great appreciation and a grateful heart that I dedicate this thesis to my mother for her respect to education and her endless toil so that I could get to the level I have so far achieved.

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It's with a lot of appreciation to everyone who assisted me in every way in the writing of this thesis. I herein say thank you very much. However, I really acknowledge the great assistance from my supervisors Dr. Gitonga Rintaugu and Dr David Muigai without whose assistance I would not have had this great achievement.

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OPERATIONAL DEFINITIONS OF TERMS

Administrators: People involved in the running the P.E and sports programs in T.T.Cs including the principals, deans of students, sports coordinators and coaches.

Coach: Persons giving instructions to participants in various sports.

Leadership: The administrators in P.E and sports. They include the principals of the colleges, zonal officials, sports coordinators, and coaches.

Participation: Term used to refer to active involvement in sporting activities such as games and athletics.

Public college: Teacher training that is controlled, financed and regulated by the government

Private college: Teacher Training that is owned by a proprietor and other institutions such as the church.

Representation: This is either being involved in active participation or in leadership in sports.

Sports/**sport**: Formal competitive physical activities engaged in by students during inter-colleges competition.

Teacher trainee: A Person undergoing training to become a teacher in primary school.

Gender: These are the socially determined power relations, roles responsibilities and entitlement for men and women.

Gender Equity: This the practice of fairness in the distribution of benefits, responsibilities, power opportunities and services regardless of whether one is male or female.

ABBREVIATIONS AND ACRONYMS

CCPR: Central council for physical recreation.

IOC: International Olympic Committee.

NCCA: National collegiate athletics association.

P.1:   Teacher training for P.1 certificate level.

PE: Physical Education

SPSS: Software package for social sciences.

T.T.C: Teacher Training College.

ABSTRACT

The purpose of the study was to investigate gender representation in sports participation and leadership in Teacher Training College in Eastern Zone of Kenya. The study was guided by the hypothesis that participation in sports and leadership in sports is not based on gender. Random sampling was used to select the students' respondents of the study. Purposeful sampling was also used to identify the coordinators, P.E teachers. Five colleges in Eastern zone of Kenya were used for the study. A total of 523 student respondents took part in the study and other respondents were 5 sports coordinators, 16 coaches and 23 P.E teachers. Questionnaires were used to collect data from the respondents. The resulting data was analyzed using chi-square which indicated that the X^2 values were significant ($X^2 = 5.839$, df = 1p<0.05) which shows that there was differences in the participation of both public and private colleges. Athletics and soccer were the most popular games at the three levels i.e. primary, secondary and colleges. The hypothesis that there is no significant difference in representation between public and private colleges in the Eastern zone in Kenya was rejected. In leadership representation, the hypothesis was rejected as the results indicated that there was a significant difference in leadership representation in sports in Teacher Training Colleges (TTC's). The findings on gender participation and sports indicated that more males participated in sports than women in TTCs. From the findings, it was recommended that funding should be improved in primary schools as they are the foundation for participation in sports in other levels.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Sport is one of the most popular activities of mankind across the modern world. It is appreciated and embraced among people of all ages, gender, abilities and races. The popularity of sport stems from its benefits, not only at an individual's level but also at societal level. Numerous scientific findings have shown that sport enhances physical fitness and health of participants. It is an important tool for socialization, enhancing self-image and leadership training (Payne & Hahn, 2000). During the 3rd international conference of ministers and senior officials held in Punta del Este, Uruguay 1999, the Ministers underscored the importance of sports as a tool for achieving social cohesion and democracy. The ministers further expressed the importance of physical education and sports in job creation (Dong, 2000).

The United Nations millennium goals aims at promoting gender equality and empowering women through sport (Women 2000 and Beyond). It is also in this respect that Title IX on gender equity, formulated in 1970 in the USA was mandated in 1972 to regulate college athletics. The Title provides that *"no person shall be excluded from participation, denied the benefits of treated differently from another person in any interscholastic, intercollegiate, club, intramural athletics on the basis of sex,"* (Deborah & Walker, 2008). Hence, any form of discrimination in sport is unacceptable in the USA.

Since attaining independence, the government of Kenya has been gearing towards the attainment of social equality and non-discrimination. Its efforts are seen through the Ministry of Education, which in collaboration with other partners has developed The Gender Policy in Education (MOEST 2007) to address critical issues related to gender

and education. The policy tries to ensure gender equity in learning and at management levels.

Although success in sport is celebrated with extreme gusto globally, there lie major contradictions in terms of access to sports competition by certain social group. There has been persistent inequality in participation especially across gender (Hargreaves 1986; McPherson, Curtis & Loy, 1989). Indeed the controversy about the involvement of women in sport dates back to antiquity. History has shown that women have continued to be discriminated and under-represented in matters of sport, and as Mwisukha (2005) notes, much of the organized sport has been a preserve for men.

In the nineteenth century, women were not allowed to train or participate in sport. In the 1880s, men viewed with suspicion all women's sport which emphasized freedom and spontaneity (Women in Sports, 2005). Much of these sports took place separately from men and traditionally, feminine behavior was expected. It was not until the 1920 Antwerp Olympic Games that women were officially allowed to participate only in a limited number of sports activities that included tennis, archery, figure skating and yachting. However in 1928 Olympics games, women were formally allowed to participate in a few games though they had to be probed on their sexuality to prove that they were not men (Schaffer & Smith, 2000). It was also not until 1990 and 1991 that women's triple jump and hammer were introduced respectively.

In addition to the long time taken to officially allow women's participation in the Olympic Games, the number of female participants in the Games has been miserably low compared to their male counterparts as shown in the table below. However, the table indicates a notable improvement on women participation from 1972 to 2012 where the number of women participating in the games continue to increase. This can be attributed to the introduction of Title IX on gender discrimination in America. This

trend on the number of women participants in the Olympics has continued to increase.

Table 1.1: Female and Male Participants in Olympic Games 1896-2012.

Year	Place	Male Athletes	Female Athletes	% Female
1896	Athens	311	0	0%
1900	Paris	1319	11	0.08%
1904	St. Louis	617	8	1.3%
1908	London	1999	36	1.8%
1912	Stockholm	2490	57	2.2%
1920	Antwerp	2543	64	2.5%
1924	Paris	2956	136	4.4%
1928	Amsterdam	2724	290	9.6%
1932	Los Angeles	1281	127	9.0%
1936	Berlin	3738	328	8.1%
1948	London	3714	385	9.4%
1952	Helsinki	4407	518	10.5%
1956	Melbourne	2958	384	11.5%
1960	Rome	4738	610	11.4%
1964	Tokyo	4903	683	13.3%
1968	Mexico	5845	781	14.1%
1972	Munich	6824	1070	17.6%
1976	Montreal	4938	1274	20.6%
1980	Moscow	4835	1088	20.4%
1984	Los Angeles	5435	1620	22.8%
1988	Seoul	6949	2476	25.8%
1992	Barcelona	7555	2708	28.9%
1996	Atlanta.	7060	3684	34.3%
2000	Sidney.	6582	4069	38.2%
2004	Athens.	6454	4428	40.7%
2008	Beijing.	6450	4746	42.4%
2012	London	6068	4835	44.3%

Source: (http ://Olympic-museum.de/statistics/statistics 1940

With the introduction of Title IX on gender equity in the US, there has been great

progress in the number of women representation in sports in the USA. Despite this,

the pace of change has slowed and only small advances have occurred since the 1990's as measured by the number of sport availed to females students. In colleges in America, women teams account for 37% of athletics program operating expenses. (Deborah &Walker, 2008)

The Brighton declaration of 1994 , whose aim was to develop a sporting culture that enabled and valued the full involvement of women in every aspect of sports, underscored the need for governmental organization and other institutions involved in sports to apply the principles that it set out in the declaration. (www.sportbiz.bz/ womensportinternational/conference/brighton-declaration.htm).

