



**The Gender Roles of School Teachers and their Recreational Preferences and Participation Patterns in a Rural Setting in Limpopo Province, South Africa**

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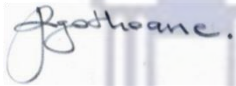
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## DECLARATION

I, **Khutso Lekgothoane**, student number **4116549**, hereby declare that this study on “The gender roles of school teachers and their recreational preferences and participation patterns in a rural setting in Limpopo Province, South Africa” is my work. It has never been submitted for any other degree or examination in any other university, and all the sources I have used or quoted have been indicated and acknowledged by complete references.

Name: Khutso Lekgothoane

Signature :



*Khutso Lekgothoane.*

Date: 13 February 2024



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## DEDICATION

This master's thesis is dedicated to all young and promising recreation and leisure studies scholars. I wish this study could guide them in providing recreation and leisure services. This study consumed much of my family time. I, therefore, dedicate this study to my children, Ndamulelo Tumelo Lekgothoane, Mohlomphegi Lekgothoane, Moetapele Lekgothoane, and Vhokhudo Lekgothoane. I hope that this thesis can serve as motivation for them to further their studies. I love them all.



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## DEFINITIONS OF TERMS

**Active recreation** is any physical activity that requires physical exertion that is pursued during leisure time (Winter et al., 2020).

**Ethnic groups** refer to the grouping of people who identify with each other based on shared cultural norms and values (Ellemers, 2018).

**Gender roles** refer to the social and behavioural norms constructed or considered appropriate or inappropriate for women and men within specific cultures (Ellemers, 2018).

**Recreation** is any social activity pursued during leisure time by an individual or society collectively (Winter et al., 2020).

**Recreation preference** is the personal choice or any available choice of recreational activities in any given context by an individual or group of individuals (Doyle et al., 2019).

**Recreational participation patterns** refer to the nature, frequency, and duration of leisure time activity (Cordes, 2013).

**Rural areas** refer to the geographic setting that is adjacent to or outside a town that is without or has less access to basic public amenities and services, such as recreational facilities, water, and sanitation (Barrows, 2010).

**Sex** refers to the biological identity that is used to categorize persons as being either female or male (Ellemers, 2018).

**Social circles** refer to the interactions and events or stages that repeat themselves in a lifecycle (MacLeod, 2009).

**Private institutions** refer to a group of people who are living together and related to each other by marriage, birth, or adoption (Mcleod, 2009).

**Public institutions** refer to members of a community who share the same cultural and traditional values (Mcleod, 2009).



## ACRONYMS AND ABBREVIATIONS

**BSCED:** Bachelor of Science in Education

**BEDTEF:** Bachelor of Education Foundation Phase

**DoE:** Department of Education

**DSR:** Department of Sport and Recreation

**HSSREC:** Humanities and Social Sciences Research Ethics Committee

**IPRR:** Integrated Planning, Research, and Reporting

**LPRC:** Limpopo Provincial Research Committee

**LPREC:** Limpopo Provincial Research Ethics Committee

**PSS:** Patriarchal Social System

**SA:** South Africa

**SCV:** Social Cultural Values

**STED:** Science Teachers Education Diploma

**USSA:** University Sport South Africa

**UWC:** University of the Western Cape

## ABSTRACT

Recreational participation plays a fundamental role in improving or deteriorating the quality of life, meaning that participation in active recreation enhances the quality of life. In contrast, involvement in passive recreation could deteriorate the quality of life. Passive recreational participation is associated with hypokinetic condition. However, in the South African rural context, recreational participation appears to be imbalanced in active and passive activities, because most of the recreational activities are male-dominated. Women seem to participate less in most recreational activities. The possible cause is still unknown. The central argument of this study is that it could be due to the gender roles that are invariably imposed on women in any given cultural group as compared to men. This study aims to explore the gender roles of school teachers regarding their recreational preferences and participation patterns in a rural setting in Limpopo Province, South Africa. The study used a qualitative research method and an exploratory research design. Semi-structured individual interviews were used to gather information from twelve purposively sampled primary and secondary school teachers of both genders. The data was analysed using inductive content analysis to identify the recreational preferences and participation patterns, as well as common themes. The findings of the study revealed that gender roles play a pivotal role in determining the recreational priorities and participation patterns of school teachers. The type of workload based on gender roles derails female teachers from participating freely in recreation compared to male teachers. This study concludes that female teachers are not equitably subjected to gender roles compared to their male counterparts. Within this study context, the gender roles assigned to female school teachers tend to delineate certain avenues of inequity about recreational preferences and participation patterns. To achieve recreational equity for school teachers and fair



determination in recreational preferences and participation patterns, the study suggests that gender mainstreaming should be integrated into the provision of gender roles and recreational services. It could also serve as a responsiveness strategy for recreational inequity, and also to improve the quality of life of school teachers and people in general.

**Keywords:** Gender roles, recreation, recreational preferences, recreational participation patterns, and social roles



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# CHAPTER 1

## INTRODUCTION TO THE STUDY

### 1.1 Introduction

This chapter provides the background to the study, the problem statement, the research question, the aim of the study, the objectives of the study, the significance of the study, and the theoretical framework of the study.

### 1.2 Background to the Study

Afrocentric gender roles in a social system are complex phenomena with elements of hidden social deprivation in a social system (Lata, 2021; Zipp & Nauright, 2018). These hidden social deprivation elements are more and concealed in Afrocentric gender roles which culturally and religiously influence each social system, including the recreational system. More particularly, how men and woman are allowed to participate in recreational activities. It manifests itself mainly in the stereotypical gender roles assigned to individuals within the system (Gervais et al., 2020; Kerr & Multon, 2015). This on-going, unguided practice leads to gender discriminatory practices and norms that typically reside among the elements of social deprivation in society (Alao, 2015). It is worth noting that this unguided social problem is recurring within a social context in some rural settings in South Africa (Singh & Naidoo, 2017).

In most social institutions in South African cultures, women and men are not reasonably assigned gender roles (Darakchi, 2017; Ejim, 2017). This invariably appears to be a traditional norm in most social systems (Wijtzes et al., 2014). This ongoing trend displays

a kind of social deprivation and a social infringement of the social rights of the other gender. Ndlovu (2021) notes that there are no universally accepted gender roles. However, some roles are common or similar in all races and ethnic groups, such as domestic activities for women and men's orientation to social and economic activities, as a case in point (Schmitt et al., 2017). Based on the cited literature, it is logical to argue that one gender is loaded with roles that could derail them from participating in some recreational activities as part of the social activities.

One gender appears to be dominating in all the most rewarding societal roles. In contrast appear to be subordinate or not available at all for specific roles (Obi-Nwosa, 2020). This practice is also observed in recreational programmes and services in the rural communities. Little is known about what the leading cause of this practice could be. Nevertheless, Eisend (2019) is of the view that gender roles are set by social and behavioural norms that are constructed to define what is considered socially appropriate or inappropriate for women and men within a specific culture or ethnic group. In contrast, Morawska et al. (2021) believe that social-cultural norms define what is more likely to be socially suitable and, presumably, acceptable for women and men within specific cultural or ethnic groups. In addition, Ellemers (2018) and Ndlovu (2021) note that gender roles differ according to ethnic groups and cultural systems. The purpose is the same, which is for the smooth running of the family institution. This study argues that the social effects of the practice are neglected.

It is envisaged that social and behavioural norms are constructed so that they interfere with the social circle of women and men in current society (Morawska et al., 2021). The preceding observation should be understood in that these roles are culturally, socially,



and religiously constructed (Bente et al., 2020). The gender roles are witnessed within social, cultural, and religious settings, across different ethnic groups (Burnett, 2018; Mobley & Johnson, 2018). However, they are differently constructed. Morawska et al. (2021) and Lata (2021) share similar sentiments that gender roles are often created in such ways that they marginalise one gender, while favour the other. For example, in a patriarchal social system (PSS), men are orientated to dominate most of the activities, excluding domestic activities. In livelihood, women are positioned to dominate in domestic activities and caring for children, the elderly, and people living with disabilities (Morawska et al., 2021).

A PSS expects and conditions women to be submissive and subordinate to men (Bente et al., 2020). This was achieved by creating different and specific roles and expectations for women and men, based on the notion that men are masculine and women are feminine (Fernandes, 2020). This notion appears to favour men in social activities that society views as masculine, while women participate in feminine activities (Changala & Ndhlovu, 2020). The latter statement implies that opportunity and access to participate in social activities, such as recreation for men, take preference over that of women (Suar & Gochayat, 2016). This current social system of life disadvantages women from experiencing equal benefits in recreational activities (Winter et al., 2020). Female teachers in rural areas appear to be subjected to the same apparent discrimination as women generally within a societal context (Wright et al., 2017). This practice is evident in the lack of involvement by female people in life orientation, athletics programmes, and sports coaching in schools (Blok, 2018). Consequently, this creates a perception in learners' minds that they do not see their female teachers taking leadership roles in

society and, thus, becomes a basis for gender stereotyping by the younger generation (Wright et al., 2017).

According to Foster and Appleby (2021), gender roles create a gap between men and women in a social system, including recreational activities. It is perceived that role distribution appears to favour men while infringing on women's freedoms in some contexts (Vyas-Doorgapersad, 2020). Moreover, it also appears that people living in a rural South African setting adhere to gender roles, compared to those in the urban setting (Mudau & Obadire, 2016). Bowker et al. (2003) alluded that “women and men hold different social roles”. However, men hold the most highly rewarding roles in recreational sporting activities (Keefe, 2021). Contemporary literature in the social sciences reported that men dominate in most spheres of life, including recreational preferences and participation patterns, when compared to women (Bassegy & Bubu, 2020).

Little is known about the causes of gender differences in recreational preferences and participation patterns (Wijtzes et al., 2014). In the case of South Africa, it is argued that these inequalities might have been caused by gender roles that have been constructed for men and women by society (Capranica et al., 2013). Rwafa (2016) highlights that some gender roles are imposed on people at an early stage. They are determined by what is considered acceptable within a specific context in society (Vyas-Doorgapersad & Surajlal, 2018). They also appear in social cycles, such as recreational clubs and fraternities (Young et al., 2011).

It is worth noting that the preferences and participation patterns of women and men in recreational and sporting activities differ in some contexts (Bowker et al., 2003; Spaaij et al., 2015). This could be due to the imposed roles within the given context in society (Rwafa, 2016). Among all factors that influence recreational preferences and participation patterns, gender appears to play a role either as a facilitator or a barrier (Peral-Suarez et al., 2020). Moreover, it appears that due to the socio-economic commitments of women and men, leisure time, in general, is limited for both (Vyas-Doorgapersad, 2020). So, limited leisure time hinders the recreational preferences and participation patterns of women and men in general (Wijtzes et al., 2014). It is very logical to argue that socio-economic commitment and gender roles consume a lot of time. In contrast, Remon et al. (2020) are of the view that women and men are exposed to unbalanced leisure time choices, due to their social roles and economic commitments. According to Foster and Appleby (2021), the use of leisure time by women and men for recreational purposes is completely different, due to a blend of enhancing and hindering factors.

### **1.3 Statement of the Problem**

South Africa consists of both a patriarchal and a matriarchal social system that determines behavioural patterns and practices (Lagaert et al., 2019). A quick cursory of existing literature showed that patriarchal practice presumes that gender disparities are a common trend within some of its ethnic and cultural groups (Odhav, 2020). Among all these ethnic and cultural groups, behavioural and social norms seem to determine what is socially, culturally, and religiously acceptable or unacceptable for women and men within any given social context (Enkhbold & Matsui, 2021). However, it appears that some women and men appear to adhere to the norms while others do not (Rankin-Wright &

Norman, 2017). More importantly, it is observed that these norms are either fairly or unfairly constructed among all these groups (Huffman et al., 2017). However, within the social system, most social norms are unfairly constructed. Hence, they appear to favour men, while disadvantaging women in the social system (Bassey & Bubu, 2020).

In addition, literature has shown evidence that women are more underprivileged in social cycles compared to their male counterparts (Vyas-Doorgapsad & Surajlal, 2018). Women are either separated or completely excluded from some social cycles, including some of the recreational activities (Vyas-Doorgapersad, 2020). This separation or exclusion constitutes unfair gender practice (Odhav, 2020). The same on-going trend is also observed in recreational programmes (Shen et al., 2020). Men are generally the decision-makers for recreational programmes (McDowell et al., 2016), whereas women appear to be assistant administrators of recreational programmes (Mokhele, 2016). Little is known about the possible cause of this gender discrepancy in recreational programmes in the clubs. It is worth noting and arguing that South Africa is a democratic country, therefore, women and men are expected to have equal opportunities in all the social activities within a social system.

Gender equality targets are often compromised because gender roles are fairly and unfairly assigned to women and men accordingly (Rankin-Wright & Norman, 2017). Women appear to be oriented into roles that separate them from social activities, such as recreational and sports programmes (Greaves & Hemsing, 2020). The gender roles of school teachers and their recreational preferences and participation patterns in a rural setting are uncertain hence they need to be explored.

#### **1.4 Main Research Question**

To achieve the aim and objectives of this study, the following research question was addressed:

- How do gender roles influence the recreational preferences and participation patterns of primary and secondary school teachers in a selected rural setting in Limpopo Province, South Africa?

#### **1.5 Research Sub-Questions**

Various sub-questions support the main research to help provide an in-depth understanding of the recreational preferences and participation patterns of primary and secondary school teachers in a selected rural setting of Limpopo Province, South Africa.

The sub-questions are:

- How do gender roles influence the recreational preferences of primary and secondary school teachers?
- How do gender roles influence the recreational participation patterns of primary and secondary school teachers?
- What are the factors that influence the recreational preferences and participation patterns of primary and secondary school teachers?

#### **1.6 Aim of the Study**

The study aimed to explore the gender roles of primary and secondary school teachers and their recreational preferences and participation patterns in a rural setting in Limpopo Province, South Africa.

## 1.7 Objectives of the Study

To achieve the main aim of the study, the following objectives were addressed:

- To explore the gender roles that influence the recreational preferences of primary and secondary school teachers.
- To explore the gender roles that influence the recreational participation patterns of primary and secondary school teachers.
- To explore the factors that influences the recreational preferences and participation patterns of primary and secondary school teachers.

## 1.8 Significance of the Study

This study was poised to explore the gender roles of school teachers, their recreational preferences, and participation patterns in a rural setting in Limpopo Province, South Africa. Gender disparities appear to be a common trend in the social system of this selected study area (Kennedy et al., 2020). Little is known about what causes these social gender gaps between women and men in this study area. However, the existing literature by reiterates that gender gaps are caused by how the social roles are distributed among women and men in the society (Morawska et al., 2021).

Lata (2021) is of the view that gender roles are often constructed in such a way that they disadvantage and marginalise one gender while favouring the other. This appears to be a common practice in a patriarchal society (Mokhele, 2016). In any given PSS, women are expected and conditioned to be submissive and subordinate to men, within the family and social institutions (Bente et al., 2020). This study argues that this practice is unfair and

undesirable in a given social system. The findings of the study will contribute to the existing management strategies of gender roles within the social system.

Equally important to the above is the fact that within a PSS, there is a notion that favours men to participate in social activities that society views as masculine, while women participate in feminine activities (Changala & Ndhlovu, 2020). The social system of most rural areas tends to socially disadvantage women from experiencing equal benefits in social activities, like recreation and sport (Dhakal, 2017). Therefore, female teachers in rural areas appear to be subjected to the same discrimination. This is evident by the lack of involvement of female teachers in life orientation, athletics programmes, and sports coaching in most selected rural schools (Sevin & Özil, 2019).

This study is expected to help recreation service providers identify and deal with factors that influence teachers' recreational preferences and participation patterns. Moreover, it will contribute to the knowledge economy in determining the recreational preferences and participation patterns in rural schools in the Limpopo Province of South Africa.

## **1.9 Thesis Layout**

This study is made up of six chapters:

Chapter One: Introduction to the Study

It provides and outlines the following: Introduction and background to the study, problem statement, research question, and sub-questions, the aim of the study, the objectives of the study and the significance of the study.

## Chapter Two: Literature Review

It provides a literature review of the relevant topics presented in the study, which includes the gender roles and the society, culture, power of men and boys, patriarchal social system, masculinity and femininity, gender inequality within the social system, recreation as a concept, recreational preference, recreational participation patterns, and recreational barriers. It also presents the theoretical framework.

## Chapter Three: Research Methods

It elaborates on the following aspects of the study, namely, research design, population, sample, research instrument, delimitations of the study, pilot study, data collection procedures, data analysis, trustworthiness/rigour, and ethical considerations.

## Chapter Four: Results

It presents the socio-demographic data of the participants and the following themes: gender roles, recreational preferences, recreational participation patterns, and feasible solutions for recreational preferences and participation patterns.

## Chapter Five: Discussion

This chapter provides a comprehensive synthesis and discussion of the results of the current study. The main aim of the study was to explore the gender roles of school teachers regarding their recreational preferences and participation patterns in a rural setting in Limpopo Province, South Africa.