This was to be done by developing appropriate policies and structures and mechanisms which would ensure that all women and girls have the opportunity to participate in sports in a safe and supportive environment which preserves the right, dignity and respect of the individual. Among the principles was on developing participation. It was observed that women participation in sports is influenced by the range of activities available. Those responsible for delivering sporting opportunities and programming should provide and promote activities which meet women's need and aspirations. On facilities, it was observed that women participation in sports was influenced by the extent variety, and accessibility of facilities, the planning, design and management of these should appropriately and equitably meet the particular needs of women in the community with special attention given to the needs for childcare provision and safety. The declaration also expressed that women are underrepresented in the leadership and decision making in all sport and sport-related organizations, hence those responsible for these areas should develop policies and programs and design structures which increase the number o women coaches, advisers, decision makers, officials, administration and sports personnel at all levels

with special attention given to recruitment, development and retention. (www.sportsbiz.bz/womensportinternational/conference/brighton-declaration.htm)

The first woman member to the International Olympic Committee (IOC) was appointed in1981, almost a century after the inaugural Modern Olympic Games in 1896 (Deborah & Walker, 2008). At high ranks in the IOC, progress was made in 1997 when Anita DeFrantz became the first female vice president and Nawal E Moutawake, Minister of Sport and Youth in Morocco became the first Muslim woman ever to be elected as a member of the IOC (Edwina, 2007).

The sports scene in Africa is bedeviled with imbalance between male and female participants. Mazrui (1986) points out that men have dominated sport in Africa over the years. In Kenya, women were first incorporated in the national teams for international competition in 1956, and since then women have consistently represented Kenya in athletics at all Olympic Games that have taken place since 1968 and in all African games (Mwisukha, 2005). However, there are more male sports administrators than female in the various national sports organizations as shown in the Table 2 below.

Table 1.2: Number of Male and Female Sports Administrators in National Sports Organizations in Kenya:

Name of Sport Organization	Males		Females	
Soccer (KFF)	9	(90%)	1	(10%)
Athletics Kenya	10	(90.9%)	1	(9.1%)
N. Olympic Committee	10	(90.9%)	1	(9.1%)
Sports Council	10	(90.9%)	1	(9.1%)
Rugby Union	11	(100%)	0	(0%)
Handball Association	11	(84.6%)	2	(15.4%)
Basketball Federation	9	(100%)	0	(0%)
Volleyball Federation	10	(90.9%)	1	(9.1%)

Source: Njororai, Achola and Mwisukha (2003)

In the table, there is evidence that there is low representation of women in sport leadership in most of Kenya sports association whereby in most organization men representation is at and above 90% and women at 9%. This study therefore set out to establish the extent to which gender is represented in participation and leadership in T.T.Cs in the Eastern Zone of Kenya.

1.2 Statement of the Problem

Gender representation in sport participation and in leadership is an issue of major concern across the world. Most of the studies carried out seem to point towards women under representation in both participation in sports, as active participants and in leadership. In Kenya the under-representation of women is seen in a study by Njororai, Achola and Mwisukha, (2003) which reflect women lower participation in sports, spectatorship and sports leadership. The study also revealed that Kenyan women are under-represented in sport administration at the national sports federations, Universities in Kenya, national sports associations and in the contingents of officials that accompany athletes to the World Sports Championships.

Previous studies have concentrated on gender representation in Sports Organizations and have not addressed the situation in Teacher Training Colleges. It is worth noting that women teachers just as their male counterparts play a great role in the development of the Kenyan youth and as such there is need for them to be empowered in sports so that they can cascade these skills in the primary schools they are they finally go to teach and help bring change in the society.

1.3 Purpose of the Study

The purpose of the study was to assess gender representation in sport participation and leadership in Teacher Training Colleges in Eastern Zone, Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives:-

i) To determine the socio-demographic details of sports participants in T.T.Cs in Eastern zone Kenya.

ii) To establish male and females representation in sports participation in Teacher Training colleges in Eastern zone in Kenya.

iii) To determine male and female representation in leadership in sports in T.T.Cs in Eastern zone.

iv) To establish the level of representation in public and private colleges in Eastern zone.

1.5   Hypotheses

$H0_1$ There is no significant difference between males and females participation in Sports in T.T.C's in the Eastern zone in Kenya.

$H0_2$ There is no significant difference between males and females representation in Leadership positions in T.T.C's in the Eastern Zone in Kenya.

$H0_3$ There is no significant difference in representation between public and private Colleges in the Eastern Zone in Kenya.

1.6 Significance of the Study

The study provides valuable knowledge in the field of gender and sport and especially in the Ministry of Education Science and Technology in achieving equality for all as recommended by the Gender Policy in Education (2007). It further sets to help the government while formulating policies aimed at achieving the millennium goals on promotion of gender equality and empowerment of women, and in realizing the constitutional bills of rights which calls for equal treatment for both men and women

in all social spheres. The study provides information to other researchers and other readers in general on gender participation and leadership in teacher training colleges in Eastern Zone, Kenya.

1.7 Delimitations of the Study

The study was carried out in teacher training colleges in the Eastern Zone in Eastern province in Kenya. Teacher training colleges draw their trainees from all districts in Kenya and hence every region in the country is represented. The study focused on gathering information from the P.E tutors, coaches, and Teacher Trainees both male and females in Public and Private Colleges.

The study was conducted in five colleges located in Eastern Zone. The sample population included P.E tutors, coaches and teacher trainees. The researcher used questionnaires as research instruments to assess gender representation in sports participation and leadership in teacher training colleges Eastern Zone in Kenya.

1.8 Limitations of the Study

The colleges are located in both Embu and Meru county hence it required a lot of time to move from one college to another in order to collect data.

1.9 Assumptions of the Study

This study was carried out under the following assumptions:

(i)   Participation and leadership in sports is influenced by gender in Teacher Training Colleges in the Eastern Zone.

(ii)   The study assumed that the selected respondents were a good representation of the status of sports participation and leadership in the T.T.C's

1.10   Theoretical Framework

The study was based on the theory of patriarchy by Theberge and Birrel (1994). The theory of patriarchy recasts the whole arena of sports as;

(i)   Sports as a patriarchal (male-dominant) institution.

(ii)   Sexist ideology pervades sport.

(iii)   There is a bias in the study of women in sport.

(iv)   Sport sociology is dominated by sexist paradigm and women are seen as being ineluctably and irreversibly different from men and are considered inferior.

Since sport is a valued social activity, the theoretical perspective of patriarchy views the activity as a cultural domain in which values, meaning and norms are contested along gender. The patriarchal theory is relevant to the study as it draws attention to the intimate connection between gender roles in other social spheres and their status in sport. Mazrui (1986) advances the patriarchal theory by pointing out that, African women both in pre-colonial and post-colonial periods have had fewer opportunities to participate in sports because the warrior culture of pre-colonial society linked sports to physical combat hence, since the warrior was male-hegemonic, sports were in turn male specific. The militarization of sports and the demilitarization of women have therefore reduced the chances of women in sports. In addition, the kind of sports ushered into Africa by colonialists namely soccer, athletics, boxing, basketball, hockey and golf were male specific (Mwisukha, 2005). Raija (2010) observed that one reason for the persistent gap between participation and leadership is that gender inequality has been allowed to linger in sport far longer than many others.

CHAPTER TWO

LITERATURE REVIEW

2.1   The Concept of Gender

According to Gender Policy in Education (2009), the term gender is defined as the socially determined power relations, roles, responsibilities, and entitlements for men and women, boys and girls. These roles are socially assigned as opposed to being biologically determined. These roles are further defined as being created in our families, society and   include the expectations about the characteristics and likely behavior of both men and women. These roles can be learnt and changed over time and within cultures and social systems such as politics, status and class. This is important as if applied to the social differentiations as it shows how women insubordination is socially constructed and hence it can be changed and ended in the society.

2.2 Gender and Participation in Sport

The practice of physical education and sports is a fundamental right for all Women 2000 and Beyond (2005). Participation in physical activity and sports develops such benefits as team work, goal setting to mention but a few. Although Women participation in sports has been filled with major accomplishment by female athletes whose number has continued to increase especially in the Olympics, it has also been marked by discrimination and divisions.

A study by Akinsanmi (1997) on barriers to female sports management and participation to selected Nigerian Colleges of education showed that inadequate funds, personnel, facilities, equipment, supplies and management of sport's supervision and coaching were some of the barriers to female sports management and

participation.

In another related study, Oloyede (1997) investigated on the psychological and social variables that militate against female participation in physical activity in colleges in Nigeria. The study findings indicated socio-economic status, religion, culture and sex role orientation as some of the factors notably militating against female participation in physical activities. This study illuminates on factors that militate against female participation in physical activities at college level.