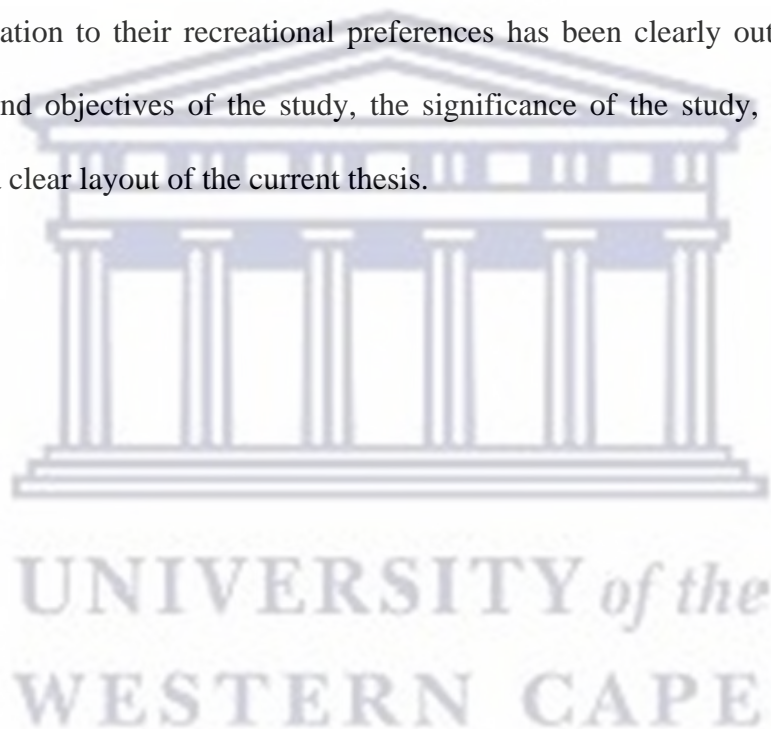
## Chapter Six: Conclusion and Recommendations



This chapter concludes the study and makes recommendations based on the findings of the study.

### **1.10 Summary**

This chapter outlined the overview of the gender roles of women and men in relation to their recreational preferences and participation patterns from the contextualised lens in an African context. The problem statement that is associated with gender roles of women and men in relation to their recreational preferences has been clearly outlined together with the aim and objectives of the study, the significance of the study, and the thesis layout to give a clear layout of the current thesis.



## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Introduction

In some instances, within a rural African context, it is envisaged that gender segregation and inequality in social circles are still recurring and it is an alarming social problem among women and men (Azevedo et al., 2007; Morawska et al., 2021). It appears to be unfair to one gender while favouring another gender in a social system (Glick et al., 2015). The contemporary literature has revealed that several gender gaps and unequal opportunities exist for women and men in a social context (Burnett, 2018; Fernandes, 2020). The gender gaps and unequal opportunities are still recurring to date (Burnett, 2018). Men appear to enjoy the full benefits of their social status, including recreation and sport (Zipp & Nauright, 2018). At the same time, women are orientated to take care of the family, the farm, and domestic responsibilities (Greaves & Hemsing, 2020). The current study argues that this is unfair because men appear to be enjoying all the social benefits in social circles. A wide body of literature has shown a gap and gender inequality between women and men in the social arena (Changala & Ndhlovu, 2020; Engh & Potgieter, 2017). The standpoint of this current study is that gender roles continue to limit women's access to social activities.

The participation patterns of female teachers in recreational sports activities are low in rural settings, while those of male teachers are high (Sevin & Ozil, 2019). Male teachers appear to dominate in all aspects of recreation, and competitive sports, both in and out of the school environment. Female teachers appear to be subordinate to men in extra- and intra-mural activities at schools, as well as in sports administration and the coaching of

sports teams (Changala & Ndhlovu, 2020). This current study argues that it might be due to a PSS constructed by the cultural system, which disadvantages one gender while favouring another in the rural context (Spaaij et al., 2015). Based on the literature, the present study has explored the role of gender in determining the recreational preferences and participation patterns of school teachers in selected rural districts in South Africa.

## **2.2 Gender Roles**

Gender roles are broad theoretical constructs that are culturally and religiously constructed in such a way that they have many different definitions and meanings (Albert, 2014). The definitions of gender roles vary from one cultural and religious group to another (Rwafa, 2016). Literature contends that there are no common gender roles within all ethnic groups (Ellemers, 2018; Sabri, 2008). All gender roles are defined or constructed according to the specific cultural and religious values of that particular ethnic group (Low, 2014). Keefe (2021) defines gender roles as the societal concept of how male and female individuals are expected to look, behave and interact within a family and social institution within any specific cultural group. The cultural and religious expectations are complex and contradict each other, because of the principles and values of how these institutions expect women and men to behave and look in private and public contexts (Khan et al., 2019). For instance, in most modern South African cultures, the clothing attire for women and men allows them to expose their bodies in public (Kanjere et al., 2011). In contrast, the Muslim religion expects women to fully cover their bodies and not to expose any part of their bodies (Vahed, 2021).

Moreover, this concept of gender roles and the ideology of gender roles is very complex and a bone of contention between scholars and institutions that develop these roles

(Kennedy et al., 2020). According to Shah et al. (2020), a cultural and religious institution maintains the favourable hegemony of boys and men over girls and women by imposing different functions and roles within a family institution and societal institution. A study conducted by Ajala (2016) which focused on the social construction of gender roles in Nigeria, revealed that gender discrimination in social roles is caused by the traditional belief system, cultural, social system and customary practice within private and public institutions in the Nigerian context. This study has identified a gap in how scholars view gender roles as a concept.

Yet Pamuk and Muc (2021) define gender roles according to the functions described for women and men, and also what it means to be a woman or man within all the social institutions. The institution determines gender functions and roles based on what is considered appropriate for women and men (Alao, 2015; Chan, 1997; Dastidar, 2018). In comparison, other scholars associate gender roles with masculinity and feminism (Kennedy et al., 2020). Masculinity and feminism are associated with biological sex and gender (van-Anders et al., 2017). Similarly, Fink et al. (2006) define masculinity according to individuals' physiological and anatomical strength. There is a notion that men are masculine and women are feminine, therefore, men should perform functions that require more physical exertion, while women should perform functions that require less exertion (Mudau & Obadire, 2016). However, scholars do not define nor recommend appropriate exertion for women and men. They scale exertion as less and more, which is still questionable and arguable.

Literature has shown a social gap between femininity and masculinity (Vyas-Doorgapsad & Surajlal, 2018). In support of this notion, Siraj (2013) eluded that boys and men are

naturally born masculine, and women are feminine. Other scholars hold different views that some women are feminine and others are masculine (Bartova et al., 2018). The issue of masculinity is the bone of contention between scholars.

It is worth stating that there is a difference between biological sex and gender. Sex is defined as a biological term that distinguishes males from females (Longhurst & Johnston, 2014). In contrast, gender is defined as a psychological and social discourse that is culturally, socially and religiously constructed (Van Anders et al., 2017). Gender has biological and social dimensions, meaning that one can look at it in two different ways (Neculaesi, 2015). In this study, we look into it from a social dimension.

Foster and Appleby (2021) gave a contrary view to that given above by indicating that gender roles are based on different expectations that the society has, and are based on the societal norms, values, and beliefs about the roles that are considered appropriate for a specific sex in a social institution. Sabri (2008) maintains that gender roles are behavioural patterns learned by the members of a family as to what is considered appropriate for a specific gender.

A study by Madut (2020) conducted in South Sudan, about the construction of gender roles for women and men, revealed that family practice and social norms play a significant role in determining the social engagement and the traditional expectations that define the appropriate gender roles within a social institution. According to Pamuk and Muc (2021), gender roles are what are deemed to be socially ideal for men and women in social institutions, which might be different in other cultural institutions. Basu et al. (2017) alluded that within family institutions, parents play significant roles in teaching

children, from an early age, to adhere to the gender norms of being typical men and women. Albert (2014) also views that gender roles orientate and shape children on how they are expected to act, speak, and dress in and out of private and public institutions.

Literature has shown that gender roles are constructed in such a way that they include the individual's physical, mental, and behavioural traits according to their specific gender (Ratna & Samie, 2017). Moreover, gender roles appear to be constructed in such a way that they define appropriate or inappropriate behavioural characteristics of women and men in social institutions (Cheng & Tsaur, 2012). According to Rankin-Wright and Norman (2017), there is a perception among members of various societies regarding the appropriateness or inappropriateness of social activities for women and men. These perceptions are culturally and religiously influenced (Siordia, 2016). This determines the capacity of the members of the private institutions to participate in social activities and complicates the socialisation system regarding recreational opportunities for women (Bassey & Bubu, 2019). Moreover, Chalabaev et al. (2012) believe that this gender role perception causes women and men to differ in their choices and preferences of recreation and sports activities. Van Tuyckom et al. (2021) support the view of Chalabaev et al. (2012) that gender role perception leads to different preferences and participation patterns of men and women in sports and recreational activities.

Ratele (2008) argues that males are not born men by nature, but they are men through the process of institutional socialisation within a societal social context. These socialisation processes orientate boys to become ideal men according to their specific culture (Lips, 2016). The family institution plays a significant role in shaping the social attitudes and values of children from an early age (Glick, 2015). For example, within all family

institutions, the girl child is oriented to be caring in nature. In contrast, the boy child is oriented to be strong and brave in case of division of labour in any given social context (Doucet, 2013). The boy child is oriented to take labour that demands more physical exertion, while the girl child is orientated to take labour that demands less physical exertion (Forste & Fox, 2014).

This orientation of boys and girls starts at the family and societal institutions (Basu et al., 2017). They learn behaviour that is considered natural for a boy child, and the behaviour that is considered appropriate for a girl child (Sugihara et al., 2008). Historical evidence has shown that culture and family enforce the roles of the boy child and the girl child in their everyday lives in a public institution (Barratt et al., 2014). Boy and girl children are expected to adhere to gender roles that society considers appropriate for them, according to their specific sex (Neculaesei, 2015). Suar and Gochayat (2016) suggest that women and girls adhere to the cultural and traditional rules of men and boys in any given institution.

A case study on Nigerian women by Ajalle (2016) on the social construction of gender roles revealed that gender segregation and discrimination in gender roles are caused by the traditional belief system, and the cultural and customary practices that determine what is traditionally and culturally acceptable and appropriate within private and public institutions in Nigeria. Denoting the traditional belief systems and socio-cultural expectations of women and men within social systems is completely different, because they are contextually constructed (Siodia, 2016). Moreover, women appear to be unfairly discriminated against in social cycles and systems based on their gender, while their male

counterparts thoroughly enjoy the benefits of their social cycles and systems (Sekscinska, 2016).

A study conducted by Vyas-Doorgapsad and Surajlal (2018), on assessing gender equality in the South African sports sector, showed that women were not responsible for gender segregation and the lack of gender-based representations in a social system. The study suggests that men have a social responsibility to promote social justice, and encourage and support their female counterparts to participate in leadership positions in the sports sector, as part of the social justice system within the given institution (Burnett, 2018).

A study by Vyas-Doorgapsad (2020), on gender equality in the sports sector, showed that Africa is a patriarchal society. The findings revealed that men dominate in most social activities, including sports and recreational activities that are considered masculine within any given cultural and traditional group (Mansfield, 2012). The study also reported that active sport was traditionally considered to be masculine social activity (Albert, 2014). In contrast, passive sport or any activity which demands less physical exertion is considered a feminine social activity (Peral-Suarez, 2020). Even though feminine activities are considered appropriate for women, men still take a leadership position in managing feminine activities (Wijtzes, 2014).

### **2.3 Culture**

Culture is an essential and complex phenomenon in every society within all ethnic groups in an African context (Obi-Nwosu, 2020). Afrocentric literature has shown that culture is a learned behavioural social pattern, and how women and men are expected to interact in



a cultural and family setting within each ethnic group (Albert, 2014; Rwafa, 2016). Culture is a very interesting phenomenon. It encompasses the social norms and behavioural patterns of the members of the cultural groups (Brahmana, 2017). Yet some scholars define culture as a way of life that includes knowledge, belief systems, art, law, morals and customs, to mention a few (Albert, 2014; Low, 2014). Studies have shown that within all these cultural groups, some people within a cultural group follow and adhere to the belief systems and traditions of their own culture (Barratt et al., 2014). Another view is that people with high socio-economic status hardly adhere to their cultural system, while people with low socio-economic status fully adhere to the cultural system within all the institutions (Doucet, 2013). In any given context, there is a social gap between people with high and low socio-economic status in complying with their cultural system (Low, 2014). However, the finding has not revealed the gender differences in complying with the expected cultural norms (Neculaesei, 2015).

Culture plays a vital role in a person's life or community, because it promotes the unity and well-being of people within a cultural group through music, dance, food, arts and crafts, to mention a few (Ramelli et al., 2012). However, it differs according to the residential demarcations within specific cultural groups, implying that we might fall within the same ethnic group, but our behavioural traits and patterns might differ (Spaaij et al., 2015). Moreover, certain behavioural patterns of women and men are shared among the cultural groups (Neculaesei, 2015).

South Africa has many different cultural groups, namely, Zulu, Xhosa and Pedi, to mention a few (Carter, 2012; Ndlovu, 2021). However, every society has specific cultural norms and values that they adhere to within private and public institutions (Adam et al.,

2012; Neculaesei, 2015). For example, the Zulu people have their cultural practices, which differ from Pedi culture, within all the institutions (Kanjere, 2011). However, certain elements of cultural practice and patterns are common within all South African private and public institutions (Low, 2014). Among all cultural practices, gender disparities are common in South African cultures (Carter, 2012). It is worth noting that this cultural practice is learned from a family institution to a societal institution (Albert, 2014). It is not ingrained from birth, but the family institution teaches the societal institution (Jewkes et al., 2015). Culture is the knowledge shared among family members and the society within cultural groups (Obi-Nwosu, 2020).

Culture gives the members a social identity and also makes them very unique and different from other people and from other cultures, through their social norms and behavioural patterns (Peyton-Young, 2015). In some instances, when a member of a certain cultural group migrates or settles in another society, the social norms and behavioural patterns of that particular society become the dominant culture for them, as well as immigrants from the subculture of that particular community (Prebitero, 2016). According to Ward et al. (2020), cultural diffusions within an ethnic group are more likely to cause a cultural shock to a foreign person in foreign cultural groups.

#### **2.4 Power of Men and Boys**

In the African context, the power of men and boys in culture and religion is aggravated by the PSS within all the cultural groups (Mudau & Obadire, 2016). According to Sathiparsad et al. (2011), South African culture is generally male-dominated in most social activities, within private and public institutions. In a social institution, there are several socially, traditionally and religiously constructed ideologies among members of

the society that often justify men's and boys' supremacy over women and girls based on religion and tradition, within any given cultural group, in both private and public institutions (Obi-Nwosu, 2020). Men and boys are predominantly oriented to practice and exercise preponderant power in all social cycles within private and public institutions (Mudau & Obadire, 2016).

To this end, men and boys have been seen to be decision-makers in private and public institutions within any given cultural group (Peyton-Young, 2015). This system has been observed in sports and other forms of active entertainment. Men and boys are being orientated to believe that women and girls are inferior to them, therefore, they should be under their control in any given social cycle within all the cultural groups (Jewkes et al., 2015). In comparison, women and girls are oriented to care, respect and be submissive to men and boys in private and public institutions (Mudau & Obadire, 2016).

These create gender disparities and gaps between women and men in family and societal institutions. Scharrer and Blackburn (2018) are of the view that the idea of male dominance within any cultural group in our society is portrayed and influenced by the media. Social Media gives male entertainment activities more attention than female entertainment activities (Montiel, 2015). The PSS portrayed by the media within a society becomes easily accepted by the members of the society (Montiel, 2015). This media coverage of men makes them appear to be the most powerful and aggressive individuals within a cultural group (Scharrer & Blackburn, 2018). In contrast, the media presents women in passive entertainment, such as soap operas and magazines, to mention a few (Gallagher, 2015).

## 2.5 Patriarchal Social System

A PSS is a traditional and cultural system constructed to oppress subordinates and unfairly discriminate against women in private and public institutions (Aderinto, 2017). According to Mudau and Obadire (2016), PSS is the set of social relations that appear unfairly constructed for women and men in a social system. It also creates independence and solidarity among men and boys to exclude women and girls from their social system (Odok, 2020). This system creates a gap between women and men based on the structural differences regarding privileges, powers and authority that are invested in men and boys, and not women and girls, in both family and social institutions (Aderinto, 2017).

These social systems favour men in any given context, while infringing the social rights of women and girls (Kimmel, 2018). Brahmana (2017) believes that men and boys have more power in a PSS compared to their female counterparts. Men appear to be decision-makers and dominate in all social institutions (Mudau & Obadire, 2016). The unjust power relations between women and men are in favour of men in any social institution, and it is more likely to strengthen as time goes by, because those in power who happen to be men and boys, among others, will reinforce the power relation (Reid, 2018).

There are different ways of classifying and categorizing PSS. Rush (2015) classifies PSS as public and private. The public patriarchal system creates segregation and separation of women and men in a labour market and social system (Aderinto, 2017). It is assumed that in South African cultures and religious meetings or social gatherings such as community meetings, gender separation is the order of the day. Therefore, this gender disparity in a sitting arrangement is highly recommended in social and religious events (Ali, 2008; Ejim, 2017). Women and men are not allowed to sit on the same side in a

social setting (Kerr & Multon, 2015; Raday, 2003). While in a private PSS, women are restricted to performing domestic activities that orientate them to be economically dependent on men (Pamuk & Muc, 2021).

## **2.6 Masculinity and Femininity**

Masculinity and femininity are complex concepts which are extremely difficult to define (Busch et al., 2016). They are sometimes defined in terms of physical exertion making it difficult to measure. Connell (2020) contends that masculinity is a socially constructed phenomenon associated with men, which is invisible within a family and social institution. According to Aditya et al. (2012), masculinity requires more physical exertion, while femininity requires less physical exertion. In contrast, Kimmel (2018) defines masculinity as what culture expects from boys and men within a social and family context. This definition outlines men's accepted and expected role in a social institution within any given ethnic group (Jewkes et al., 2015). Within a social institution, masculinity exists based on an ideology created by the cultural, religious and social institutions for men and women (Odok, 2020).

Hegemonic masculinity is defined as the widespread domination of men and boys over women in a social, cultural and economic system (Messerchmidt, 2018). Messerchmidt (2019) concurs with Condis (2018) asserting that hegemonic masculinity establishes the social and cultural norms of what could be considered the ideal man or boy in a social and family system. According to Aditya et al. (2012), hegemonic masculinity refers to what is deemed masculine practice and the cultural norms that are the most prominent in the social system within the society. In a social and family institution, some boys and men benefit equally from the masculine power inherited from hegemonic masculinity

(Kimmel, 2018). Gays do not benefit from masculine power within all the institutions, as they are not living up to the expected standard of society, and straight men or boys (Reid, 2018). Men and boys are not homogenous groups (Condis, 2018). Hegemonic masculinity controls society in all spheres of life, including family institutions (Dicke, 2019). Inequality of power vested in men and boys are inherent in hegemonic masculinity (Reid, 2018; Messerschmidt, 2018). Women, girls and femininities are always inferior to hegemonic masculinity (Makama, 2013).

## **2.7 Gender Inequality within the Social System**

Gender inequality within the social context is socially, religiously, and culturally constructed within all social institutions (Longhurst & Johnston, 2014). However, it is not homogenous but is differently constructed (Messerchmidt, 2018). Gender could be fairly or unfairly constructed (Gervais, 2019). A study conducted by Dastidar (2018) on gender inequality showed that cultural differences influenced gender equality within the social institution but in a socially constructed gender role. This study has shown that a gap exists in how gender roles are unfairly constructed, based on the gender segregations that lead to gender inequalities in all social systems (Kerr & Multon, 2015). A contemporary study conducted by Vyas-Doorgapersad and Surujlal (2018), on assessing gender equality in the South African sports sector showed that women are not responsible for gender segregation, and for the lack of gender-based representation in the management of social activities, such as sports. This study also showed that men were responsible for promoting, encouraging and supporting their female counterparts to participate in leadership positions in the sports sector.

Another case study on selected Southern African countries by Vyas-Doorpersad (2020) on gender equality in the sports sector shows that Africa was a patriarchal society. The findings revealed that men dominate in all social and sports activities considered masculine by society. The study also shows that active social and sports activities were traditionally considered masculine. In contrast, passive social and sports activities were considered feminine social activities, associated with women (Neculaesei, 2015).

To this end, to achieve gender equality in a social system within the family and societal institutions, various studies argue that women and men need to be equally oriented to the social roles in social cycles, including family (Chan, 1997; Mudau & Obadire, 2016). Women and girls need to be enabled to take up equal powers and opportunities in any economic and domestic societal context (Vyas-Doorgapersad, 2020). There is a huge gap between women and men in these activities. Consequently, it is safe to argue that gender equality implies an equal balance of power in any given activity between women and men. Other scholars define gender equity as fairness in the treatment of women and men in any given context (Mudau & Obadire, 2016). However, in any given black society, especially in rural areas and informal settlements, women appear to be undermined and excluded from most social activities, including recreational activities (Spaaij., 2015).

## **2.8 Recreation**

Recreation is a diverse concept with many definitions, categories, and classifications. According to Brarrows (2010) and Pfister and Tierney (2009), recreation is any activity pursued during leisure time by individuals or society collectively, within private and public social institutions. Pigram and Jenkins (2006) stated that recreation could consist of activities or experiences carried out voluntarily during leisure time and are chosen by

the participants, either for pleasure or to satisfy certain personal needs. In addition, Torkildsen (2005) stated that recreation can be the act of recreating physical, mental and emotional abilities. This implies that recreational activities can be seen as a renewal of the health and spirit of the individual or collective society, within any given social institution.

There are different ways of classifying and categorising recreational activities. One way is to categorise recreation activities in terms of casual and serious activities (Sevin & Özil, 2019). According to Gillespie et al. (2002) and Chen and Tsaur (2012), casual recreation activities include those that do not require serious involvement and effort in the activity. They further stated that casual activities have fewer rules, and the primary aim is to participate and not compete. In comparison, serious recreation is defined as activities that require advanced skills and knowledge. The participant's knowledge must revolve around the rules of the activities and movement skills required for such activities, for example, swimming, badminton, cycling or playing the piano (Torkildsen, 2005).

Flowing from the above, it is worth noting that an alternative way of classifying recreation is in terms of activeness and passiveness of the nature of the activities (Warn & Witherick, 2003). Active recreational activities are any casual or serious activities that need physical exertion from the participants (Goodin et al., 2008). These could include but are not limited to, activities such as fun runs, swimming and cycling. In contrast, passive recreation activities could include casual or serious activities that need less physical exertion than the former, such activities include bird watching, watching television, free play or even playing computer games (Spaaij et al., 2015).



Yet another way to categorise recreation is as adventure, indoor, outdoor, and therapeutic recreation (Torkildsen, 2005). According to Pigrams and Jenkins (2006), adventure recreation is defined as recreation activities that contain a structural component of real or perceived danger and usually involve a natural environment setting in which the outcomes are uncertain, but influenced by the participant. Examples of adventure activities include mountaineering, rock climbing, scuba diving and cave diving. Indoor recreation is offered in well-established clubs, homes and recreation centres with recreation equipment and facilities, such as a swimming pool or badminton court (King et al., 2009). On the other hand, Pigram and Daly (2010) define therapeutic recreation as the purposeful utilisation or enhancement of leisure as a way of maximising a person's overall health, well-being or quality of life. Examples of leisure enhancement would include working with substance abusers to develop a drug-free leisure lifestyle or teaching a person with a spinal cord injury how to snow ski.

Warn and Witherick (2003) classify recreation as work and leisure activities. They point out that people's lives are divided into two parts, compulsory activities (work) and leisure or free time. Leisure is when individuals or collectives pursue recreational activities after compulsory activities, such as domestic work, business-related activities and attending school. Zabriskie and McCormick (2001) define leisure as time left over after work or other compulsory duties. In addition, they stated that leisure was time that was viewed as an unobligated or discretionary period to use in relatively freely chosen ways, especially when the obligation of work and subsistence has been met (Goodin et al., 2008). Drucker (2007) also defined leisure as the period of recreation or discretionary time before or after compulsory activities, such as going to work or running a business, and attending school or performing household chores.

Recreation is not a synonym for sport, but recreational sport reflects some of the elements in the recreation typology and represents a considerable number of participants' recreation preferences and participation patterns (Torkildsen, 2005). In this current study, recreational sport is defined as any physical activity which requires physical exertion and rules, activities such as netball, soccer, badminton, aerobics or related activities that female and male teachers pursue during their discretionary time. The nuance of competition differentiates competition sports from recreational sport. During competition, sports athletes focus on objective competition and pursue excellence to win medals and compare performances. In contrast, participants in recreational sports also follow the rules of a chosen sport focusing on subjective competition (Jacobs et al., 2019). During the subjective competition, participants test their abilities in a play situation (Bogapa., 2002). The ultimate aim is not to win competitions or medals, but merely to be physical in a structured sports environment and have fun during the discretionary time (leisure).

## **2.9 Recreational Preferences**

In any given social context, the recreational preference of individuals or groups of people differs according to the needs and availability of the recreational resources (Burnett, 2018). In some instances, recreational preferences are influenced by the knowledge and skill of the recreational activities (Zipp & Nauright, 2018). A study conducted by Sevin and Özil (2019), on teachers' level of participation in recreational activities, found that teachers' recreational preferences differed according to gender, age, marital status, and the number of children, where males preferred team activities, while females preferred cultural activities and hobbies. Another similar study by Changala and Ndhlovu (2020), on sport, leisure and recreational preferences among older persons, revealed that older

persons preferred sports, leisure and recreational activities, such as swimming, badminton, table tennis, golf, bowling, game viewing and age friendly gymnastics activities. However, the study did not show the differences in gender preferences.

Women and men living in developed and developing countries recreate differently due to different recreational needs, recreational provisions and various factors that influence and/or hinder their recreational preferences (Foster & Appleby, 2021).

A study by Wright et al. (2017), on a qualitative examination of adolescent girls' sports participation in a low-income, urban environment, showed that girls faced logistical and financial barriers in recreation. This study showed that the differences in recreational participation of women and men started from an early age. The view by Bayan-Bravo et al. (2019) is that in developed countries, particularly among working-class women, they do not consider themselves entitled to organised recreation. Mayo et al. (2019) and Remon et al. (2020) raised similar opinion to Bayan-Bravo et al. (2019) that males are generally more physically active in leisure time physical activities, while females are passive. They further argue that this is due to the household responsibilities assigned to women by society in each cultural setting.

It is worth noting that in both developing and developed countries, the cultural expectations of women to undertake family responsibility invariably causes harm to their recreational choices (Forsdike et al., 2020). Joen and Ridinger (2009) stated that in Western culture, girls and women tended to be socialized to certain culturally acceptable roles, such as domestic responsibilities, and are expected to take responsibility for childcare. Family responsibilities limit the recreational participation of women

(Donaldson & Seal, 2020). This suggests that recreational time for women would be limited due to their responsibilities, among their many other roles. Klomsten et al. (2005) indicated that across many countries in the Western world (Norway, Spain, Germany, Great Britain, USA and France), girls and women were less likely to participate in recreational activities than boys and men.

A study on sports preferences and physical activity practice among Spanish school children by Peral-Suarez et al. (2020) revealed that active physical activities among girls were less intense and less frequent than their male counterparts. Spanish children, particularly the girls, preferred less intense individual sports than team sports. In contrast, boys reported that they preferred more intense and team contact sports (Popovic, 2004). This study reported that family and social institutions orientated girls and boys to participate and prefer different active physical activities according to their gender (Peral-Suarez et al., 2017).

A contemporary Afrocentric case study in selected Southern African countries conducted by Vyas-Doorgapersad (2020) on gender equality in the sports sector showed significant gender inequality in all the selected countries. This study revealed that men were given the financial opportunity and the societal approval to participate in sports activities compared to their female counterparts. The study also revealed that in Botswana, women and girls were still facing challenges in accessing recreational facilities to participate in active sports for recreational purposes. The problem is a recurring one and a matter of concern to the country in general and to women and girls in particular.

The same study showed that in Lesotho, gender inequality in the sports federations was a major concern to the country, and that women and girls were the most disadvantaged and unfairly discriminated against in the sports sector (Singh & Naidoo, 2017). They were underrepresented as compared to their male counterparts. Yet, in Swaziland, the findings showed that culture prohibited women from participating in sports. It strongly orientated and dictated that women and girls belonged in the kitchen, not on the sports field. The findings also showed that women and girls were prohibited from wearing appropriate sports gear (Vyas-Doorgapersad (2020). This study showed that the social norms, values and belief systems of Swaziland disadvantaged and discriminated against women on the basis of their sex and gender.

## **2.10 Recreational Participation Patterns**

According to a study by O'Brien et al. (2019), on ethnic-specific suggestions for physical activity, based on existing recreational physical activity preferences of New Zealand women, the study showed that women spent time (11.8 min/day) walking and training with weights, and they also recorded high participation rates in other gym activities, while European women engaged in at least three of the four gym-type activities weekly. Moreover, women and men used leisure time differently due to various factors that influenced recreational participation patterns (Singh & Naidoo, 2017).

Joen and Ridinger (2009) stated that girls and women have constructed social stereotypes on how to socialize in certain acceptable ways according to specific cultural roles. These types of socialization limit one gender from participating in organized recreational activities that are time-consuming (Spaaij et al., 2015). It appears that not only do working-class women face these constraints, but even non-working class women, because

they have to take care of their children, while having to do all the domestic activities as well (Foster & Appleby, 2021).

A study conducted by Young et al. (2011), on sport and recreation participation preferences of Botswana Defence force officials, revealed that Botswana Defence Force soldiers preferred both active individual and team sports. The findings showed that most preferred activities such as jogging, soccer, volleyball and obstacle training. However, the study did not report any gender differences among the Botswana Defence Force soldiers in their recreational participation preferences.

A study conducted in the Netherlands by Wijtzes et al. (2014), on social inequalities among young children's sports participation and outdoor play, showed significant relationships between the family socio-economic position of children in the Netherlands and sports participation and outdoor play. The results showed that children from low socio-economic positions were more likely not to actively participate in active sports and outdoor play than their counterparts from high socio-economic positions.

Similarly, a study on sport and social inequality by Spaaij et al. (2015) showed that social inequalities among white males from middle and high socio-economic positions benefitted most from professional sporting federations and careers compared to black and minority ethnic groups from low socio-economic backgrounds. Yet another South African case study, on assessing gender inequality by Singh and Naidoo (2017), showed that the demands of society in the public institution and the cultural barriers placed unrealistic social expectations on women and girls compared to their male counterparts.

This study showed that South African culture had different social expectations of females and males.

In the South African context, women with low socio-economic status, especially Black women in rural areas, have been at the bottom rung of the ladder in terms of recreational participation and other social activities (Wijtzes et al., 2014). Women are derailed from participating in social activities in any given cultural group, within any ethnic group (Kanjere et al., 2011). The differences between men and women, in a social context, are evident in most cultural groups (Siordia, 2016). Historical evidence shows that black women have been previously and are currently experiencing oppression in society in any given cultural context (Chan, 1997; Li, 2019). Women are unfairly discriminated against based on their social status and gender (Makama, 2013).

Men's and women's social patterns and preferences differ according to their social class and demographics (Siordia, 2016). In contrast, Sibley (2013) believes that the social behaviour of women and men is influenced by social-cultural values (SCV) or personal choices in any given social context. The current study is of the same view, but argues that the choice of social patterns could be influenced by how women and men adhere to their SCV and traditional societal norms.

To this end, scientific evidence has shown that women and men of low socio-economic status adhere to the cultural system that determines what is deemed to be socially appropriate or inappropriate compared to people of middle and high socio-economic status (Sugihara, 2008). The main aims of these systems are to enhance the quality of life and the wellbeing of the entire community at large, within the same cultural and ethnic

group. It is worth noting that even though the objectives of the cultural system could serve a good purpose, it is questionable how this system is culturally constructed. Ndlovu (2018) believes that the South African cultural system, within all ethnic groups, determines the behavioural patterns of individuals and the community at large. In comparison, the religious system is more on spiritual values and less on social values (Siodia, 2016). Equally important, the behavioural patterns and preferences of South Africans differ because of the cultural system (Vyas-Doorgapersad & Surujlal, 2018).

A study conducted by Eloof et al. (2011), on mental skills training among hockey players in the university sports South Africa (USSA) tournament, revealed a significant gender difference between female and male field hockey players at higher institutions of learning in SA. The outcomes showed that female players were more committed than their male counterparts. They performed much better than the male players. The study revealed a gap between male and female players in goal-setting, self-confidence and commitment in the sport of hockey.

## **2.11 Recreational Barriers**

Women and men living in developed and developing countries recreate differently due to different recreational needs, recreational provisions and factors that influence or hinder recreational participation rates and preferences for women and men (Vyas-Doorgapersad, 2020). Popovic (2004), regarding the above, is of the opinion that in developed countries, many women, particularly working-class women, do not consider themselves entitled to organised recreation. Azevedo et al. (2007), Frisby and Millar (2002) and Hallal et al. (2005) are of a similar opinion to Popovic (2004) that males are generally more physically active in leisure time physical activities, while their female counterparts are



passively active in leisure time physical activities. This ongoing trend is creating gender disparities within a social system in recreation. They further argue that it is due to household responsibilities awarded to women by members of society in each cultural system.