Eboh, (1999) investigated the nature of institutional support or motivation provided for female students participating in university sports. Incidentally, against the conventional expectations, the findings of the study revealed that both moral and material support was offered by higher institutions to promote female sport participation.

Morakiyo and Olufolake (2005) studied the social factors that influence women's participation in sports in Ondo and Ekiti States of Nigeria. The five factors that were considered included educational systems, mass media, peer group influence, economic values and medical care. The study revealed that the five factors had significant influence on female participation in sports in Ondo and Ekiti States of Nigeria. The study therefore, recommended that more athletic programs should be designed specifically for women and also ensure that the responsibilities of administration and organization be taken up by women.

Ananura (2005) established that most of the women who play football in Uganda had to overcome socio-cultural beliefs and negative attitudes, which militated against their participation in sports. It was therefore recommended that there is a need to encourage more participation of women in soccer and allow more women to participate in the

management of the sport.

Njororai, *et. al*, (2003) reported that women are under-represented as participants in Kenyans universities. The records of contingents of athletes and officials to the world athletic championships indicated a wider margin between men athletes (85.9%) in comparison to the female athletes (14.1%). It is also important to note that out of the 47 athletes that represented Kenya in the 2012 London Olympic Games, the gender spread comprised of 20 women and 27 men (Kenya at the 2012 Olympic Games (wikipedia.org/…kenya-at-the-olympics.).

Rintaugu (2005) in a study on socialization of secondary school athletes into sports in Kenya observed that there was high involvement of secondary school athletes at primary school level. In the study it was evident that at secondary school level 500 (78.61%) of the athletes took part in sports while 136(21.37%) did not. For the male athletes 240 (75%) of them took part in sport while 80 (25%) did not at the secondary school. On the side of females 260 (82.28%) took part in sport at the primary school level while 56 (17.72%) did not. This shows that at primary school level, the level of participation was high. The study also indicated that females were more involved in sports than the males at the primary school level.

2.3   Gender and Sports Leadership

Sports is one of the most popular activity across the modern world for all ages, gender, abilities and races (Mwisukha, 2005). It is vital in promoting positive development and providing norms and values and knowledge to all persons,(Women 2000 and Beyond,2007) contribution by both men and women particularly in leadership can bring diversity and alternative approaches and expand the talent base in the areas of management. However, Carolyn (2006) reported at the Fourth Conference

on Women in Sport that there was under representation of women in decision making positions in the areas of art, culture, Sports and the media which have prevented women from having a significant impact on many key institutions. She further stated that there was need to promote full and equal participation of girls in extra-curricular activities, such as sports, drama and cultural activities.

In her study Edwina, (2007) observed that women are under-represented at all levels including coaching, management, commercial sporting activities and the media, as well as in decision making bodies at the Local, national, regional and international levels the including the International Olympic Committee. She pointed out the case of the Czech Republic where 8% (33) of all the members of the executive boards in the country's sports federations are women and that only 3 women have ever been members of the executive board of the Czech Olympic committee in its 105 history and only coached 21 percent of the elite athletes.

Deborah and Walker (2008) revealed that the opportunities for female professionals had declined since the introduction of the Title IX. The study revealed that only 42% of women teams had a female head coach compared to 90% in the 1970's. The number of men teams with female coach remained at fewer tha 2%, a figure that was unchanged since the 1970's leaving less than a fifth (17.7%) of all college teams with a woman in-charge. The number of women in coaching and top level administration positions in the national collegiate athletic association (NCCA) had dropped to 35% of all athletic administrative positions and held only 19% of head administrative jobs in women athletics programs.

 Raija (2010) expressed that in some research carried out regarding women in sports management on the National level revealed that gender inequity existed. For example, with regard to Germany, research indicated the degree to which women had been

excluded from leadership positions at the national and regional level in the decision making committees of the German Sports Federations. From the data it was shown that women's participation in executive committees varied from 0 to 20 percent and that across the board, there was large disparity between the percentages of female participants in sports organization verses the percentage of women in leadership positions as status increases, participation of women decrease. As of 2006, twenty-five percent of the fifty-five national sports federations had no women in leadership positions, and women led only in two national state sport federations.

Njororai *et.al.* (2003) reported that women are under-represented as participants in competitive and recreation sports, sports leadership and sport related academic fields. The report indicated that staff teaching physical education and sport in Kenyan universities showed that men dominate with 80.4% compared to the women 19.6%. Similarly, the composition of the national sport organizations executive committees showed that more men 91.9% than women 9.1% sit in those committees.

2.4 Summary of Literature Review

In summary, the reviewed studies seem to point out that there is gender imbalance in sports in participation and leadership cited. The studies have concentrated on universities and not in primary teacher training colleges. That is why it was important to carry out the proposed study in order to establish the factors influencing gender participation in sports in teacher training colleges in Eastern Zone in Kenya as this will provide information as regards sports in primary teacher training colleges.

CHAPTER THREE

METHODOLOGY

3.1 Research Design

The researcher used the survey research design for the study. The design enabled the researcher to determine the previous status of males and females representation in sports participation and leadership. The survey was a suitable research design because it enabled the researcher to gather data without any manipulation of variables that is males and females, participation and leadership that were under investigation as their manifestation had already occurred (Mugenda & Mugenda 2003).

3.2 Location of the Study

The research study was carried out in the Eastern Zone Teacher Training Colleges. Teacher training colleges in Kenya are divided into seven zones; Eastern, Western, Central, Nairobi, Coast, Nyanza and Rift valley Zone. The Eastern Zone is made up of five colleges located in part of the Meru and Embu counties. These are Kigari, Egoji, Meru, Rubate and St Augustine. The colleges are in two categories, Public and Private. Egoji, Meru, and Kigari are Public colleges while Rubate and St.Augustine are in the private category.

3.3 Target Population

This study targeted female and male representatives at various levels of sport leadership and participation in Kenya Teacher Training Colleges in Eastern zone. They included all 23 P.E tutors, 14 team coaches and 50% of the total population of students in each college in the 1st year and 2nd year of study. They were categorized into two groups; Student participants at Zonal competition and those who had not represented their colleges at any level of competition. The sample was drawn from a

total population of 4780 trainees in the 3 Public and 2 Private T.T.Cs. in the Eastern Zone as indicated in the table in Appendix 3.

3.4 Sample and Sampling Procedures

Stratified sampling technique was used to ensure the inclusion of private and public colleges. This included teacher trainees who participated at the college level, zonal and National levels. This technique was used to ensure representation of various subgroups in the population (Mugenda & Mugenda, 2003). Simple random sampling was used to sample a total of 535 trainees from the total population of 4780 teacher trainees in all the five teacher training colleges in Eastern Zone. This sampling technique ensured that each member of the target population had an equal chance of being included in the sample. Purposeful sampling was used in the selection of the P.E tutors and coaches. Purposeful sampling enables a researcher to use cases that have the required information.

3.5 Instruments for Data Collection

Official records were obtained from the offices of the deans of students on students participation and the zone sports office to establish females and males representation in leadership positions in sports at the zonal and college levels. Records also helped in obtaining data on the enrolment of student along gender line in the five colleges. A self-administered questionnaire was administered to the Physical Education tutors, coaches and teacher trainees. The researcher used two questionnaires. The first one was administered to the P.E tutors and coaches while the second one was administered to the teacher trainees. The questionnaires were divided into two sections, section A and B. Section A was on demographic information and the Section B had questions on participation in games, time and nature of competitions. The

questionnaires contained open ended and close ended questions. It also contained items with a 5-point response Likert scale of strongly agree (SA) agree (A) undecided (U) disagree, (D) and strongly disagree (SD). These items were scored as 5,4,3,2 and 1 respectively.

3.6   Pretesting of the Research Tools

The researcher carried out a pilot study using 1% of the sample size. This was conducted outside the scope of the main study area. The hat pick approach was used to select the zone and the college where piloting was carried out. The purpose of the pilot study was to test the effectiveness of the research instrument that is the questionnaire and check on the reliability and the validity of the instrument. Validity is the accuracy and meaningfulness of inferences which are based on research results or the degree to which results from the analysis of data actually represent the phenomenon under study (Mugenda & Mugenda, 2003). For content validity the researcher discussed with the supervisors inorder to assess the relevance of the contents used in the questionnaire. Reliability is a measure of the degree to which a research instrument yields consistent results or data after trial (Mugenda & Mugenda, 2003). In the study, the researcher measured reliability through the split half technique. This technique was most the appropriate as it eliminated chancesof error due to differing test condition (Mugenda & Mugenda 2003). The researcher administered the questionnaire to 70 subjects, (35 male and 35 females) derived from the sampled pilot college. The researcher established that the items in the questionnaire gave consistent result hence no modification was made.