It is worth noting that in both developed and developing countries, cultural expectations of women for family responsibility harm recreational choices (Vyas-Doorgapersad & Surujlal, 2018). While, Joen and Ridinger (2009) state that in Western culture, girls and women tend to be socialised to certain culturally acceptable roles, such as domestic responsibilities, and are expected to take full responsibility for childcare. This limits them from participating in organised active recreational activities. It appears that not only do working-class women face these constraints, but even non-working women, because they have to take care of their children, while still having to do all the domestic activities. In some cases, working class women have domestic workers in their houses to help with the domestic chores (Shen et al., 2020).

Literature on gender has shown that gender roles are socially constructed in such a way that they range from the physical and mental traits to the behavioural characteristics of the individuals, according to their specific gender (Longhurst & Johnston, 2014). Moreover, gender appears to be constructed in such a way that it defines what is appropriate for women and men in society in a Southern African context (Vyas-Doorgapersad & Surujlal, 2018). There is a perception among certain members of society of the appropriateness or inappropriateness of social activities for women and men. This determines the capacity to participate in social activities and complicates women's socialisation in and through recreation. Chalabaev et al. (2012) support the view of

Chalabaev et al. (2010) that gender role perception leads to different preferences and patterns in sports and recreational activities.

A study conducted in Nanning City, China, that explored spatial and social inequalities of urban sports facilities by Shen et al. (2020), showed a gap in spatial and social inequality in sports equipment and facilities. The study also showed a strong spatial mismatch between the concentric distribution of sports equipment and facilities. In contrast, a study conducted by Zipp and Naurighs (2018), showed that within social institutions, such as clubs and school sports, boys act as gatekeepers for girls and women to participate fully in the administration, coaching and management of the institutions.

A study by Burnett (2018) revealed that girls who excelled in active sports activities or entered a career in sport, were fully encouraged and supported within the social institution like social clubs, and school sports. However, a study on the relationship between income inequalities and sports participation by Blok et al. (2018) showed that providing wellness, health education, various sports equipment and also facilities would increase sports participation of boys and girls.

In conclusion, it is worth noting how gender roles are socially, culturally and religiously constructed, implying that in any given society, culture and religion create roles for women and men in all spheres of life including recreation preferences and participation patterns (Blok et al., 2018). All these roles are constructed in such a way that they prescribe what is generally considered or deemed ideal or appropriate or inappropriate for a person of that specific gender (Parboteach et al., 2008; Chalabaev et al., 2012).

## **2.12 Theoretical Framework of the Study**

South Africa is assumed and regarded as a patriarchal society, wherein men dominate in activities that are considered masculine (Bassey & Bubu, 2020). Active sports and recreation are traditionally considered masculine, which in turn creates segregation of women in social cycles, including recreation systems (Changala & Ndhlovu, 2020). Feminist and social role theory guided this study to understand the nature of gender equality by exploring women's social roles and experiences in a social context. These theories belong to feminism and masculinity models that describe the differences between males and females through what is considered or deemed appropriate and inappropriate for them in and out of the social system (Lata, 2021).

The central tenet of these theories is that men and women are allotted different social roles based on their gender in a social system (Lata, 2021). Bassey and Bubu (2020) reported that “patriarchal cultural norms are constructed in such a way that they determine what is considered appropriate or inappropriate for women and men in a social system”. Moreover, in a PSS, men hold the primary power and dominate roles that involve decision-making (Bente et al., 2020). The social role theory suggests that the roles which men and women are allocated in society create expectations in behaviour and social choice in a social context (Lopez-Zafra & Garcia-Retamero, 2021).

## **2.13 Summary**

The literature for this study is drawn from African and Western contextual lenses to give a clear sense of the gender roles of school teachers in relation to their recreational preferences and participation patterns in the South African context. This chapter clearly

outlined the different thesis and the findings from different scholars in developing and undeveloped countries. It outlines how people view their gender roles and how it impacts their recreational preferences and participation patterns within their social system.



## CHAPTER 3

### RESEARCH METHOD

#### 3.1 Introduction

This section describes the research approach and design and explains the data collection methods, including the instruments used. It also specifies how collected data were analysed to answer the research question and achieve the main aim and objectives of the study.

#### 3.2 Research Design

This study used a qualitative method through an exploratory design to explore the gender role of primary and secondary school teachers regarding their recreational preferences and participation patterns in a rural setting of Limpopo Province, South Africa. According to Neuman (2014), an exploratory study or research is undertaken to gather data in an area of inquiry where very little is already known. A qualitative study provides a richer understanding of the teachers' behaviours regarding their recreational preferences and participation patterns (Neuman, 2014).

#### 3.3 Population and Sample

The population of this study consisted of teachers from rural district schools and comprised of different tribes and cultural groups. However, it is predominated by the Bapedi tribe of Limpopo province, South Africa with the primary participants being primary and secondary school teachers. A purposive sampling technique was used to recruit six (6) male and six (6) female school teachers who conform to the inclusion and

exclusion criteria of the study. Purposive sampling was chosen for this study due to the relevance of the participants to this research question as a subset of the population (Mack et al., 2005). Moreover, the sampling of participants continued until data saturation was reached. Participants were recruited from three primary schools and three secondary schools.

### **3.4 Inclusion and Exclusion Criteria**

The inclusion criteria for this study were female and male teachers residing within the selected rural district. All recruited teachers originated from the Bapedi tribe, who were considered experts in Pedi culture, norms, and values. The selected teachers were also informed about the cultural and societal system of the rural community.

Participants excluded were teachers who resided outside the selected rural district in SA, and non-South African citizens, because they did not share the cultural norms and values with the participants who fell within the inclusion criteria.

### **3.5 Research Instrument**

The current study used semi-structured interviews as a research instrument to collect data from the participants. A semi-structured individual interview allowed a flow of ideas and illuminated limitations by respondents in expressing themselves and fully responding to the interview questions. Semi-structured interviews are most appropriate when the issue being investigated is complex, controversial and personal (De Vos et al., 2005). The method was also appropriate in advancing the research to gain an in-depth understanding and a deeper meaning of the human experience.

The following themes were used as part of the interview guide:

- Gender roles
- Gender roles that influenced the teachers' recreational preferences
- Gender roles that influenced the teachers' participation patterns
- Feasible solutions for the teachers' recreational preferences and participation patterns.

The above-mentioned themes were given equal attention and treated individually to the specific aim and objectives of the study.

### **3.6 Pilot Study**

A pilot study was conducted on four teachers in different setting that shared the same characteristics as the actual study participants. The main reason for the pilot study was to determine whether the semi-structured interview schedule suited the intended study. The findings of the pilot study helped to refine the research methods and also the rephrasing of the research questions in order to achieve the aim and objectives of the study.

### **3.7 Data Collection Procedures**

Permission to approach the schools was granted by the Department of Education through the following offices and provincial committees in the sequence that follows. The Humanities and Social Sciences Research Ethics Committee (HSSREC) of UWC issued the ethics clearance certificate (HS21/6/13). Then, Limpopo Provincial Research Ethics Committee (LPREC) reviewed the proposed study, and sent the recommendations to the Limpopo Provincial Research Committee (LPRC) for approval. The Limpopo Provincial

Research Committee approved the study and issued the committee clearance certificate (LPREC/108/2021:PG) to the Integrated Planning, Research and Reporting (IPRR) directorate of the Department of Education, The Department of Education, Limpopo Province consolidated all the recommendations and issued the approval for the teachers to be interviewed teachers.

After the above approval was obtained, the researcher approached the principals of each school for permission to contact the teachers. The researcher purposively selected 12 teachers (six males and six females) who met the study inclusion criteria. Before each interview, the researcher explained the data collection protocol to the participants, along with the aim, objectives, and rationale of the study. Interviews were scheduled during the teachers' free periods or after school. Interviews were recorded with the informed consent of the participants and lasted approximately 40 minutes. The audio recordings were transcribed after the interviews were conducted, and the field notes were added to the transcripts (Creswell & Creswell, 2017).

### **3.8 Data Analysis**

The qualitative data was analysed using the transcription of raw data. Inductive content analysis was used to identify data patterns and common themes using Atlas ti version 7 (De Vos et al., 2005). To ensure consistency and rigour, the researcher and an independent coder used the framework of Tesch's qualitative data analysis (Creswell & Creswell, 2017). This framework consists of eight steps, during which the transcripts are scrutinised to find the main themes and to identify sub-themes and categories under each theme. The findings were documented in terms of themes that described the main elements, while the sub-themes and categories described the nature of the gender roles.



To answer the research questions, the researcher structured the data into themes according to the research questions: a) Section 1: Gender roles that influenced the teachers' recreational preferences, b) Section 2: Gender roles that influenced the teachers' recreational participation patterns, c) Section 3: Factors that influenced the teachers' recreational preferences and participation patterns.

### **3.9 Trustworthiness / Rigour**

In this study, trustworthiness was established with credibility, transferability, and dependability throughout the study (Gunawan, 2015). Triangulation ensured that the research findings were credible (Creswell & Creswell, 2017). Transferability was established to provide evidence that the research findings can be used or applied to other contexts, situations, times, and populations (Gratton & Jones, 2004). This study used a thick description technique of social science qualitative research to establish transferability. The researcher used this technique to provide a detailed account of the participants' experiences during the data collection process (Bryman, 2021). To establish dependability and validate the findings of the current study, the external audit technique of qualitative research was used to evaluate whether the findings from the collected data of the study supported the interpretation and conclusion (Gunawan, 2015).

### **3.10 Ethics**

The HSSREC at the University of the Western Cape granted ethics approval for the study (HS21/06/13). LPREC and LPRC granted permission to conduct the study in the selected circuit. LPRC issued a committee ethical clearance certificate (LPREC/108/2021:PG) to IPRR from the DoE, Limpopo Province. Afterward, the researcher approached the

principals of each school for permission. The information sheet was used to inform the participants about the study. Informed consent was obtained in writing from the participants.

The researcher ensured the participants' identities remained anonymous by using pseudonyms instead of the participants' names. Participants were informed about their right to refuse or withdraw from the study at any point if they felt they were no longer able to continue or felt uncomfortable about proceeding with the study. Before conducting the semi-structured interviews, the researcher explained the protocol for data collection to the participants. The semi-structured interviews were recorded with the informed consent of the participants. All results were reported anonymously to protect the identity of the participants. Confidentiality was carefully observed by storing all electronic information from the participants on the computer in password-protected computer files that were only accessible to the researcher, and all hardcopy documents were stored safely in the supervisor's office with access restricted to the researcher and supervisors to have access to the data.

### **3.11 Summary**

This chapter outlined different research methods for this study, and how these methods are appropriate for the purpose of this study. These methods clearly outline how they are used to achieve the aim and objective of the study. In addition, why are they used in this study?

## CHAPTER 4

### RESULTS

#### 4.1 Introduction

This chapter presents the socio-demographic data of the participants in the study, as well as the main themes and sub-themes that emerged from the research data to address the aim and objectives of the study. The main focus of this section of the study is to highlight the perceptions and experiences of the participants on gender roles, their recreational preferences, and participation patterns.

#### 4.2 The Participant Profile

In this current study, the participants were female and male school teachers from different primary and secondary schools in a rural setting in Limpopo Province, South Africa (Table 1). The participants were expected to share their perceptions and experiences on how gender roles influenced their recreational preferences and participation patterns. The participants met the inclusion and exclusion criteria of the study.

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**Table 1: Profile of the Participants**

Pseudonyms	Sex	Age (years)	Medical History/ Records	Highest Qualification	Subject Taught
P01	M	33	No medical records	BEDTEF+	Science stream*
P11	M	35	No medical records	BEDTEF	Commercial stream
P03	M	36	No medical records	STED+++	Science stream
P04	M	38	No medical records	BEDTEF	Social sciences stream**
P09	M	39	No medical records	BSCED	Science stream
P05	M	52	High blood pressure#	BEDTEF	Social sciences stream
P07	F	38	Diabetes and high blood pressure	STED	Science stream
P02	F	39	No medical records	BSCED++	Science stream
P06	F	39	No medical history	BSCED	Commercial stream***
P08	F	44	No medical history	BEDTEF	Social science Stream
P12	F	47	No medical history	BSCED	Social science Stream
P10	F	51	High blood pressure	BSCED	Commercial stream

*# Indicates self-reported medical condition(s).*

*+++ Indicates STED: Science Teachers Education Diploma*

*++ Indicates BSCED: Bachelor of Science in Education*

*+ Indicates BEDTEF: Bachelor of Education Foundation Phase*

*\*\*\* Commercial stream is made up of Accounting, Economics, etc.*

*\*\*The Social Science stream is made up of History, Geography, etc.*

*\*Science stream is made up of Life Science, Biology, Mathematics, etc.*

A total of 12 school teachers from different primary and secondary schools participated in this study. The participants shared a similar language, culture, social background, and socioeconomic status. However, the ages of the participants varied, with the majority ranging in age between the age group of 33 to 52 years old.

### 4.3 Presentation of the Main Themes and Sub-Themes

Below are the main themes and sub-themes derived from the collected data (Table 2).

**Table 2: Main Themes and Sub-Themes of the Study**

Main Themes	Sub-Themes
<b>Theme one:</b> Gender roles of the school teachers	<ul style="list-style-type: none"> <li>• Personal perspectives of the teachers on gender roles</li> <li>• Cultural perspectives of the teachers on gender roles</li> <li>• Religious perspectives of the teachers on gender roles</li> <li>• Gender role that participants expected their spouse to perform</li> <li>• Gender role that participants did not expect their spouse to perform</li> </ul>
<b>Theme two:</b> Recreational preferences of the teachers	<ul style="list-style-type: none"> <li>• Personal perspective of the teachers on their recreational preferences</li> <li>• Preferred recreational activities of the teachers</li> <li>• The roles of gender on the teacher's recreational preferences</li> <li>• The significance of the teacher's recreational preferences.</li> </ul>
<b>Theme three:</b> Recreational participation patterns of the teachers	<ul style="list-style-type: none"> <li>• Duration and frequency of the recreational programmes</li> <li>• The influence of gender roles on the recreational patterns of the teachers</li> <li>• Recreational participation patterns of the</li> </ul>

	teachers
<b>Theme four:</b> Feasible solutions for recreational preferences and the factors that influence participation patterns of the teachers	<ul style="list-style-type: none"> <li>• Solutions for the recreational preferences and participation patterns of the teachers</li> <li>• Factors that hindered the recreational preferences and participation patterns of the teachers</li> <li>• Factors that enhanced the recreational preferences and participation patterns of the teachers</li> </ul>



#### **4.4 Theme One: Gender Roles and the Associated Sub-Themes on Gender Roles**

The purpose of this theme was to establish if the participants shared a common understanding and knowledge of the gender roles within their cultural group. The participants were requested to share their personal, cultural, and religious perspectives on gender roles. The participants' perceptions were consolidated and discussed in a sub-theme according to their similarities to the main themes.

This theme consisted of five sub-themes that emerged from the discourse with the primary and secondary school teachers.

##### **4.4.1 Sub-Theme One: Personal Perspectives of the Teachers on Gender Roles**

The main aim of this sub-theme was to establish the personal perspectives and discourse of the participants on how they understood the concept of gender roles within their family and societal institutions. Certain quotations were identified to express how participants in this study understood the concept of gender roles within their space. Participants shared similar sentiments on their perspectives of gender roles. Their views were as follows:

*“I think, in Bapedi culture, gender roles are or could be defined as the traditional duties or responsibilities considered appropriate for women and men, within the family and societal institutions in any given ethnic group. Those gender roles are associated with the specific sex.” (P05)*

In support of the above-mentioned statement on cultural perspective on gender roles, as understood by the above participant, the statement below by one participant provides a clear picture:

*“I understand gender roles as social responsibilities or domestic duties, such as taking care and cooking for the family and providing for the family, just to mention a few.” (P01)*

The above participant (P01) aired a personal view on how gender roles are understood within a private social institution, the below participant (P06) concurs with the participant (P01) by defining gender roles as:

*“I think gender roles are the volunteering responsibilities or roles that women and men enjoy performing at home or in society. They feel more comfortable performing those roles, domestic chores and taking care of the kids for women, while men’s roles are to provide and protect their families.” (P06)*

In support of Participant (P01) and how they understand gender roles in general, participant (P06) understands gender roles in both private and public social institutions as the roles that are imposed on women and men in that particular institution. While participant (P02) is of the view that:

*“I understand gender roles as the responsibilities of men and women, within a family setting in our culture. What is considered socially appropriate for the other gender for the smooth running of the family.” (P02)*

Participant (P02) understood gender roles from a cultural perspective. In addition to the above-mentioned notions, participant P11 gave a very different view that goes as follows:



*“If am not wrong, gender roles are the responsibilities of women and men, I mean any role in the family regardless of sex. We are living in a democratic country now. Therefore, we share roles within a family context.” (P11)*

The above quotations highlighted that gender roles could also be understood as sharing roles within any social context. The following participants also expressed views about how gender roles were constructed in terms of the definitions:

*“I think gender roles are socially constructed according to the specific sex. These roles are constructed in such a way that determines what is socially appropriate or inappropriate for women and men within the cultural group.” (P07 and P09)*

The above quotation is a joined view of participants P07 and P09, which indicates that they understand how gender roles are culturally constructed within a social system. The below quotation indicates that:

*“In my understanding and the way I have read it in social science studies, gender roles are socially constructed roles that meet the needs of the family and society at large.” (P10)*

In addition to the quotations mentioned above from some of the participants, as to how gender roles are socially constructed, another participant (P04) expressed some direct and balanced thoughts on the subject:

*“I guess, gender roles are roles that are associated with a specific sex and age group, they are distributed among them within the society or family.” (P04)*

Adding to this, participants P08 and P03 shared the same sentiments on how gender roles are traditionally constructed within private and public social institutions. They both indicated that:

*“In my view, gender roles are traditionally constructed roles shared by members of the cultural group within the family and community context.” (P08)*

*“I think gender roles are guidelines for men and boys on their social responsibilities that they have to perform in the family and society. (They) focus more on what is considered socially inappropriate rather than teaching what is considered socially appropriate.” (P03)*

Given the context of gender roles, participant P05 also expressed the notion that:

*“Traditionally, in any given African cultural group, men are the head of the family, just to start with. Men’s responsibilities are to provide and lead the family, as the head. That itself is a role on its own. Our tradition also helps nurture men and boys to perform roles that are supposed to be played by the men and boys, not by the women in the family. Women have the key responsibility of taking care of the family.” (P05)*

Following the perceptions mentioned above of Participant P05, participants P01 and P12 also expressed similar views that partially contradicted the views of the other participants in terms of the context of the socially constructed gender roles:

*“I understand gender roles as the roles that are shared or divided among the family members according to a specific gender within a family and societal institution. However, some people don’t adhere to this division of labour, while some adhere to these traditional norms of*

*sharing roles according to a (a) specific gender. All these roles were divided by our grandparents in the ancient years. We grow up knowing that the primary duty of a woman or girl child is to take care of the family.” (P12)*

The current findings revealed how participants understand the gender roles within private and public social institutions. The findings showed that the majority of the participants shared the same sentiments that gender roles could be defined as social responsibilities or domestic roles that were culturally, socially, and traditionally constructed. They further alluded that gender roles were shared among the family members according to their gender. The present study supports the existing literature on the notion that gender roles discourse could be understood as the sharing of duties or responsibilities among people of different sexes, within private and public institutions (Schniter & Shields, 2020). It could be understood that gender roles are differently constructed within a social system.

The present study showed that participants shared similar views to those advanced by Dicke et al. (2019) on defining gender roles as traditional duties or responsibilities attributed to women and men within the family and societal institutions. The current finding also supported the findings by Sekcinska et al. (2016) that gender roles could be conceptualised as traditional occupational roles and expectations based on the biological sex of the family members. However, previous studies did not reveal the setting of the society as compared to the current study.

The current findings also supported the views of Lip (2016) that within a patriarchal society, males are expected and orientated through the process of socialisation to be the primary financial providers for the family. Females are orientated and designated to be the family's

primary caretakers and the domestic managers. In contrast, Tanjung and Mailin (2021) asserted that gender roles were the division of productive, reproductive, and social roles that were constructed in public institutions through the socialization process. South Africa is a democratic country, wherein women and men have equal human rights. This means that women and men could comfortably share productive, reproductive, and social roles within any given context without any fear. That is not the real essence of the South African context.

#### **4.4.2 Sub-Theme Two: Cultural Perspectives of the Teachers on Gender Roles**

In the South African context, gender roles vary significantly across all cultures in different ethnic groups. Gender roles are culturally constructed within all ethnic and tribal groups Sekcinska et al. (2016). The participants had different perceptions about the cultural perspectives on gender roles. Below are quotations presented on the participants' perceptions of the cultural dimensions of gender roles within their family and societal institutions.

*“I think it goes with different cultures, I must say that our cultural system is a very complex system when it comes to family affairs. It is more into societal affairs. It helps a lot in describing (the) roles of members of society. It is based on what is considered appropriate for a specific gender.” (P02)*

In support of the above-mentioned perception of participant P02, the following participants aired that:

*Culture and tradition help to guide on things that women should not do based on their gender. Our culture believes that women are (the) weaker sex, therefore, they should not perform heavy roles. More especially, a pregnant woman or girl should not work tough*

*chores, like lifting heavy objects.” Within any given context, men have responsibilities or roles of protecting and providing for their families, while women and girls have responsibilities of taking care of the children and the domestic chores.” (P04 and P02)*

In addition to the above-mentioned views, participant P03 gave a personal perspective on the function of culture by saying:

*“I think culture helps our tradition to guide us as men and boys on the responsibilities that we have to perform in the family and society. The guidance is from initiation schools, which consist of boys and men. Equally important is that all these guidelines are neither recorded nor written, rather they are based on the personal views of the older generation in the initiation schools. It focuses more on what is considered inappropriate rather than teaching what is considered appropriate.” (P03)*

In addition to the above-mentioned view, participant P01 expressed a view that clarified the roles of culture in support of the above quotations:

*“I think it is how Bapedi culture influences our roles negatively or positively, for example, historical and indigenous knowledge has taught us that, in any African culture and tradition, men are not allowed to perform domestic chores, such as cooking and doing laundry for the family. It is a taboo.” (P01)*

Expanding on this notion, the below-mentioned participants expressed similar views that:

*“In our culture, men and boys are allocated roles that require more physical exertion (hard labour roles) and are demanding in nature, because it is culturally believed that men and boys are stronger compared to their female counterparts.” (P04 and P05)*

*“Gender roles within our cultural context, like as indicated in your first question, decisions refer to the division of labour or gender roles within the family setting (that) were informed by their lifestyle in the ancient days, the standard of living and demand of life (that) informed the division of labour. History tells us that.” (P12)*

One participant held a different view from the other participants and explained his African perspective by stating:

*“I still feel that, even though some people don’t follow some roles that are defined for them by our African culture, I strongly believe that we are living in a democratic country now. We must share equal roles within a family context, regardless of sex.” (P11)*

In support of the above-mentioned position of Participant P11, participant P12 aired a personal perspective on the origin of the division of gender roles:

*“All these roles were divided by our grandparents in the ancient years with the main aim for (the) smooth running of the family and society at large. We grow up knowing that the primary duty of a woman or girl child is to take care of the family.” (P12)*

Further to that, participant P06 is of a view that:

*“Gender roles could be (the) responsibilities or roles that are influenced by the Bapedi culture that men are the head of (the) family, therefore they should be treated as such in any given social context.” (P06)*

The following participants are of the view:

*“I think gender roles are the volunteering responsibilities or roles that women and men enjoy performing at home or in society. They feel more comfortable performing those roles, domestic chores and taking care of the kids for women while men's roles are to provide and protect the family.” (P07)*

In contrast, the below participant highlighted that:

*“I think culture moulds the members of the society for what is considered appropriate for gender roles according to specific gender and sex within a family context.” (P08)*

Participant P09 further reported that:

*“I think our culture determines gender roles through traditional norms that are socially constructed for the smooth running of the family and social institutions.” (P09)*

Among all the participants of the study, participant P10 gave a different view from other participants:

*“I strongly believe that culture does not have any impact on gender roles. Culture is responsible for cultural activities, such as dance and attire for the society or a certain group*

*of any given ethnic group. It has nothing to do with what you do in your space, such as family.” (P10)*

The current findings showed that culture plays a vital function in gender roles for women and men in general. Meaning that culture influence social roles and behavioural patterns. The findings revealed that participants had different perceptions on the cultural influence on gender roles. Some participants showed that culture could positively or negatively influence gender roles. The current findings support some of the existing literature in the African context and elsewhere, that culture orientates men to be strong and participate in roles that demand more physical exertion, while women are expected to participate in activities that demand less physical exertion (Bente et al., 2020). This could also be understood that gender roles are determined by the mode of recreation and load recreational activity. Neculaesei, 2015; Longhurst & Johnston (2014) are of the same view that cultural system shapes the attitude and behavioural patterns of the people.

In some instances, in a family context, men are restricted to perform domestic roles, such as cleaning and doing laundry, while women are not allowed to engage in activities that are associated with men, such as gardening and farming. The current findings also revealed that male participants had less confidence in their leadership abilities than women. They all quoted the Bapedi proverb which says, *“Tsa etwa ke ya a tsadi pele di wela leopeng”* which translates to mean *“when women take the lead, something wrong is more likely to happen”*. This proverb was also cited by Kanjere et al. (2011) in a similar study conducted in rural communities on stereotypes about women in South Africa.



#### 4.4.3 Sub-Theme Three: Religious Perspectives of the Teachers on Gender Roles

Religion is a very complex socio-cultural system that varies from one society to another but with common purpose of reinforcing social unity and stability among members of private and public institutions (Perales & Bouna, 2018). In addition, Siordia (2016) is of the view that religions promote ethics and good morals in general life. It teaches golden rules such as “*do unto others, what you want them to do you*”, and it teaches goodwill and selfless services.

Equally important to the above, Perales and Bouna (2018) share similar views that socio-cultural systems, as religions, are meant to teach respect for women and girls over hierarchy and emphasise cooperation among men and women. However, according to Wood (2019), the preceding practice of religion does not serve the main purpose of reinforcing social unity, and vice-versa the promotion of social equality. The religious perspectives of the participants on gender roles within their family and societal institutions are as follows:

*“My religion is very clear on gender roles, within the church and family institutions. It helps a lot in describing roles that are deemed to be appropriate for women and men in and out of the house. All these roles are based on our belief system that is informed by the religion.”*  
(P01)

Furthermore, one participant expressed that:

*“The role of man is to lead the family and social institutions, and then the role of women is to take good care of the family, not to lead any group of people in any given context. Women are not orientated to lead, but to be submissive and to be the head of the family, which is the men in most cases.”* (P12)

Equally important to the above, participants aired how religion constructs gender roles by stating:

*“I think our religions also determine gender roles through religious norms that are socially constructed for the purpose of the smooth running of the family and social institutions.” (P09)*

The above quotation reveals that gender roles from a religious perspective are the determining factor that determines the roles that are appropriate for the specific gender within a social system.

*“Religion has an impact on the gender roles for women and men in the society. Our religions orientate men to be leaders and women to be followers. This practice, is still recurring even though some women lead churches and other social institutions.” (P02)*

In support of this notion, one participant reported that:

*“In my view, traditional religion has impacted on our behavioural patterns. Religion teaches us how to behave, and what to do and not to do through the word of God. The Bible teaches us what is considered appropriate and not appropriate in the social context. The Bible clearly defines the roles of men and women within a religious and family context. In short, I can say that it is safe to say that, the hidden agenda of religion contradicts the South African constitution. Most leading characters in the Bible are men.” (P03)*

Furthermore, one participant echoed the following sentiments:

*“Religion is like a culture, they share the same values. They both encourage and orientate women to be submissive to men at any point in time. Equally important, it drives women to take care of their spouses and children within the family context.” (P06)*

In addition, another participant indicated that:

*“I think religion also moulds the members of the society on what is considered appropriate gender roles according to specific gender within a family and social context.” (P08)*

On the same topic, some participants made biblical references, by stating that:

*“The Bible emphasises that men are the head of the family, not the tail. Therefore, they should take a lead in everything, excluding domestic responsibilities.” (P05)*

In addition, some participants supported the latter notion, by expressing that:

*“According to the Bible, women cannot play leadership roles. The 1<sup>st</sup> Timothy 2:12-13: GOD declared that, I do not permit women to teach the word or to assume authority over a man, she must be submissive and quite.” (P04)*

Adding to this, another participant reported that:

*“Within our context, we have different religious groups. So, I will use the Zion Christian Church (ZCC) as my religion for the purpose of this interview. In our church, there are roles that women do not participate in, they are highly restricted to participate in such roles because of their sex.” (P11)*

By way of making a practical example, the participants below reported that:

*“Roles such as leading the church or group of ZCC members, the church itself restricts us from sharing roles with men. Also, the sitting arrangement in the church also has created segregation or division. Equally important to the above, the church policy does not allow women to touch anything of the church nor come to church if we are on menstrual cycles.”*

*(P07)*

*“Religiously, I think culture and religion do not differ much in gender roles, the same applies with the culture, men are expected and oriented to lead the family not women while women are oriented to be submissive and take care of the family and domestic chores.”* (P02)

Another participant expressed the opposing view that:

*“I strongly believe that religion also does not have any impact on gender roles. Religion is responsible for spiritual activities, such praise and worship. It has nothing to do with what you do in your space, such as family.”* (P10)

The present study showed that even though religion is responsible for promoting social unity among the members of society, Men still take the leading roles in all social services, while women take the leading roles in all domestic spheres. Among all the participants of the study, only one participant supported his view with the Bible script from the book of 1<sup>st</sup> Timothy chapter 2 verse 12 to 13 from Good news vision Bible, *“I do not permit a woman to teach or to exercise authority over a man; rather, she is to remain quiet”*. The interpretation of this

scripture is equivocal in this study, because people interpret scriptures of the Bible differently. The interpretation is two ways or more. This could be interpreted literally or otherwise.

According to the current findings, some religious systems are unfairly prohibiting women from taking leading roles in the social institutions. In addition to current findings the existing literature by Siordia (2016) showed that traditional religious systems are associated with a patriarchal belief system, and attitude towards the roles of women and men within a social system. These patriarchal attitudes were influenced by the Bible and how it defines the gender roles of women and men, within the religious and social contexts. This present study supports the existing literature that, religion support and orientate men to be leaders of the family institutions, and women to be submissive to men (Perales & Bouna, 2018). This implies that, men should take a control of social system without the women.

#### **4.4.4 Sub-Theme Four: Gender Roles that Teachers Expected their Spouse to Perform**

Human social behaviour is religiously and culturally oriented through the socialisation process to participate in different social roles (Ghavami & Peplau, 2013). In most cultural and religious groups, the orientations of social roles are based on masculinity and femininity (Kimmel, 2018). Masculinity is associated with men, while femininity is associated with women (Connell, 2020). Some of the existing literature reported a common notion that women and girls are the weaker sex, therefore, they should participate in feminine roles (Gaunt, 2013). In contrast, Rosen and Nofziger (2019) were of the view that society was the salient agent for gender socialisation within the public institution. However, among all the cited literature in the current study, it was still unclear on what informs masculine and feminine activities. Below presented views are personal perspectives and discourse of the

participants on gender roles that they are expected to perform within the family and societal institutions:

*“As the man and head of the family, I am expected to perform any role that is dangerous and demands a lot of physical exertion or hard work, such as building, painting, and gardening, just to mention a few. I am a strong human being compared to my wife.” (P01, P03, P09 and P11)*

The above mentioned participants share the same view that men are strong therefore they should perform roles that demand more masculine, and the comment below given by participant P03 indicated that:

*“... these are roles that my wife could not do, due to the physical exertion demanded from that particular activity, such as loading or unloading heavy objects or changing the globes at home.” (P03)*

The participants below expressed different views by reporting that:

*“I am expected to perform the following activities, protect and provide for my family, take care of the garden and service, and wash the cars.” (P04)*

*“I am expected to perform the following roles, cut trees and gardening protecting and providing for my family and performing hard labour.” (P05)*

The findings revealed that male participants are expected to perform roles that demanded physical exertion, such as building, painting, gardening, and loading or unloading of heavy

objects. The participants further showed that men were associated with masculine roles, while women were associated with feminine roles. Moreover, the current participants supported the view of McDermott et al. (2019) that men are the principals of the families, and therefore they had the responsibility to protect their families.

The quotations below were the views of the female participants:

*“As a woman, not just a woman but a mother of my children, I am expected to take care of the entire family, household and children, by ensuring that they eat good tasting food.” (P02)*

Further to that, participants (P08, P12 & P06) added that:

*“I am expected to take good care of the house and kids, by ensuring that they eat fresh food or even making sure that it is enough to feed the whole family.” (P08)*

*“My primary responsibility as a woman is to protect and take care of my family, which is my role as a woman.” (P12)*

*“My basic role as a woman in the family is to take care of my children and spouse by ensuring that I do the laundry as part of my primary roles. I do not expect to share these roles with my spouse. In our culture, it is unacceptable and associated with witchcraft.” (P06)*

In support of these views, the below participants added:

*“In my culture, as a woman in the family, I am expected to make sure that my family stays in a clean house, and eat well-cooked food. I have to make sure, I do the laundry, as part of my family roles. I do not expect to share these roles with my spouse, it is not debatable.” (P09)*

*“As a woman and a mother to my children, I am expected to ensure that they stay in a clean house, and eat well cooked food (breakfast, lunch, and dinners). I do laundry as part of my primary domestic responsibilities. I do not expect to share domestic responsibilities with my spouse at any given time and context.” (P07)*

The above quotations expressed how the female participants view their spouses regarding the roles associated with their gender. They affirmed that they were generally expected to perform all domestic roles within a family institution. In contrast, a study conducted by Adisa et al. (2021) showed that during the COVID-19 pandemic period, working women were affected in a unique way. The study suggested that they were simultaneously faced with economic work responsibilities and the domestic responsibilities of taking care of the family. Meaning their leisure time was consumed and compromised by economic work and domestic chores.