3.7 Data Collection Procedures

The questionnaires were used to collect data the respondent filled in answers form. The researcher used the drop and pick method to obtain data from respondent at the respective colleges. The researcher explained the requirement of the questionnaire to the P.E teachers in the respective colleges who assisted in the collection of data. The tutors retrieved the questionnaires from the respondent who were given enough time to complete answering them. The researcher then picked the responses from the P.E teachers.

3.8 Data Analysis and Presentation

The available data obtained from the field was organized using the SPSS (Statistical Package for Social Scientists) which is a program for data processing. Data was qualitatively and quantatively analyzed. Contributory factors on males and females representation in participation and leadership was analyzed, coded and tabulated to enable the researcher to use simple descriptive statistics such as frequencies, percentages and means which enabled the researcher to determine the direction taken by the respondent on the given question. The chi-square was used to test the level of significant between college status and representation.

3.9 Logistical and Ethical Considerations

The researcher sought permission from the principals of the targeted colleges in order to distribute the questionnaires through a letter. The respondents were free to pull out of the study without any consequences. Respondent's confidentiality was not compromised, as their names were not required o be filled in the questionnaire.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1   Introduction

The purpose of the study was to assess gender representation in sport participation and leadership in Teacher Training Colleges. The study also explored gender representation in sports participation and leadership in T.T.Cs in Eastern zone in Kenya.

4.1.1 Objectives of the Study

(i)   To determine the socio-demographic details of sports participants in T.T.Cs in Eastern zone Kenya.

(ii)   To establish male and female participation in sports in teacher training colleges in Eastern Zone in Kenya.

(iii) To determine male and female representation in leadership in sports in teacher training colleges   Eastern Zone.

(iv)   To establish the level of representation in sports by Public and Private Teacher training colleges in Eastern Zone.

To achieve the above objectives three main hypothesis were formulated namely:

Ho_1 = There is no significant difference between males and females participation in sports in TTC in eastern zone in Kenya.

Ho_2 = There is no significant difference between males and females representation in leadership positions in TTCs in the eastern zone in Kenya.

Ho_3 = There is no association in representation between public and private colleges in the eastern zone in Kenya.

The data was collected using questionnaires administered to 523 teacher trainees and 23 games teachers and 16 coaches in the colleges in the Eastern Zone of Kenya. Questionnaires were analyzed using Statistical Package for Social Scientists (SPSS). Pearson's chi square test was used to test the hypothesis and rejection or acceptance of the null hypotheses was set at 0.05 level of acceptance.

4.2   College Status

The number of respondents from different TTC's s presented in Table 4.1

Table 4.1: Number of respondents in different Teacher Training Colleges Eastern zone in Kenya

College	n	%
St. Augustine	72	13.8
Meru	97	18.5
Rubate	61	11.7
Egogi	157	30.0
Kigari	136	26.0
Total	523	100.0

Table 4.2: college status

	n	%
Public	**390**	**74.6**
Private	**133**	**25.4**
Total	**523**	**100**

From the table 4.2, the public colleges presented 390 (74.6%) respondents while 133 (25.4%) were from private colleges. This distribution indicates that there was greater

representation in Public colleges than in private TTC's. This could be attributed to the fact that the Eastern zones there are two private P1 colleges. The results in Table 4.2 show that there was greater representation in Public colleges than in Private colleges. The number of female respondents as shown in Table 4.3 was more than for the males. This may have been due to the females being more in colleges than the males due to the fact that more women join teaching profession than men who are more attracted by careers that are more challenging than teaching.

Most of the respondents were single (Table 4.5). This may be because most of the respondents were between the ages of 18 to 27 years as shown in Table 4.4 and hence may have completed their secondary school level and had joined college immediately.

Table 4.3: Student respondents in various colleges Eastern zone in Kenya

		n	%
	Female	309	58.2
	Male	222	41.8
	Total	531	100

From the Table 4.3, the numbers of female respondents (309; 58.2%) were more than for the males (222; 41.8%). This could be attributed to the fact that more females are enrolled in TTC's than males.

4.3. Gender Representation in Sports in TTCs, Eastern Zone in Kenya

The total number of respondent for the study was 531. These included 309 (58.2%) females and 222 (41.8%) males. The sample comprised of students in Teachers

Training Colleges in Eastern Zone, Kenya whose categories are shown in table 4:3above. The age of the respondents who took part in the study are presented in Table 4.4.

Table 4.4: Age of the Respondents

Age	n	%
18-22	227	42.4
23-27	227	42.4
28-32	56	10.5
Above 32	23	4.3
TOTAL	533	99.6

The respondents who took part in the study had an age range of 18 to 32 years. Between the ages of 18-22 years there were 227 (42.6%) respondents, between the ages 23-24years they were 227(42.6%), 28-32years there were 56 (10.5%) and above 32years there were 23 (4.3%). This disparity indicates that most of the respondents were between18 to 27years (85%) and 15% of the respondents were above 27 years.

4.4:   Student's Marital Status

The Table 4.5 shows that over 384(73.1%) of the respondents were single 141 (26.9 %) were married while the other 1.9 % did not respond.

Table 4.5   Marital Status of Students Respondents

	n	%
Single	382	73
Married	141	27
TOTAL	523	100

Most of the respondents were single 73%. This may be because most of the respondents were between the ages of 18 to 27 years as reflected in table 4.4 and hence may have completed their secondary school level and had joined college immediately.

4.5   Students Participation in Different Levels of Sports Competition

The respondent's participation in sports while in primary school is shown in Table 4.6

Table 4.6: Student participation in various games in primary school

Activity	n	%
Athletics	126	42
Soccer	93	31
Netball	26	8.7
Handball	9	3
Basketball	1	0.3
Volley ball	45	15
Total	300	100

From Table 4.6, it is evident that 42% of the respondents participated in athletics while in primary level, 31% in soccer, 15% in volleyball, 8.7% in netball, 3.0% in handball and 0.3% in basketball.

The respondent's highest level of competition primary school is represented in Table 4.7.

Table 4.7. Students' participation in sports in different levels of competition in primary school Yes

Level of competition	No				Total	
	n	%	μ	%	n	%
Participated in district level	1	20.0	4	80.0	5	100.0
Participated in provincial level	3	60.0	2	40.0	5	100.0
Participated in national level	4	80.0	1	20.0	5	100.0

The study also aimed at finding out whether the participants engaged in competitive sports while in primary school. It appears that 80% of the respondents participated and competed in the district level, 40% at provincial level and 20% at the national level. The findings show that as the level of competition increase, the number of participants decrease. This may be as a result of the high level of competition and the fact that at the district levels there is large number of participants. Secondly, when it comes to selecting a team at the national level, in primary school the participants are picked individually from either a district or provincial team.

The study also set out to find whether the participants engaged in sport at secondary school level and the following were the results. Soccer at 94(28.7%) was leading with the highest number of participants, Athletics followed at 66(21%), volleyball at 68(20.8%), netball at 32(9.8%), handball at 30(9.2%), basketball at 14(4.3%), hockey 11(3.4%), rugby 4(1.2%), table tennis 5(1.5%), and lawn tennis 1(0.3%) which had the lowest number of participants.

Table 4.8: Student Participation in Sports in Secondary School

Activity	n	%
Soccer	94	28.7
Volleyball	68	20.8
Athletics	66	21
Netball	32	9.8
Handball	30	9.2
Basketball	14	4.3
Hockey	11	3.4
Table tennis	5	1.5
Rugby	4	1.2
Long tennis	1	0.3
Total	**327**	**100.0**

The study further went on to find out whether the respondents participated at different levels of competitive sports in secondary schools. Out of the eleven respondents, 11(100%) participated at the district level, 7(63.6%) had participated at provincial level and only 2 (18.2%) had competed at the national level as shown in the Table 4.9. The respondent's highest level of competition while in secondary school is presented in the Table 4.9

Table 4.9 Participation at Different Levels in Secondary School

	No		Yes		Total	
	n	%	N	%	N	%
Participated in district level			11	100.0	11	100.0
Participated in provincial level	4	36.4	7	63.6	11	100.0
Participated in national level	9	81.8	2	18.2	11	100.0

The study was interested in establishing the respondents participation in sports while in the TTC's. their responses are presented in table 4.10.