#### **4.4.5 Sub-Theme Five: Gender Role that Participants did not expect their Spouse to Perform**

The quotations below highlight the views of the female participants on the roles that they did not expect their spouse to perform within the family and societal institutions.

Participant (P10) shared the following sentiment: A female participant aired the sentiment that:



*“I don’t expect my spouse to clean the house, cook and bathe the children. It is a taboo in our culture. The Man is the head of the family and the provider. Therefore, he must be treated with dignity. Our tradition doesn’t allow men to perform such roles. Should there be a pressing need, like when I am sick, yes men can perform such roles, but it should be in secret, not in the public domain. Members of the community might think that I have bewitched my husband.” (P10)*

In addition to the above-mentioned views, participant P02 concurred by highlighting that:

*“In my family, I don’t expect my husband to be cleaning the house for us or cooking and also bathing the children, before going to school, even when he is on leave. I find it weird and feel uncomfortable for me to see him performing domestic chores. I respect him a lot. I must treat him like a king, not a servant. I know my husband, he is very lazy when comes to home chores, in any given circumstance. I do not expect him to clean the house or cook food for the family. He would rather buy takeaways. As for doing laundry, he would allow the housekeeper to wash his laundry.” (P02)*

The participant further indicated that:

*I sometimes asked him (my spouse), should I get sick and get admitted to a hospital, what would you do? He will comfortably say that the housekeeper and my sister will help to manage the family chores, not me. I do not expect my spouse to perform roles such as domestic chores.” (P08)*

On the same note, participant P06 indicated that:

*“I do not expect my husband to clean, prepare breakfast, cook lunch and dinners and wash the laundry. These chores are strictly for a girl child or woman not my husband. It is uncultured and unacceptable for men to perform such roles.” (P06)*

Two other participants alluded that:

*“I must say that our cultural norms condemn this kind of behavioural pattern. A man is the head of the family, therefore, he should be treated as such. He must be treated as a king. Within any given kingdom, the king has servants to serve him, the same applies to me.” (P07)*

*“I don’t expect my husband to perform roles that are supposed to be performed by the woman of the house. As a woman, I am expected to clean the house and yard, and cook for my family daily. Make sure I prepare breakfast and lunch for my husband before he goes to work. Make sure his clothes are clean. I do not expect him to help me with my household tasks.” (P12)*

The findings revealed that female participants shared the sentiments that they do not expect their spouses to perform domestic roles, such as, cleaning, preparing food and doing laundry. They expected their spouses to perform roles that demanded more physical exertion. The participants believed that their culture clearly described a set of acceptable and unacceptable social and behavioural norms and customs (Ndlovu, 2018). In social institutions such as a culture, women and men are confined to specific gender norms. Women are expected to fulfil their roles of caretaker and mother ship. In comparison, men are expected to be the providers for their families (Aderinto, 2017).

The male participants below shared similar views when it came to the roles that they would not allow their spouse to perform. Their views were as follows:

*“I do not expect my spouse (wife) to perform roles that demand a lot of physical exertion (e.g. digging, gardening, painting, and driving). Should my wife start performing my primary duties as the man, the community will label me as irresponsible.” (P01, P03 and P09)*

To add to the above-stated notion, the participant below stated that:

*“I will not allow my wife to do gardening or to perform roles that demand more physical exertion. However, even though washing the car is not demanding a lot of exertion, I will never allow my wife to wash our cars. Her roles are within the house.” (P11)*

Adding to this, one participant held a similar view stating that:

*“Under any given circumstance, I will never give my wife a household task that demands a lot of physical exertion. My wife is very feminine. She cannot carry any heavy stuff.” (P04)*

While participant P05 aired that:

*“I do not expect, and allow my beautiful wife to cut trees, or do garden work that demands a lot of physical exertion, such as fixing the cars and changing tyres. My wife is soft. I think she is not that strong like me to can perform such roles.” (P05)*

The current study’s findings concurred with the literature that gender roles had descriptive and prescriptive elements of social roles for the specific sex within the social and family

institutions (Galinsky et al., 2013; Koenig, 2018). In this current study, male participants revealed that they would not allow their spouses to perform any activities that demanded lot of physical exertion, such as digging, gardening, and fixing a car. This description of social roles was associated with masculinity, not femininity, perspectives. All male participants shared the same sentiments that all physical activities that were deemed masculine were associated with men, not women.

#### **4.5 Theme Two: Recreational Preferences of the Teachers**

Theme two is on recreational preferences, it describes how the participants understand the concept of recreational preferences within their social space. It also describes their recreational preferences, how their gender plays a role in their recreational preferences, why they prefer those mentioned activities, and how and when they prefer those recreational activities.

##### **4.5.1 Sub-Theme One: Personal Perspective of the Teachers on Recreational Preference**

This sub-theme illustrates how male and female participants understood recreational preferences within their space. The participants aired their personal views on recreational preferences in the following regard:

*“In our opinion, recreational preferences could be defined as an individual choice or favoured recreational activities among others.” (P01, P04, P10 and P12)*

Expanding from the above views, Participant P02 expressed this view:

*“A recreational preference is my recreational choice during my leisure time, nothing else.”*

*(P02)*

Similar to the above quotation, participant P03 alluded that:

*“It could be exciting leisure activities I would choose among other activities during my free time in any given social context” (P03).*

Expanding on this statement, other participants who share similar sentiments indicated that:

*“It means what I prefer doing in my spare time.” (P05 and P08)*

*“What I would love or prefer to participate in, as part of my recreational activities during my free time or periods.” (P09 and P11)*

*“My recreational choice, among other choices, is what I would love to participate in among other recreational activities.” (P06)*

*“My best choice of recreation is what I like or would love to engage in during my free time.” (P07)*

The finding revealed that participants understand recreational preferences as any recreational activities that individuals collectively choose or have a greater liking for, among other activities. The current study did not reveal a new definition of recreational preferences. They defined it in similar way to that of Doyle et al. (2019), that recreational preference is any leisure time activity chosen for a specific reason such as relaxation of mind, pleasure, or

emotional satisfaction. They also indicated that there should be various recreational activities that one or collectively have to choose from. Some participants regard preferences as their best choice, their recreational choice, what they love, favoured recreational activity and what they chose over others. The views of the participants blend the recreational preferences.

#### **4.5.2 Sub-Theme Two: Preferred Recreational Activities of the Teachers**

This sub-theme aimed to establish preferred recreational activities for the participants. Below quotations describe the preferred recreational activities for the participants:

The below-mentioned quotations expressed the views of the male participants:

*“My most preferred activities are watching sports on TV, social media, attending parties and weddings. Watching TV series is less preferred recreational activity.” (P05)*

On the same breath, below-mentioned participant showed that, he prefers the following recreational activities:

*“My most preferred activities are road trips or just driving around over a drink with my friends in our residential area, social media, attending parties, weddings and watching TV is one of my less preferred recreational activities.” (P01)*

While on the other hand, below-mentioned participant has alluded that:

*“My most preferred recreational activities are watching movies and social media. I play TV games because of my son; I do not prefer it that much as compared to watching movies (less Preferred).” (P03)*

On the same view, below-mentioned participants added that:

*“I sometimes prefer TV games, attending parties and weddings, and drinking alcohol with my friends is the falls among the activities that I prefer most than driving around with friends.”*

*(P04)*

Following the above-mentioned recreational preferences of participants P04, participants P09 and P11 expressed similar preferences on the following outdoor recreational activities:

*“Going out for Swimming with family and friends is one of the most preferred recreational activities among others, while drinking beers with friends at pub is less preferred activity, the activities that, I don’t prefer at all are, drinking beers at the taverns, and hangs around with ladies.”* (P09 and P11)

The current findings did not reveal new finding on recreational preferences of male participants, as noted from the above findings. In Comparison the current findings and the existing literature on preferred active recreational activities for male participants. The current findings support existing finding by Senne (2016), that showed that, men prefer watching soccer, social media, attending parties and drinking beers as their recreational activities. On the current finding, only two specific participants showed that, they prefer window shopping and swimming with friends and children as the recreational activities. They further indicated that, their least preferred recreational activities are watching TV and movies, recreational sex with girlfriends not spouse.

The below-mentioned quotations are of the female participants on their recreational preferences:

*“I prefer reading novels, magazines and my christen books. Sometimes doing research online or learning about beauty products and available new products that enhance beauty on the market.” (P02)*

*“My most preferred recreational activities are watching movies and social media, playing TV games, attending parties and weddings and drinking alcohol are less preferred activities.”(P05 and P06)*

The above mentioned participants showed more preferences for indoor/ domestic recreational activities. On the same view, another participant further added:

*“Drinking glass of wine/ciders at home after work and social media is my most preferred daily activities among others, and attending domestic social events falls among less preferred recreational activities.” (P08)*

Flowing from the above-mentioned quotations, the other participant alluded their preferences by stating that:

*“My mostly preferred recreational activities are driving around, swimming and braai, recreational sex, and drinking beers/cider. So less preferred recreational activities are fun walks, watching TV and washing cars.” (P07)*

In contrast to above-mentioned quotation, below-mentioned participant showed different recreational preferences:



*“I highly prefer aerobics, jogging, walking and shopping. Sometimes I prefer watching TV, social media, phone games, reading novels and magazines.” (P10)*

While, another participant aired the similar recreational preferences:

*“I mostly prefer physical activities such as weight lifting, jogging, brisk walking and shopping. Sometimes, when I am home. I sometimes watch TV series, social media, playing music, and reading my newspapers.”(P12)*

The current findings concur with the existing literature on the recreational preferences of female participants. The existing findings showed that participants specifically with high socio-economic status tend to prefer passive recreational activities that, involve using of less physical energy (Ozsoy, 2016). The current study also supports the existing findings that female participants prefer indoor recreational services rather than outdoor recreational activities (Munusturlar, 2016).

The above-mentioned quotations have highlighted different recreational preferences for female participants. The majority of female participants revealed that, they mostly prefer passive recreational activities such as, reading novels and magazines, watching TV and taking pictures just to mention a few, while some mostly prefer shopping and window shopping, aerobics and jogging. They further indicated that their least preferred activities are attending parties, washing cars and fun walks.

#### 4.5.3 Sub-Theme Three: The Role of Gender in the Recreational Preferences of the Teachers

This sub-theme explains the role of gender in association with their recreational preferences of male and female teachers from different primary and secondary school teachers. Below are the personal perspectives of participants on the role of gender in association with their recreational preference.

Below-mention participants have different views regarding the role of gender in association with their recreational preferences, here are their expressions:

*“Gender plays a very vital important role in my recreational choices. I would feel uncomfortable to participate in activities that are predominating by the other opposite sex. I strongly believe that each and every recreational activity is associated with a specific sex. However, there are mixed game activities. But, they are predominated by male participants.”*

(P03)

In support of above-mentioned notion in association with role of gender and recreational preferences. Below participant highlighted that:

*“Taken together social roles for women and men within a social institutions, and also requirement for recreational activities, you would see that gender plays a roles that, has impact on the preferred recreational activities. Most importantly, things to take into consideration is leisure time availability for women and men. Moreover, Women are not exposed to enough time, as compared to men,*

*In a private institution, women have lot of domestic roles to play after school and over the weekend. Recreational activities are time-consuming and some demand a lot of physical exertion.” (P05)*

In addition to the above-mentioned views, participant P02 added that:

*“As a woman, I would feel comfortable playing netball as a recreational sport activity than soccer. I think it is very appropriate for women and girls. As women, we are orientated to participate in activities that are not physical demanding, but gently. Even though, they might be active, but they must not be that physically demanding.” (P01)*

Expanding on this notion, the participant below share the similar and questionable view with participant (P01):

*“Gender play a vital role in recreation, We grow up knowing that, boy/men play and watch soccer, while girls/women play netball and take care of the family. That is what (they) have imposed on us as, we were growing up. This practice is good. Because, men are rough as compared to (their) female counterparts.” (P02)*

In support of the above-mentioned position of participant P02 in relation to the ongoing discussion, participant P04 alluded that:

*“Gender plays a huge role in recreation, all my preferred activities are not suitable for women, excluding recreational sex. Women have the responsibility of taking care of the children and family. These activities might take them away from and consume much of (their) time.” (P04)*

On the same view as above, participant P06 expressed that:

*“Gender roles limit my social movement due to the roles assigned to me as, a woman, or a mother of the house. I have lot of social responsibilities as compared to my spouse.” (P06)*

In contrast, to the above-mentioned notion, participant P07 gave similar views with other participant that:

*“Gender plays a huge role in (my) recreation in general. Being a woman determines (my) recreational choice and preferences. For example, I cannot participate in body building activities as recreational activities. I will have big muscles and become ugly. I won’t be attractive anymore. So based on that, I feel that gender plays a significant role in (my) recreational choice.” (P07)*

In support of the above notion, participant P08 speculated that:

*“I guess, gender plays a significant role in (my) recreational choices. I believe that every sex is orientated to specific recreational activities. That’s how we grow up knowing. The same information, we are still passing it to the next generation. But, I must say that, they are activities that cut across all gender, activities such as jogging and dance. Some are mixed activities. Being a woman determines (my) recreational choice and preferences.” (P08)*

On the same speculation, participant P09 aired opposing view that:

*“I do not think that (my) gender plays a role in (my) recreational preferences. I don’t have a problem in participating in any given recreational activities in any given recreational context.*

*However, within my social setting. Every recreational activity is associated with the specific gender. Should you participate in recreational activities that are not associated with your gender, you are going to be labelled as gay or lesbian.” (P09)*

In support of above-mentioned notion, participant P10 is of the view that:

*“Gender plays less roles in (my) recreational preferences. However, the role it plays is more stereotypical. Because, of how we are orientated in social institutions. Our gender is associated with specific recreational activities. Some activities can be defined in a mix games context. Men will still dominate in those particular activities. But, it is voluntarily.” (P10)*

Another participant added similar view by stating that:

*“In my opinion, I think gender does play a limited role in my social interactions including recreational preferences among others. Yes, social roles limit (my) social movement due to the roles that are assigned to me as a woman, or a mother of the house. I have more responsibilities as compared to my spouse in the school and at home. We are both teachers at the same school.” (P12)*

The majority of the participants expressed their views indicating that gender role influences their recreational preference. However, some perspectives are contrary to that, as reported below stating:

*“I don’t think gender plays a role in my recreational choices and preferences, I choose to participate in any recreational activities of my choice at any given time without fear of being labelled as bisexual by the members of my community. I have seen girls being labelled as*

*lesbian because they community believes that girls cannot play soccer, they must play a netball.” (P11)*

The current study did not reveal a new trend on how gender plays a role in recreational activities. The findings support the existing literature that male participants feel uncomfortable participating in recreational activities that are considered feminine, activities such as, netball (Aditya et al., 2012). The current finding showed that, men strongly believe and argue that each activity is associated with a specific gender. These findings support the existing findings that within any given African group, social roles are associated with the specific gender (Aderinto, 2017). While on the other hand, female participants feel more uncomfortable participating in activities associated with masculinity. Their reasons are that, they are afraid of being labelled as lesbians, and their findings concur with that of Eroglu & Ozsoy (2017).

#### **4.5.4 Sub-Theme Four: The Significance of Recreational Preferences of the Teachers**

The main aim for this sub-theme is to establish why participants prefer those recreational activities. The participants provided strong reasons why they prefer such recreational activities of their choice. Their reasons are as follows:

*“I participate in active or passive recreational activities for relaxation, entertainment and enjoyment purpose.” (P01)*

Equally important to above quotation, below participant expressed that:

*“I like recreational reading, it keeps me informed, and also for enjoyment purpose and relaxation of mind.” (P02)*

Following the above mentioned reasons, below participant indicated that:

*“Window shopping helps me reduce stress and also helps me to learn new fashion.” (P11)*

The view below given by one participant outlined physiological benefits by stating that:

*“I prefer active recreational activities because, they help me to be physically fit and flexible.” (P10)*

While participant (P03) is of different view that:

*“I prefer passive recreational activities. Because, it does require me to a lot of effort, it helps me to relax.” (P03)*

In addition to above quotation, below participant indicated that:

*“Recreation activities are the most enjoyable social activities and also helps me to reduces work and matrimonial stress.” (P12)*

Another participant concurred with the statement above by indicating that:

*“My house could be boring sometimes, I participate in active recreational activities, just to keep myself busy. I do not want to live sedentary lifestyle. Helps me to reduce my weight and to live healthy lifestyle.” (P04)*

In addition to above reason, four participants raised similar views by stating that what informs recreational participation in this way:

*“I like recreational activities because, I enjoy participating in them for recreational purpose and enjoyment.” (P09)*

*“Recreation could be used for different reasons, I personally participate in recreational activities for fun and enjoyment purpose.” (P05)*

*“Most of the active recreational activities that I prefer help a lot in weight loss and stress reductions.” (P08)*

*“I use recreational activities to have Fun with my friends or family. I also use it to reduce economic and matrimonial stress, in some instances, I use recreational activities for networking purpose or to meets new friends.” (P06)*

While participant (P07) alluded that:

*“I use recreational activities for weight reduction and management, fun, enjoyment, and to reduce stress level and more importantly to be flexible in bed.” (P07)*



The current findings revealed similar findings with the existing literature on why participants prefer active or passive recreational activities. The existing findings showed that female and male participants use recreational activities for different reasons. Male participants participate in recreational activities for enjoyment and relaxation of mind, while female participants use it for maintaining their body shape and skin tone (Sevin & Özil, 2019). The current finding also showed that, the participants take part in active and passive recreational activities for different reasons such as for relaxation of mind, enjoyment, entertainment, reduction of matrimonial and economic stress, over weight reduction and management. However, no new benefits have been recorded on this theme. But, the current findings concur with existing literature in benefits of some types of recreational activities. The current study supports the existing findings by Elizabeth et al., (2018), that recreational activities reduce and maintain stress levels, it could also help in the relaxation of the mind after obligated roles that demand a lot of physical energy.