Table 4.10: Students Participation in Sports in Teacher Training Colleges

Activity	n	%
Athletics	126	42
Soccer	93	31.0
Netball	26	8.7
Handball	9	3.0
Basketball	1	0.3
Volleyball	45	15.0
Total	**300**	**100.0**

Result in table 4.10 show that 126(42%) participated in athletics, 93(31%), in soccer, 45(15%) in volleyball, 26(8.7%) in netball, 9(3%) in handball, in basketball 1(0.3%).

On students participation in competitive sports at collegiate level 169(37.6%)

participated at college level, 203(45.2%), at zonal level and 77(17.1%) at the national level as shown in Table 4.11.

Table 4.11: Student Participation in Different Levels of Competition in College

	n	**%**
College level competition	203	45.3
Zonal level competition	169	37.6
National level competition	77	17.1
Total	449	100.0

It appears as the level of competition increase i.e from college level to nationals, the number of participants decrease. This may be because teams are normally eliminated after losing at every level and the winning is the one that proceed to the next level of competition.

Students' responses on participation in different levels of sports competition, it is evident that in primary school, athletics and soccer were the most popular activities. This may be because athletics is in every school and that the competitions are well structured. The equipment and facilities are also easy to establish. At the same level, Netball, basketball and handball had the lowest number of participants. It is evident that netball has very low representation be due to the fact that netball has been a game of women and is not popular. Basketball is the least popular and this could be attributed to the fact that the game of basketball requires expensive facilities and equipment and is not offered in public primary schools. Secondly, a good number of teachers in primary schools are not in a position to coach or popularize basketball because they do not have the basic competences. The game is also a preserve for the elite in the society.

On gender representation in participation in sports in primary schools, females participated more in athletics, netball, volleyball and handball but in soccer and basketball more males than females participated. This is supported by an earlier study by Rintaugu (2005) which indicated that female participation in athletics was higher than for the males at primary school and secondary school. This phenomena may have been contributed by factors such as the cultural norms that do not limit female participation in athletics as they are still considered children, challenges of adolescent which are yet to be realized at primary school and that there are more female dropout cases at end of primary school level than that of male hence low retention of female athletes than of males. These findings show that there was more participation in athletics 126 (42%) in table 4.6 than in other activities. This may be because athletics covers a broader area of activities hence more participants. Athletics are more structured than the other activities and start from the zones all the way to the nationals. This is however contrary to the expectation whereby males are more in participation than in female.

Soccer came second with 93 (31%) in table 4.6 this may be due to the fact the game does not require a lot of infrastructure. The media has also contributed much in popularizing the game. It is also worth noting that soccer is the most popular game in the world due to its simple infrastructure, simple rules and regulations and can be played anywhere for example at home and other small areas the equipment used such as balls are easily improvised. It does not also require special uniform and can be played bare-footed or bare-chest.

On representation in various activities in college, there was more representation in public colleges than in private colleges. This may be because of the large population in the colleges hence more representatives in the various games offered in the

colleges. It may also be due to the fact that in the public colleges more students report as the fees is highly subsidized and also there are more facilities such as fields for different games unlike in the private colleges where such facilities are inadequate. Public colleges' draw their student from all district in Kenya hence has a national outlook hence there are more talents to select from unlike the Private College who get their population from the locality hence may lack in diversity in terms of talent.

4.6   Gender and Sport Participation

At primary school level, more females (56%) participated in athletics than males (44%). In soccer, there were more male participants (61.3%) in comparison with female participants (38.7%). In netball fewer men (3.8%) participated than women (96.2%). In handball males participants were (55.5%) and females were (44.4%). In basketball had (0%) females and (100%) males. Volleyball had (63.6%) female participants and (36.4 %) male participants.

Table 4.12: Gender representation in participation in sports in primary schools

		Athletics %	Soccer %	Netball %	Handball %	Basketball %	Volleyball %
Gender	Female	56	38.7	96.2	55.6	0	63.6
	Male	44	61.3	3.8	44.4	100	36.4

In primary school 70 females against 55 males participated in athletics, soccer 36 females against 57males, netball 25-1, handball 5:4, basket ball 0:1, volleyball 28:16 as shown in figure 4.1.

Figure 4.1 Participation in Various Games in Primary School
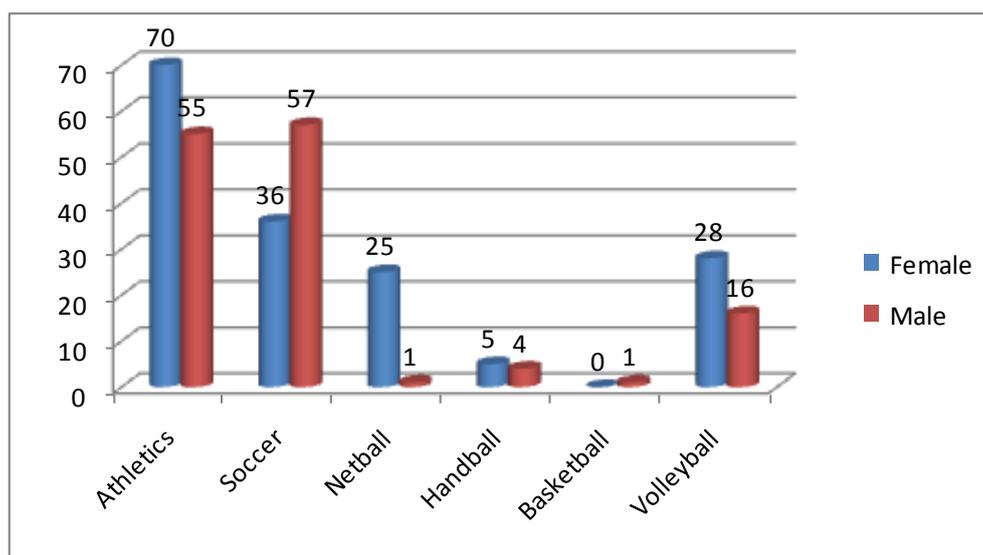
The gender participation in sports activities while in secondary schools is represented in table 4.13

Table 4.13: Gender Participation in Sports Activities in Secondary School

Gender	Athletics	Soccer	Netball	Handball	Basketball	Volleyball	Hockey	Rugby	Table tennis	Lawn tennis	Total
Female	35	42	32	19	11	44	6	1	3	1	194
Males	32	52	0	11	3	23	5	3	2	0	131
Total	67	94	32	30	14	67	11	4	5	1	325

The results in Table 4.13 shows that 194(59.7%) females took part in sport while in secondary school as opposed to 131(40.3%) males who took part in sports in secondary school. Among the females who took part in sports while in secondary school most of them 44 (%) took part in volley ball followed by soccer at 42 (44.7%).

In soccer, males were more 52 (55.3%) while females were 42 (44.7%), in netball there were females 32 (100%) and no male, in handball the females were leading at 19 (63.3%) and males were at 11(36.7%), basketball had 11 (78.6%)females and 3 (21.4%), in volleyball there were 44 (65.7%) females and 23 (34.3%) males, hockey 6 (54.5%)females and 5 (45.5%) males. In rugby, there were more males 3 (75%) than the females 1 (25%), table tennis 3 females (60%) and 2 (40%) males and in lawn tennis there was only 1(100%) female.

Fig. 4.2: Participation in Various Games in Secondary Schools
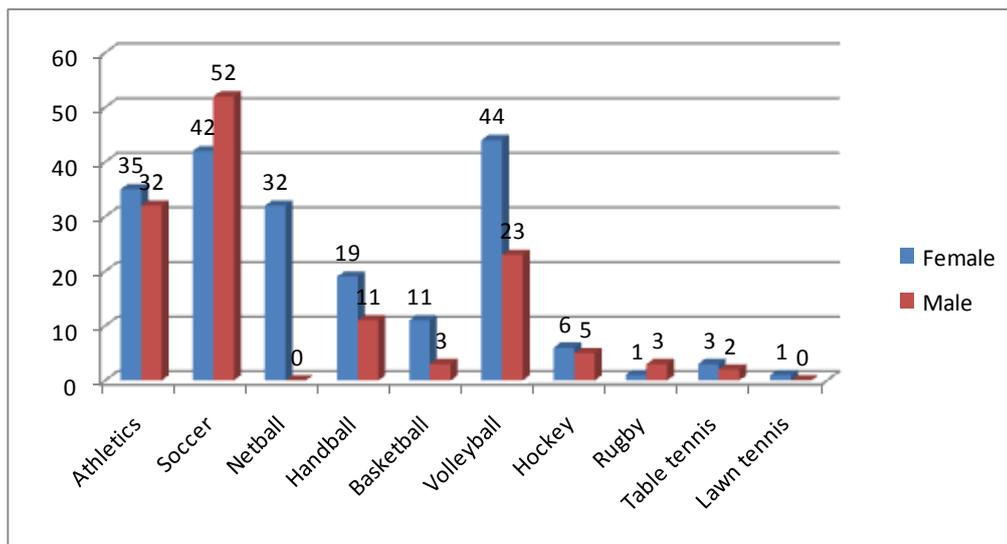
The respondent's participation in sports while in college is presented in Table 4.14

Table 4.14: Participation in Games Offered in Colleges

		Gender Participation		
		No	Yes	
Gender		n	n	Total
	Female	70	234	304
	Male	30	189	219
Total		100	423	523

Fig. 4.3: Participation in Games Offered in Colleges
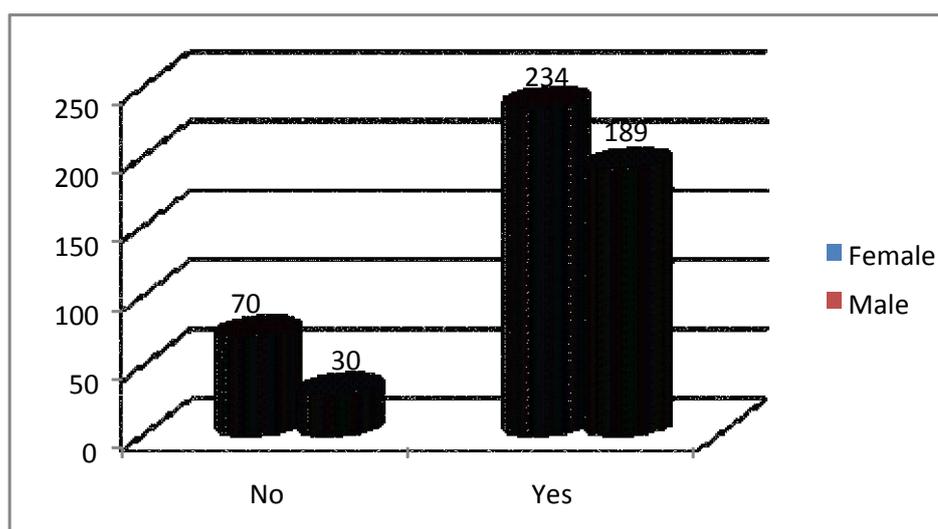
The study aimed at finding out respondents' participation in various sports activities in Teachers Training Colleges. Out of the 523 respondents, 234 (44.6%) of the female respondents indicated that they participated while 70(13.6%) had not. Equally, 189(36.3%) males had participated in sports while 30(5.7%) female at TTC's did not. The above figure points out that more females are involved in participation in sport than males. This could have been as a result of the good number of female students enrolled in TTC's.

On gender participation in sports activities in college the participants were requested to rate the participation of both males and females. From the findings, participation of males was rated as very high 38% as compared to female at the same index that rated at 17.9 %. This may be because sports being male dominated and also due to culture that regard sports as a preserve for the men as indicated in the figure below

Figure 4.4: Ratings on male and female participation in Sports in TTC'S in Eastern Zone
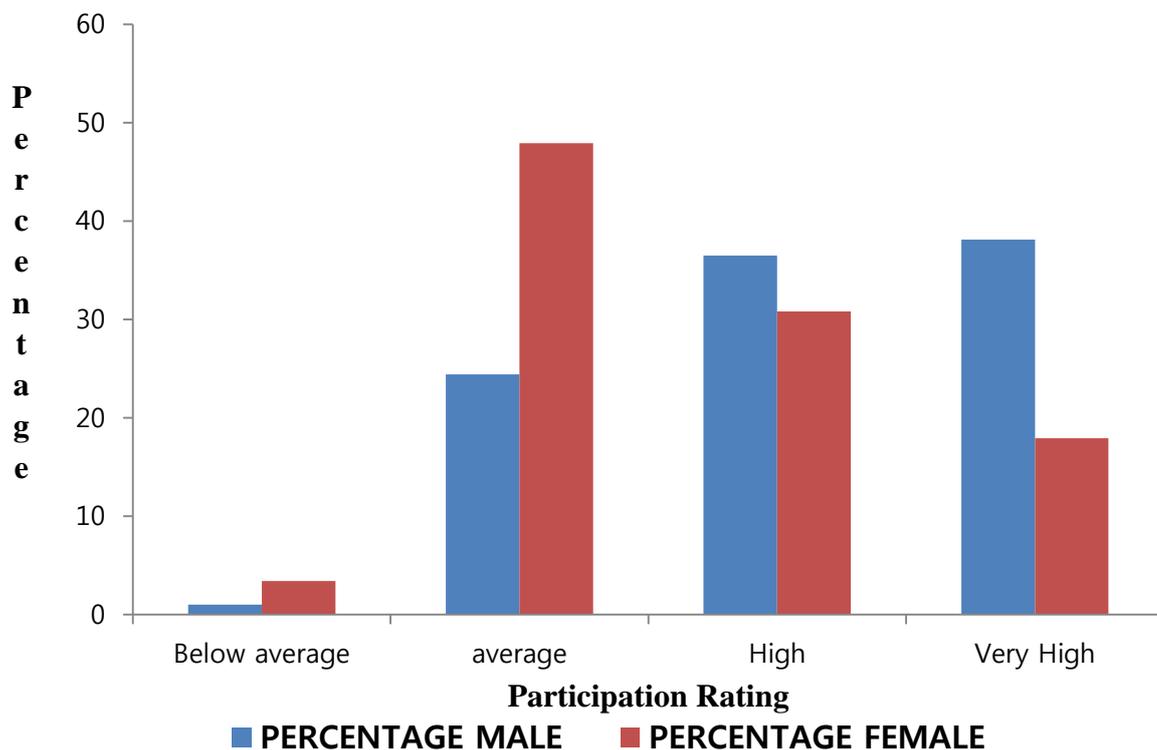
4.7   Type of College and Participation

Teacher trainees participate in various sporting activities while enrolled in these educational institutions. In regard to representation in colleges, the public colleges had more representatives than the private colleges as shown in Table 4.15.

Table 4.15:Students'Participation in Sports in Public and Private Colleges

College Type	n	%
Public	390	74.6
Private	133	25.4
Total	523	100

Table 4.15 shows that 74.6% of students came from public TTC's while 25.4% come from private TTC's. This is not remote as there are many public TTC's.

Table 4.16: Chi-square to test the level of significance between college status and representation

	Value.	df	Asymp.sig. (2-sided)	Exact sig. (2-sided)	Exact sig. (1-sided)
Pearson chi square	5.839	1	.016		
Continuity…	5.249	1	.022		
Likelihood Ratio	6.287	1	.012		
Fisher' Exact Test.				.017	.009

From the above table, the X^2 values were significant (X^2 = 5.839, df = 1p<0.05) which shows that there was differences in the participation of both public and private colleges. This is supported in the result presented in the Table 4.16.which showed that 74.6% of the respondents were from the public institutions as opposed to the 25.4% which were private colleges.

4.8   Sports and Leadership

On sports leadership the study targeted games coordinators, P.E tutors and coaches in the 5 colleges Eastern Zone in Kenya. From the findings 4 out of the games tutors were males and one was a female. For the P.E tutors in the zone, out of the 23, 10 were females and 13 were males. On gender one was male and 3 were females. In terms of their age one was between 31- 40years and 1was between 41-50years. On the position that they held, 3 were coaches and one was a P.E teacher as shown in the table below

Table 4.17: Games tutors and P.E teachers in TTC'S in Eastern zone in Kenya.