#### **4.6 Theme Three: Recreational Participation Patterns of the Teachers**

Theme three explains and illustrates the recreational participation patterns of female and male participants. Theme three consists of six sub-themes that revealed the recreational participation patterns of the participants.

#### **4.6.1 Sub-Theme One: Duration and Frequency of the Recreational programs for the teachers**

This sub-theme outlines the duration and the frequency of their preferable recreational activities per week.

The participants have shown the activities that they participate in and also indicated the duration and frequency of each and every recreational activity. The participants have shown that they spend their leisure time as follows:

*“I normally take up to 45-60 minutes in aerobics 2- 3 times a week, then take 30-45minutes Jog 2-3 times a week, 60min walking 2-3 times a week, then when doing shopping, I take almost 3 to 5 hours once a week, then I spend almost 2 hours of my time watching TV 7 times a week, same applies to social media 7 times a week, taking pictures 5 times a week, TV games 1 to 2 times a week, phone games 7 times a week, but as for reading novels, it takes me 40-60 minutes 3-5 times a week, and reading magazines 3-5 times a week.” (P08)*

In the same breath, participant P09 has indicated that:

*“I spend 60-80 min in the gym in the afternoon after school. I spend almost 60-90 min with friends in the afternoon on a daily basis if I don't have work to do at home. My spouse likes jogging, we spend almost 30-60 min jogging or walking together. I spend 2-4 hours shopping with my kids during the day in the afternoon three times a month, spend 1-2 hours watching TV with my family three to four times a week, and spend 30-45min social media with my friends and family every day, taking pictures with my spouse and kids every day and anytime, TV games with my son, phone games with my kids after school before doing home works daily*

*bases, reading novels alone in my bedroom or garden four to five times a week, reading magazines alone in my bedroom before I sleep every day.” (P09)*

While participant P01 has shown that:

*“I prefer watching sports 90 min per game, social media 2-3 hours, watching TV 2-3 hours, attending parties and weddings 4-6 hours.” (P01)*

Participant P02 has shown to spend much time on:

*“I normally take 2 to 3 hours daily reading my novels or doing online research.” (P02)*

While participant P03 said:

*“I prefer watching movies 2-3 hours, social media 1-3 hours a day, TV games 2-3 hours a day, attending parties and weddings 5-7 hours.” (P03)*

Participants P04 indicated that:

*“Wash car for an hour, Recreational sex for 30 to 2 hours sometimes, Watch sport (soccer) for 90 min, Drink beers/ciders during the week for 3 to 4 hours, then over the weekend, 6 to 10 hours, Driving around 5 hours, Taking a walk 20 minutes, and swimming and braai 5 to 6 hours.” (P04)*

Flowing from above, participant P05 shows that:

*“Drinking beers for 3 to 4 hours during the week and 8 to 10 hours on weekends, Social media 3-5 hours a day, Watching TV 5-6 hours, fixing and washing cars for 2-4hours, and attending functions sometimes 5-8 hours on weekends.” (P05)*

More equally important to above, participants P06 showed that:

*“On window shopping, I spend 4-5 hours per day, watching TV show and movies 2-3 hours, social media 4-6 hours, taking pictures 30 min, baking 90min, playing with kids 2-3 hours, swimming with my children 2-3 hours or friends 2-3 hours, drinking beers with friends at bar or tavern 3-5 hours, recreational sex with husband 30min-60min or boyfriend( 30min-60min), go out for lunch with friend 1-2 hours or boyfriend 1-2 hours.” (P06)*

While participant P12 has outlined that:

*“On aerobics, I spend almost 45-60 min, then on jogging is 40min, walking is 60 min, shopping is 4-5 hours, watching TV is 3-6hours, Social media is 2-4 hours, taking pictures 5min-10 min, TV games 30min-50min, phone games 20 min-30min, reading novels15-30min, reading magazines 15-20min.” (P12)*

In addition to the above statement, Participant P10 has shown:

*“I sometimes take a brisk walk for 30 minutes with my mother in the afternoon after work, twice a week because of her condition, I jog for 60-75 minutes alone because my mother can't jog, but I do it in the afternoon after work maybe twice a week. As indicated above, I like shopping, I spend almost 4-5 hours. When I am free at home, I prefer watching TV anytime and every day for 2-3 hours, and also on social media, taking pictures to keep memories, it*

*takes me almost 5min indoors and 10 min in my beautiful garden. I sometimes read novels for almost 60 min before I sleep every night.” (P10)*

While participant P11 has shown that:

*“We take almost 3-4 hours hiking with my friends on weekend or sometime in the holidays, my friends and some of my family members regard me as the best cook in a social context, I take time when I cook, it also depend on what I cook, when cooking a normal meal I take almost 90 min cooking’s dinner for my family members on, I can’t estimate the time I spend on social media, I am always on social media friends and family almost seven days a week, meaning that every day any time. The same applies to taking pictures with my family and friends almost every day, I spend almost 2-4 hours baking. , swimming with my children or friends sometimes twice a month during summer, But in winter, we hardly go out swimming, we don’t have indoor swimming pools in our village. Drinking beers with friends at a bar or tavern every weekend, recreational sex with a boyfriend once a week or twice, and but we go out for lunch sometimes once a week with friends or boyfriend.” (P11)*

Participant P07 outlined that:

*“Window shopping with my daughter or sometimes with my that husband or boyfriend during the day, over the weekend for almost 3-4hours. Watch TV shows with my family during the night or friends during the day for almost 180min. Then social media with friends and family every day when am free, taking pictures for social media purposes with my family and friends every day when we have time.”(P07)*

The current finding supports the existing literature on the duration, that participants spend taking part in the recreational activities of their choice. The above-mentioned quotations have revealed that participants spend 90-105 min in passive recreational activities, social media 2-3 hours, watching movies 2-3 hours, road trips 5-7 hours, taking pictures 15-45 min, swimming and braai 5-6, attending events 5-8 hours, shopping 4-5 hours, recreational sex 30-60 min, jogging 40-60min, walking 45-60min, and reading 30-45min. These statements support the existing findings from the studies conducted by May et al. (2019) and Wright et al. (2017).

#### **4.6.2 Sub-Theme Two: The Influence of Gender Roles on Recreational Patterns of the Teachers**

This sub-theme indicates how gender roles influence the recreational participation patterns of the participants. The participants aired their views about how gender roles influence their recreational patterns within their space as follows:

*“Gender roles consume time and limit my recreational time.” (P01)*

Another participant expanded by expressing that:

*“Within my family context, most roles are assigned to me, I spend most of my time performing domestic roles and sometimes outside the home. I guess, my role consumes much of my time and limit my leisure time for recreational purpose.” (P10)*

While participant P12 is of the view that:

*“My social and domestic roles within my family and social context compromise and consume my leisure time. These roles require time and my divine attention more than leisure time. So my role derails me from participating in organise recreational activities.” (P12)*

In support of the above notion, participant P11 is of the similar view:

*“My economic and domestic obligations consume much of my time including leisure time and it compromises my leisure time and quality of leisure activities because of time.” (P11)*

Participant (P02) gave a different view by expressing that:

*“Gender roles do not influence my recreational participation patterns, I am free to choose any activity of choice. If am interested in any given recreational activity, I can participate in it at any given time and day.” (P02)*

Following from the above view, participant P03 is of different view from other participants:

*“Gender roles play a vital role in my recreational participation patterns because of time that is available me after work and on weekends.” (P03)*

While participant P04 shares the same sentiments as above-mentioned participant:

*“Leisure time at my disposal influences my recreational patterns, recreation needs time.” (P04)*

On the same view, participant P05 aired that:

*“My recreational pattern is informed by what is culturally considered appropriate for men and also the available time that I have for recreational purpose.” (P05)*

The below-listed participants, share similar sentiments and also clarified how time has an impact on recreational patterns, by indicating that:

*“I must say that I knock off from work late and then travel back home. When I arrive home, it is already late. I sometimes regard my domestic chores as my obligation, I sometimes take school work home, and both roles consume a lot of time, I strongly believe that gender roles determine my recreational participation patterns.” (P09)*

*“Times to me influence my recreational patterns positively and negatively, unavailable time affect my recreational participation negatively, while available leisure time, influences me to participate in recreational activities.” (P06)*

*“I must have time at my disposal to choose any recreational activities of my choice, meaning that when I am free, from my obligations. I can participate in any given recreational activities at any time when am free.” (P07)*

*“Time is the key factor to, my recreational participation patterns. I need time to choose any recreational activities of my choice when I am free from my obligations. I can participate in any given recreational activities anytime when am free.” (P08)*

The current findings support and concur with the existing literature on how gender roles influence recreational participation patterns. The above-mentioned quotations support the



finding of Siordia, (2016) that gender roles consume leisure time. Both studies indicated that women are exposed to less leisure time since they knock off late. Moreover, only a few specific participants have respectfully disagreed that gender roles do not influence their recreational patterns. In this current study, women with domestic workers at home indicated that gender does not influence their recreational participation patterns. Remon, (2020) is also of the same view.

#### **4.6.3 Sub-Theme Three: Recreational Participation Patterns of the Teachers**

This sub-theme explains how participants of the study prefer the above-mentioned recreational activities. The statements captured below are the views raised by the participants on the recreational patterns:

*“I enjoy, doing aerobics with my peers and learners in the afternoon every Wednesday and Friday, jogging with my two neighbours over the weekend, or sometimes take a walk with my kids or (and) dog, sometimes doing shopping with my kids after school hours, watching TV with my family every day during my free time, social media with my friends and family almost every day, taking pictures with my husband and kids, play TV games with my son after school hours, phone games with my kids, reading novels or magazines alone in my bedroom when am bored.” (P07)*

On the similar recreational choice, participant P09 has shown that:

*“I like visiting gym just to exercise and maintain my body shape and weight in the afternoon, while waiting for my son on his extra lessons. I have gained a lot of weight recently. Gym is the only place, I like visiting when I am free from my work and other family responsibilities. I*

*sometimes go out for a morning jog on weekends. On weekends I some time leave me car home and walking to the mall during the in the afternoon, when am home, I spend much of my time watching TV with my family, social media keeps me busy because am always alone at home.” (P09)*

In addition to the above statement, participant P10 has shown interest in the following activities:

*“I highly prefer aerobics in the afternoon after work, morning jog with my son on weekends, walking and shopping alone or sometimes with my spouse. Sometimes watching TV, social media, phone games and reading novels and magazines.” (P10)*

Flowing from the above-mentioned on recreational preferences, Participant P01 has shown different recreational pattern:

*“I prefer watching sports with my friends during night or sometimes a day. Social media during the night before I sleep or when I am out with friends, watching TV series with my family during the day or night on weekends, and attending parties and weddings with my friends or sometimes with my family over the weekends or sometimes holidays.” (P01)*

On the same patterns, participant P02 and P03 displayed a similar recreational preferences and patterns by stating that:

*“I prefer watching movies with my peers or family at home over the weekend, social media alone when I am alone and doing nothing, I sometimes play TV games with my son during the*

*week after school hours, attending parties and weddings on weekends with (my) family.” (P02 and P03)*

Among all the participants, participant P04 has aired different recreational choice:

*“I prefer fixing and washing cars alone at home during my leisure time. When am with my spouse alone at home, we participate in recreational sex. When am bored at home. I visit my side chick lady. Some other times, visit bar to have few drinks over pool or watching sports (soccer) with my friends. Driving around with my friends, walking around with my friend rather than my spouse, swimming and braai with colleagues and our families.” (P04)*

The statement below indicates that participants, share similar recreational preferences, but their recreational patterns differ.

*“Drinking beers is one of my favoured leisure time activities over the weekend with my friends, sometimes during the week, Social media every day, watching TV programs every day, Washing cars over the weekend, and attending functions over the weekend.” (P05)*

*“I prefer drinking wine at home, or sometimes hanging out with my friend over a bottle of wine, social media is my main leisure time activity with my friends or family members. Watching TV programs, attending functions with my family or friend over the weekend.” (P08)*

*“I like and feel more comfortable doing window shopping with my daughter or sometimes with my husband or boyfriend over the weekend during the day. Watch TV series and movies after work, social media with friends, whenever am free, taking pictures, I also like baking on*

*weekends preparation for the week. Playing with kids when not tired after school hours, or takes them out for swimming with their friends, going out for lunch with friend or boyfriend.”*  
(P06)

*“I like hiking so bad with my friends over the weekend, cooking and braai meat for club members, social media every day when am free from obligations, road trips and taking pictures.”* (P11)

*“I like educational TV programs and news, but I watch movies with my family sometimes during the night. However, I like social media and, taking pictures, recreational sex during the day whenever me and my spouse are free from our obligations. I sometime go out for lunch with friend during the day on weekend.”* (P12)

The current findings on how the participants prefer participating in recreational activities concur with the existing literature. However, the differences between existing literature and the current findings are the context of the study and socio-economic status of the participants. The existing literature showed that participants prefer watching sports with their peers over a bottle of wine or beer, social media alone, so they could comfortable be able to socialize with any person of their choice, watching TV series with their spouses and children, attending parties and weddings with my friend or sometimes with family (Cheng & Tsaur, 2012; Young et al., 2011). While some participants have different views on their preferences, they indicated that they prefer washing the car alone at home, not at the car wash. Recreational sex with their wives and sometimes with their side chicks, the same applies to female participants (Doyle et al., 2019). Most participants have shown that watching sports, especially soccer with their friends at a bar over a drink is less preferred, as compared to driving around with kids or

friends, walking around with friends rather than spouse, swimming, and braai with friends, and sometimes with the family.

#### **4.7 Theme Four: Feasible Solution for the Recreational Preference and the factors that influence Participation Patterns of the school teachers**

Theme four describes the feasible solution for the recreational preference and the factors that enhance and hinder participation patterns of the participants. This main theme consists of a single sub-theme.

##### **4.7.1 Sub-Theme One: Solution for Recreational Preferences and Participation Patterns**

This sub-theme describes the solution to the recreational preferences and participation patterns of the participants. The below quotations highlight their views:

*“Resourceful recreational centre in our community, cinema in our shopping complex and community wi-fi could serve as the solution.” (P01)*

In support of the above-mentioned participant, the below listed participants shared similar sentiments that resources could be the remedy to their recreational preferences and participation patterns. The participants have outlined that:

*“Lepelle-Nkunpi Municipality and the Department of Sport and Recreation should develop a resourceful indoor recreation centre and warm swimming pools in our villages. Am sure this could influence me to participate in some form of physical recreational activities in our villages.” (P11)*

Among all the mentioned factors, two participants gave similar suggestions by raising the statements below:

*“I suggest that recreational service providers should organise and provide a variety of recreational activities and services to the community at large, these will help to accommodate the community at large regardless of sex.” (P10)*

*“...our village should have a well maintained recreational centre such as indoor swimming pools, and hall for indoor sport just to mention a few. I am sure it could remedy this problem. People will be able to choose from them. It could influence my recreational preferences and participation patterns.” (P09)*

In the same breath, while other participants speak in the same voice that the availability of the resources could be remedied, one participant gave a different view by stating:

*“Any form of media house could be very useful in influencing members of the community to participate in recreational or sports competition with rewards.” (P02)*

While other suggestions from other participants are:

*“Wellness campaigns and educating people about the benefits of participating.” (P03)*

*“Free entrance fee, variety of recreational resources around our area and well maintained and managed recreational centres.” (P04)*

Additionally, another few participants stated:

*“Available recreational resources with free entrance in recreational centres.” (P05)*

*“Culture and religion should provide equal opportunity for women and men within the society.” (P06)*

*“My financial status could serve as the feasible solution to my recreational participation.” (P07)*

*“The relevant stakeholders should organise the social programs that will meet the social needs of the community members at large.” (P12)*

*“Well-resourced gym in our community and well-trained personal trainers.” (P08)*

The current findings are complementary to the findings from the studies conducted by Kim et al. (2019) and Santos et al. (2021) that resourceful recreational centre within the community, such as cinema in the shopping complex and community Wi-Fi, media could be very useful to influence participation, and also competition with rewards, wellness campaigns, free entrance fee, variety of recreational resource around our areas, and well maintain and managed recreational centres. Moreover, the current findings showed that culture and religion should provide equal opportunity for women and men within the society, with the aim of accelerating the recreational preferences and participation patterns of the participants.