	Male	Female
Games Tutors	4	1
P.E Teachers	13	10

On factors that affect gender representation in leadership all agreed that factors such as social, political and economic factors limit women from representation in leadership in sports.

Table 4.18: Male and female coaches in different games

	Women		Men	
	n	%	n	%
Athletics coach	55	11.5	303	63.5
Soccer coach	43	8.7	347	70.5
Netball coach	270	57.2	91	19.3
Handball coach	50	10.7	331	70.7
Basketball coach	85	18.0	313	66.5
Volleyball coach	35	7.2	364	75.4
Hockey coach	57	12.2	328	70.1
Rugby coach	34	9.9	277	80.8

From the table 4.18 it was evident that most games were coached by males for example athletics, handball, basketball, volleyball, hockey and rugby with the exception of netball where females had a higher percent 57.2% against 19.3% males. Netball has been a game for women and it is only recently that men have started playing the game.

4.9 Sport Factors Influencing Gender Representation in Active Participation in Sports in T.T.C'S

The study also aimed at establishing whether there are factors that influence participation in sports. The results indicated that social cultural factors influence participation in sports. From the Table 4.19, 8.4% of the respondent said that expressed that traditional beliefs dictate that women cannot lead, 1.7% felt that women lacked leadership skills, 5.2 % felt that women are a weaker sex,4% said that sports are for men and 8% said that women roles in the society are to care for the families.

Table 4.19: Social Factors Influencing Participation and Leadership

	Strongly agree		Agree		Strongly disagree		disagree		Undecided	
	n	%	n	%	n	%	n	%	n	%
Traditional beliefs that women cannot lead.	44	8.4	78	14.9	245	46.8	133	25.4	24	4.6
Women lack leadership Skills.	9	1.7	30	5.8	299	57.4	164	31.5	19	3.6
Women are a weaker sex.	27	5.2	83	16.0	262	50.5	120	23.1	27	5.2
Sports are for men	21	4.0	25	4.8	347	66.9	121	23.3	5	1.0
Women roles in the society are to care for the family.	41	8.0	43	8.3	315	61.2	99	19.2	17	3.3

Women in leadership encounter barriers or obstacles that men do not realize exist (Growe, 1999). However, results of the study presented different scenario. When asked to respond on whether traditional beliefs that women cannot lead in sport 8.4 % strongly agreed, 14.9% agreed 46.8% strongly disagreed, 25.4% disagreed while 4.6% were undecided. On whether women lack leadership skill,1.7% strongly agreed, 5.8%

agreed, 57.4% strongly disagreed, 31.5% disagreed, and 3.6%were undecided. On whether women were weaker than men 5.2% strongly agreed 16% agreed 23.1% strongly disagreed, 50.5% disagreed, and 5.2% were undecided. When asked whether sports were for men, 4.0% strongly agreed 4.8% agreed 66.9% strongly disagreed, 23.3% disagreed and 1% were undecided. On the roles of women being to care for their families, 8.0% strongly agreed, 8.3% agreed, 61.2% strongly disagreed, 19.2% agreed, while3.3% were undecided. These results may have been influenced by the number of female respondents which was higher than that of the male respondents in the sample.

On political factors, when asked whether there is gender bias in appointment of sports officials generally 21.6% strongly disagreed 20.4% disagreed 25% agreed, 6.6% were undecided and 26.4 % expressed that there was bias in appointment of sports officials. On lack of support from fellow women in sports 10.6% strongly disagreed, 9.6 %disagreed 5.8% were undecided, 31.2% agreed and 42.9% agreed.

On lack of policies that support women in sport 14.1% strongly disagreed 18.4% disagreed 10.1% were undecided and while 31%. From the study it was evident that political factors affect participation and leadership are shown in Table 4.20 while economic factors are presented in Table 4.21.

Table 4.20: Political Factors Influencing Participation and Leadership in Sports

	Agree		Strongly agree		Strongly disagree		Disagree		Undecided	
	n	%	n	%	n	%	n	%	n	%
There is gender bias in appointment of sports officials.	137	26.4	130	25.0	122	21.6	106	20.4	34	6.6
Lack of support from fellow women to leadership.	223	42.9	162	31.2	55	10.6	50	9.6	30	5.8
Lack of policies that support women in sports.	160	31.0	136	26.4	73	14.1	95	18.4	36	6.9

Table 4.21: Economic Factors Influencing Leadership in Sports

	Strongly disagree		Strongly agree		Disagree		undecided		Agree	
	N	%	N	%	N	%	N	%	N	%
Low financial support to further trainingof women in sports	85	16.4	173	33.4	79	15.3	36	6.9	145	28.0

On the economic factors as indicated in Table 4.21, 16.4% strongly disagreed, 15.3% disagreed, 6.9% were undecided and 28% agreed that there was low financial support to further training of women in sports. This is not a new observation as it actually relate to other areas in the world. In a study on gender equity in college athletics, Deborah and walker (2008) revealed that the opportunities for females' professionals had declined since the introduction of the Title IX. The study revealed that out 42% of women teams had a female coach compared to 90% in the 1970's and the number of men teams with a female coach remained as fewer than 2%,a figure that was unchanged since the 1970's, that left less than 17.7% of the college teams with a woman in-charge. They further observed that the number of women in coaching and top level administration positions as well as leadership positions in the (NCCA), had dropped and that they accounted for only 35% of all administrative positions and only 19% of head administrative jobs in women athletics. In a study, Norman (2010) observed that women underrepresentation in coaching has received much attention in the research literature over the recent decades. In the UK, approximately 75% of all coaches are men.

On factors that influence gender participation and leadership in sports, the respondents expressed that social factors such as traditional beliefs that women cannot lead did not hinder women from participating in sports. However, the respondents expressed that there was bias on men appointment as sport officials.

In a study by Growe, (1999) indicated that women receive little encouragement to seek leadership positions, while men were encouraged to enter administration to a greater degree than women. She further observed that women also lacked formal and informal social networks which resulted in the lack of recognition that often leads to advancement and that Society has determined that only males make good leaders,

therefore, it continues to deny easy access for women seeking leadership roles because they do not fit the norm.

On political factors most of the respondent expressed that political factors affect women in leadership such as there is gender bias in the appointment of sport officials. Growe (1999) observed that there was a feeling that women are better suited in carrying out expressive activities such as organizing meetings and that Women also lack support from the school board, the attitude of a few women administrators that 'we don't hire the competition', the isolation associated with minority, stress sex-typed expectations, gender bias, the enormous amount of stress that is part of the job and the lonely at the top feelings are barriers that women face.

On the economic factor the respondent expressed that there was low financial support to further training of women in sport. (Higgin, & Randell 2013) observed that in both amateur and professional sports where the value of prizes for winning championships has moved from trophies to money and has kept increasing in value, men have taken home more money than women.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The main purpose of the study was to assess gender representation and leadership in the T.T.Cs in the Eastern Zone, Kenya. The study used the survey method of research. Data was collected by the use of questionnaires which were administered in 5 colleges to 535 respondents in Eastern zone Kenya.

The main hypotheses for the study were:

Ho_1. There is no significant difference between males and females participation in sports in T.T.Cs in Eastern zone Kenya.

Ho_2. There is no significant difference between males and females representation in leadership positions in TTCs in Eastern.

Ho_3. There is no significant association / relationship in representation between Public and Private Colleges (college status and representation.) Three main null hypothesis were investigated and tested at $p=0.05$ level of statistical significance using the Pearson's Chi-Square test of association.

This chapter has 2 main sub sections; section 5.1 gives a summary of the major findings of the study based on 4 central issues. (i) Demographic information, (ii) students participation, (iii) gender and participation, and (iv) Factors that affect representation. Section 5.2 is on the recommendation by the researcher.

5.1. Summary of Findings

The findings of this study can be grouped into 4 main categories.

5.1.1. Demographic Information

The results on demographic information indicated that the female students were more than the male students. This may be attributed to the fact that due to women students being more willing to respond to the study.

As regards P1 colleges most students were drawn from public colleges than in private colleges. This may be due to the fact that public colleges get the students from all districts in Kenya whereas the private colleges are more local when getting students teachers.

5.1.2. Students Participation

On students participation in various games it is noted that athletics was the most popular activity. Athletics covers a broad area of events and hence the high representation. Events in athletics do not require a lot of infrastructure and they also are performed by individuals for personal achievement. Games offered in primary and secondary school were more popular with the respondents. For example netball had more representation from women than from men. Basketball and handball were not so popular. Basketball could owe its unpopularity to the fact it has been treated as game for the rich in society and also the fact that the facilities used are expensive to buy hence not many schools can afford. The game is also not offered in most primary schools in Kenya. Low participation in handball could be due to its late development in Kenya that is in 1970s unlike other games that were introduced during the colonial era.

5.1.3. Gender and Participation

The findings on gender participation and sports indicated that more males participated in sports than women in TTCs. This could be an indicator that sports are male dominated as compared to women. Based on ratings male participation was rated as high (76%) whereas for females was rated at 51%. Hence in colleges participation in sports is male dominated.

5.1.4. Gender and Leadership

On gender and sports leadership, the null hypothesis on gender and leadership was rejected i.e. there was no significant difference between males and females representation in leadership positions in TTCs, Eastern Zone in Kenya. This means that there were more men in leadership positions than women. There are more male coaches than female coaches. The under representation of qualified women in leadership positions has created a gender gap that exists not only in education but in many areas of work places.

5.1.5. Factors Influencing Representation

From the findings it was evident that there are factor that influence women in sport leadership. Factors such as social, political and economic limit women in holding senior positions such as coaching and administration.

5.1.6. Conclusions

The number of participants from public colleges participating in sports was more than those in private colleges. It is also worth noting that both males and females were well represented in sports at all levels of education i.e. primary school, secondary school and in teacher training colleges.

From the findings it was evident such games as athletics and soccer were popular at primary, secondary and at college levels. Games such as basketball, rugby, and lawn tennis had low representation due to their expensive sports infrastructure.

On sports leadership there were more males than the females in areas such as coaching and sports coordination. It was evident that social-cultural, political and economic factors affected women in acquiring leadership positions in sports.

5.2. Recommendations

In view of the conclusions drawn from the study findings, the study recommends the following;-

5.2.1. Policy Action and Practice

The government should ensure that the policy in sports that calls for equity in representation in sports is being implemented in order to achieve the millennium goal on promotion of gender equality and empowerment of women.

5.2.2. Government Funding

There is also need for government to provide facilities for sports and games such as basketball in primary schools in order to popularize the game. This will enable the college students who graduate from TTC's to teach various games that they learn during training. They can further assist in popularizing such games as basketball which is expensive to develop in the primary school where most of the talents are developed

5.2.3. Further Studies

Further research is recommended after this research in the area of gender and sports participation especially in teacher training colleges. Hence more research in this area

will give more information on the representation of students in sports in other Zones and other levels of education such as secondary schools, technical colleges and universities and also in federations and sport clubs.

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APPENDIX 1: Questionnaire on Gender Representation in Sports Leadership in Teacher Training Colleges in Kenya

SECTION A

Demographic Information:

Please specify the following by putting a tick or filling in where applicable

1. Name of college…………….   Zone………………

2. Level of college;

   (Please tick where appropriate)

   - P.1………………….

   - Diploma……………

3. Type of college

   - Public………………..

   - Private. ………………

4. Your sex

   - Male…………………..

   - Female………………..

5. Age

   - 20-25……………………

   - 26-30…………………….

   - 31-35…………………….

   - 36-40…………………….

   - 41-45…………………..

   - 46-50……………………

   - Over 50years…………….

6. Your positional status.

    - Principal…………………..

    - Zonal Sport Official……….

    - P.E Tutor…………………..

    - Deans of Student.

    - Coach

Section B

(Question 7 and 8 to be answered by the Principals and the Deans of Students)

1. How long have you served in your current position.

    …………………………………………………….

2. What is the enrolment of your college

Year	Male	Females	Total
First.			
Second.			
Total.			

3. Which of the following sporting activities are offered in your college.

Please tick where appropriate.

    - Athletics

    - Games

4. How would you rate gender representation in sporting activities in your college?

Sex	Very high	High	Average	Below Average
Male.				
Female				

5. Indicate the extent to which each of the following factors have influenced gender

    representation in active participation in sports in T.T.C'S (Put a tick in the

    appropriate column. The options are Strongly Agree [SA], Agree [A], Undecided

    [U], Disagree [D] and Strongly Disagree [SD].)

Social cultural factors	SA	A	U	D	SD
Traditional beliefs that women cannot lead.					
Women lack leadership skills					
Women are a weaker sex					
Sports are for men					
Women roles in the society is to care for the family.					

Political factors	SA	A	U	D	SD
There is gender bias in appointment of sports officials.					
Lack of support from fellow women to leadership					
Lack of policies that support women in sport					

Economic factors	SA	A	U	D	SD
Low financial support to further training of women in					

(To be filled by coaches and games tutors)

6. What subject do you teach in your college?

7.   Which game do you coach in your college?

8. Have you attended any training on your area of coaching?

    - Yes.

    - No.

If yes above, explain the level of coaching (zonal, District, Provincial, National.)

……………………………………………………………….…………………………………

…

9. Do you face challenges during your coaching program?

- Yes.

- No.

If yes above, mention the type and elaborate

……………………………………………………….…………………………………………………

……

APPENDIX II:

QUESTIONNAIRE ON GENDER REPRESENTATION IN SPORTS

PARTICIPATION IN THE EASTERN ZONE TEACHER TRAINING

COLLEGES IN KENYA

QUESTIONNAIRE B. (To be filled by Students)

SECTION A; Please specify the following by putting a tick or filling in where appropriate.

1. Name of college…………….   Zone………………

2. Level of college;

   (Please tick where appropriate)

- P.1…………………………
- Diploma……………………...

3. Type of the college

- Public …………………………
- Private………………………..

4. Your sex

- Male   …………………………….
- Female …………………………….

5. Age.

- 18-22 …………………………….
- 23-27 …………………………….
- 28-32 …………………………….
- 32-above …………………………...

6. Marital status.

- Single ……………………………..

- Married ………………………………

7. Did you participate in any sporting activity in any of the following levels?

   (Tick where appropriate and indicate the level you participated in)

	Activity	District	Provincial	National
Primary.				
Secondary.				

8. Which of the following sporting activities are offered in your college?

   (Please tick where appropriate)

- Athletics ……………………….

- Games …………………………..

9. Do you participate in any of the games offered at college level?

- Yes. …………………………

- No …………………………….

   If you have chosen NO in the above question, give the reason why.

   …………………………………

10. What role do you play in your team?*(Please tick appropriately)*

- Sport captain……………………

- Team captain……………………

- Player……………………………

11. Indicate with a tick the highest level that your team has participated in sports

competition.

- College………………………
- Zonal………………………..
- National……………………

12. What level of competition have you actively participated in sporting activities in

    the college?

    - College level competition…………………
    - Zonal level competition……………………
    - National level competition…………………

Section B

1. How would you rate gender participation in sports activities in the college?

Sex	Very high	High	Average	Below average
Male.				
Female				

2. In the following table on sporting activities, indicate whether the coach is a man

	Athletics	Soccer	Netball	Handball	Basketball	Volleyball	Hockey	Rugby
Men								
Women								

    or woman. *(Please tick where appropriate).*

3. Indicate the extent to which each of the following factors have influenced gender

representation in active participation in sports in T.T.C'S. (Put a tick in the

appropriate column. The options are Strongly Agree [SA], Agree [A], Undecided [U],

Disagree [D] and Strongly Disagree [SD]

Social cultural factors	SA	A	U	D	SD
Traditional beliefs that women cannot lead.					
Women lack leadership skills					
Women are a weaker sex					
Sports are for men					
Women roles in the society are to care for the family.					
Political factors	SA	A	U	D	SD
There is gender bias in appointment of sports officials.					
Lack of support from fellow women to leadership					
Lack of policies that support women in sport					
Economic factor	SA	A	U	D	SD
Low financial support to further training of women in					

APPENDIX III :

Enrolment of Students in Colleges and Eastern Zone

College	2010		Total	2009		Total	2008		Total
	M	**F**		**M**	**F**		**M**	**F**	
Egoji	725	622	1347	716	620	1336	720	623	1343
Meru	265	613	968	260	613	873	263	610	873
Rubate	265	475	740	260	460	720	264	450	714
Kigari	650	613	1263	650	613	1263	648	613	1261
St.	150	402	652	148	400	548	145	402	547
Total	2055	2725	4780	2034	2706	4740	2040	2698	4738