#### **4.7.2 Sub-Theme Two: Factors that Hindered Recreational Preferences and Participation of the Teachers**

This sub-theme outlines the factors that hinder the recreational preferences and participation patterns of the participants. Below are different views given by the participants stating factors that hinder their recreational preferences and participation:

*“Time, bad weather conditions, lack of indoor recreational centres hinder my recreational preferences and participation patterns.” (P01 and P12)*

In support of the above mention factors, the below-mentioned participants expanded by indicating that:

*“Financial demands of those particular recreational activities could hinder my recreational patterns, for example. I would love to go to the swimming pool every weekend, but entrance fees and transportation fees or petrol is too much because I have to travel 90 km to and from a swimming hub.” (P04 and P05)*

*“My leisure time determines my recreational preferences and participation patterns. My obligations are consuming a lot much of my leisure time.” (P11)*

*“Lack of funds for recreational purposes and Network problem also is the problem.” (P02)*

*“Family support and peer pressure, lack of Wi-Fi.” (P03)*



*“My financial commitments do not permit me to participate in recreational activities of my choice. A recreational program needs money for recreational equipment and traveling to a leisure centre.” (P10)*

*“Financial implications and needs for those recreational activities could hinder my recreational preferences and participation patterns.” (P06)*

*“Financial implications determine and hinder my recreational preference and participation patterns if you don’t have money, it means that you cannot participation patterns. More equally important, it compromises the quality of recreational activities. It could also hinder my recreational preferences and participation patterns.” (P08)*

*“Financial implications and demand for recreational activities hinder my recreational preferences and participation patterns.” (P07)*

In contrast to the above-mentioned factors, the statements below show different avoidable factors that most participants mentioned:

*“I sometimes go out with friends or my team for recreational purposes, so my team sometimes is too lazy to go out for recreational activities in groups. The very same activities you can’t participate in alone, it needs a partner or partners. Activities such as recreational soccer or volleyball. My friends sometimes hinder my recreational preferences and participation patterns. It is worth saying that sometimes you will agree as the team for a recreational outing, later a few members pull out.” (P09)*

The above quotations concur and support the existing literature that gender roles compromise leisure time for recreational participation (Kanjere et al., 2011). The current findings have revealed that among all the factors that hinder recreational participation patterns, bad weather and lack of indoor facilities have appeared to be leading factors in both current and existing studies. In contrast, Senne (2016) is of the view that financial demand for recreation in some recreational activities hinders recreational preferences and participation patterns. Few female participants have indicated that jogging as a team is good but it compromises their participation patterns because some jogging partners are not equally fit. Taken together, all those disturbing arguments about the finishing points and the pace. It is very logical to assume that, it compromises the quality of recreation programs and services.

#### **4.7.3 Sub-Theme Three: Factors that Enhanced Recreational Preferences and Participation Patterns of the Teachers**

This sub-theme establishes the factors that enhance recreational preferences and participation patterns. Below are the views of the participants:

*“The passion, and love that I have for organized recreational activities, and also the best services from the recreational service provider.” (P01 and P10)*

In addition to above-mentioned enhancement factors, the below participant added:

*“Active recreational programs that are well organised and very interesting to me, I like them, because of the benefits associated with them, such as reducing hypokinetic conditions such as hypertension and sugar diabetics just to mention a few. I must say I have a passion for some recreational activities due to the above mentioned benefits.” (P07)*

Another participant expanded by commenting that:

*“Physiological and psychological benefits of participating in active and organized recreational programs, but I must say, most of the activities are always passive in nature for my liking.” (P02)*

Another participant among others also added that:

*“Social efficacy of participating in social programs for a recreational purpose not competitive purpose is the most key factor that influences my recreational participation patterns.” (I2)*

Equally important to the above-mentioned factors, more other participants have aired monetary fact that:

*“Money could influence me to participate in my preferred recreational activities. Recreational programmes require money for entrance and some for participation. if a municipality could provide us with variety of recreational activities, that one could be able to choose from in our area.” (P07)*

*“My entertainment budget influences me to participate in preferred recreational programs and activities, there are some recreational activities I might wish to participate in them, but due to the money that is required, I end up failing to participate in them.” (P03)*

*“Available modern recreational resources and services in my village could influence me to actively participate in recreational programs.” (P04)*

*“Financial implications and available recreational resources that are available to the community might influence me to participate in those recreational activities.” (P05)*

In contrast, the statement below from three participants cited the issue of resources as the factor, they suggested that:

*“Well-resourced gym in our community and well-trained personal trainers help a lot and attract me. I am well organised person.” (P08)*

*“Should our village have a well maintained recreational centre such as indoor swimming pools, hall for badminton just to mention few? It could influence my recreational preferences and participation patterns.” (P09)*

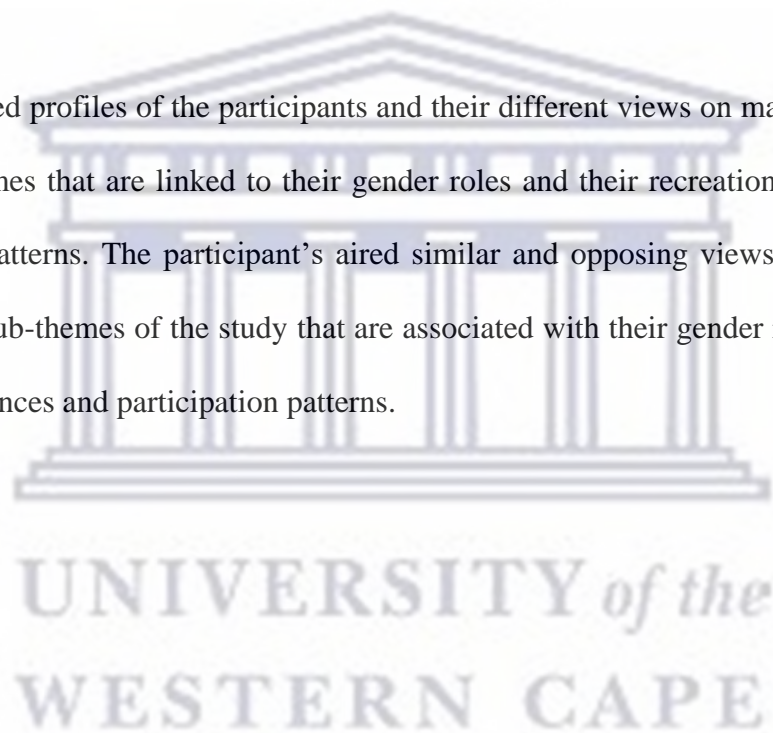
*“Our village does not have well-resourced recreational facilities like urban areas. Should our village be well-resourced with recreational facilities, I will be the first one to participate in those recreational programs.” (P06)*

The current study has not revealed any new factors that enhance recreational participation. The study supported and added to the economy of knowledge in factors that influence recreational participation. The finding showed that among all the factors, the social-economic status of the participants appeared to be the major fact and also the socio-demographics of the participants. The finding also showed that among all the factors, the participant's awareness of the recreational benefits is more likely to enhance the recreational participation patterns. Barrows (2010) is also of the same view that awareness of the benefits of recreational activities influences recreational choice. The current findings have also shown to

support the findings of Changala and Ndhlovu (2020) that passion and love for recreational activities and the benefits associated with the activities that participants prefer could be influential to the recreational preferences and participation patterns. Among factors, the availability of financial resources could also influence most participants to participate actively in recreation, an activity that needs money, available recreational activities and services, and equally important, well-resourceful recreational centres.

#### **4.8 Summary**

This chapter outlined profiles of the participants and their different views on main themes and associated sub-themes that are linked to their gender roles and their recreational preferences and participation patterns. The participant's aired similar and opposing views in relation to some themes and sub-themes of the study that are associated with their gender roles and their recreational preferences and participation patterns.



## CHAPTER 5

### DISCUSSION

#### 5.1 Introduction

In this chapter, the aim was to provide a comprehensive synthesis and discussion of the findings of the current study. The aim of the study was to explore the gender roles of school teachers and their recreational preferences, and participation patterns in a rural setting in Limpopo Province, South Africa. To achieve the aim of the study, the following research objectives were formulated:

- (a) To explore the gender roles that influences the recreational preferences of primary and secondary school teachers.
- (b) To explore the gender roles that influence the recreational participation patterns of primary and secondary school teachers.
- (c) To explore the factors that influence recreational preferences and participation patterns of primary and secondary school teachers.

The discussion focused on the feminist and social theories, and how they can be used to promote recreational preferences and participation patterns of the participants within given rural context.

#### 5.2 Discussion of the Major Findings

This section presents a chronological discussion of the study findings in line with the aim and objective of the study and themes derived from the study's objectives. This section discusses the major dispositional, situational, and institutional factors that were found to be influential

in recreational preferences and participation patterns of the school teachers within their rural setting. These findings are strategically pivotal because they add to the economy of knowledge in social science and other cognitive academic disciplines.

### **5.3 Gender Roles of the Teachers**

The current findings were conceptualised in terms of how the participants viewed and understood, the gender roles regarding recreational preferences and participation patterns within their social and family contexts. The findings suggest that gender roles are complex ideologies because participants have equivocal views about it. However, even though people might have multiple perceptions about these ideologies. To this end, there is a commonality in their perceptions of gender roles as a social responsibility.

Equally important to the above, the current findings also revealed a common understanding and perception that gender roles are social or domestic responsibilities that are shared among family members and that of society. Among all the study participants in the current study, only one indicated that those responsibilities are shared according to what is deemed and considered appropriate for a specific gender. The existing findings suggest that gender roles are shared or divided among the family members according to a specific sex (Ellemers, 2018). Yet another study suggests that some people, do not adhere to this division of labour, while some adhere to these traditional norms of sharing roles according to a specific sex (Singh & Naidoo, 2017).

In addition, the current findings suggest that most women and men adhere to gender roles that they are assigned to participate in through the socialisation process. They seem to be having a perception that they are doing very well in those roles. For example, women claim to be good

at cleaning. In contrast, men claim to be good at gardening or doing hard labour roles because they think they are naturally stronger than women. It is worth noting that, regardless of how people view and adhere to their gender roles, these roles are voluntary responsibilities. But, some people feel more comfortable performing assigned roles to the opposite sex. For example, men doing roles such as domestic chores and taking care of the kids, while there are rooming notions that men's roles are to provide for the family. Based on the above notion, it is very logical to argue that gender roles are traditionally constructed roles shared by members of the cultural group within the family and community context.

In contrast, previous studies gave different views of gender roles in society. Lip (2016) is of the view that within a patriarchal society, males are expected and orientated through the process of socialisation to be the primary financial providers for the family. Females are oriented and designated to be the family's primary caretakers and the domestic managers. In support of the above-mentioned study, another study by, Tanjung and Mailin (2021) assert that gender roles are the division of productive, reproductive, and social roles by the public institutions. Meaning that women and men should have equal roles. According to the current findings and other contemporary literature, gender roles are equitably distributed among women and men (Ejim, 2017). This can be alluded to the fact that South Africa is a democratic country where women and men have equal human rights. This simply means that women and men could comfortably and equally share productive, reproductive, and social roles within any given context.

The current study showed that, only one participant from a total of 12 indicated that, gender roles go with different cultures. The participant further indicated that South African cultural system is very complex regarding family affairs, it is more into societal affairs. It helps a lot



in describing the roles of its members. Another participant has shown that culture and tradition help to guide on things that women or men should not do based on their gender. There is on-going notion on some African cultures that, women are regarded as a weaker sex, therefore, they should not perform heavy roles.

Apart from that on-going notion, according to Suar and Gochhayat (2016), there is a continued emphasis that gender roles are social roles that are learned from family members and the societal institutions within the specific cultural and traditional norms. The diffusion of this learning curve is that, it helped in a decision of division of gender roles within the family settings that was informed by their lifestyle in the ancient days. However, literature suggests that the standard of living and demand of life recently informs the division of gender roles (Singh & Naidoo, 2017). History outlines that all divisions of gender roles were informed by the requirements for the smooth running of the social institutions (Alston, 2006). The basic requirements were gender oriented. For example, the primary duty of a woman or girl child was to take care of the family. To this day, the current findings still revealed the common trend of these gender roles within a social institution.

Another recent study conducted by Pamuk and Muc (2021) suggest that social roles are learned behavioural and social pattern among women and men in a family and social context. On the contrary, the current findings revealed that other participants reported a different opinion, stating that gender roles are voluntary social responsibilities. In the same breath, Suar and Gochhayat (2016) suggest that social roles can be defined as, prescriptive stereotypes. They have both positive and negative components, which could be defined as what is socially considered desirable social behaviour that, one sex is encouraged to participate in or display more than the other sex in a social and family context. The culture moulds the members of

the society for what is considered appropriate for gender roles according to specific gender within a family context.

The current findings support literature that suggests that culture determines the gender roles through traditional norms, which are socially constructed for the smooth running of the social institutions (Vyas-Doorgapersad & Surujlal, 2018). But some participants still hold different view from other participants that there is a strong belief that culture does not impact gender roles. They argue that culture is responsible for cultural activities such as dance and attire for the society or a certain group of any given ethnic group. It has nothing to do with what you do in your space, such as family. While negative prescriptive stereotypes define what is socially considered an undesirable social behaviour that one sex should avoid participating in more than the other. These prescriptive stereotypes are associated with social characteristics that are socially unacceptable to the other sex, but are acceptable and promoted for the other sex. This current study suggests that they are supposed to participate in domestic roles and avoid roles that could derail them from their key responsibilities.

Religion is a very complex socio-cultural system that varies from one society to another. However, according to Perales and Bouna (2018), the common purposes of these religions are to reinforce social unity and stability among members of private and public institutions. Religion is very clear on the gender roles within the church and family institutions. It helps a lot in describing roles that are deemed appropriate for women and men in and out of the house. All these roles are based on their belief system.

Traditional religion impacts behavioural patterns because, religion teaches how to behave, what to do, and what not to do through the word of God. Bible teachings also highlight what

is considered appropriate and not appropriate in a social context. The Bible clearly defines the roles of men and women within a religious and family context. Men must take the lead, and the role of women is to take care of family and not to lead a church. Religion has a positive and negative influence on gender roles for women and men in society. It orientates men to be leaders and women to be followers. The hidden agenda for religion contradicts the South African constitution because the Christian religion is guided by the principle that most leading characters in the Bible are men.

In any given African context, religion is like a culture. They both share similar social norms and values. They both encourage and orientate women to be submissive to men at any point in time. Contrary to the above-raised views, in contemporary society, some religions and cultures allow women to take leading roles. Even though most of these religions are guided by the same bible which states that women cannot play leadership roles. In reference to 1 Timothy: 2:12-13: “God declared that I do not permit women to teach the word or to assume authority over a man, she must be submissive and quiet.” So I understand that from a cultural perspective and the religious perspective of the participants, they perceive the Bible literally and therefore take up the roles of men and women very seriously. In their perspective, the man is the head of the house and, as much requires the wife to be submissive and allow the man to lead the household. Religiously, the current study, argues that culture and religion do not differ that much in terms of how they define gender roles.

There is a strong argument raised by a few participants that, religion also does not have any impact on gender roles. Religion is responsible for religious and spiritual activities such as praise and worship in the church. It has nothing to do with what you do in your space, such as family. This current study is of the view that religion teaches the word and also the

behavioural patterns of its members in and outside the religious context. While, Siordia (2016) believes that, religion promotes ethics and good morals in general life. It teaches golden rules such as “*do unto others, what you want them to do unto you*” and equally important, it teaches goodwill and selfless service.

The current study suggests that, among male and female participants, female participants tend to prefer recreational activities that are passive and domestic rather than outdoor activities. At the same time, while, their male counterpart prefers passive outdoor activities and also active individual activities. The current literature supports the existing literature that, male and female participants with high socio-economic status tend to prefer and participate in passive recreational activities that do not demand physical exertion (Ozsoy, 2016).

The current findings showed that major factor that influences this preference is the leisure time factor. According to the literature, time is the most important phenomenon that influences recreational preferences. Taking together, the obligated roles that, they have to perform and also the leisure time that they are exposed to, it indicates that participants have less time for outdoor recreational activities that demand a lot of leisure time (Vyas-Doorgapsad & Surajlal, 2018). Regardless of sex, the current finding showed that male and female participants prefer different activities.

Moreover, the commonality among male and female preferences is that they all prefer indoor activities rather than outdoor, however, few participants have mentioned that they prefer outdoors, but the majority have shown that they prefer indoors. They all prefer indoor recreational services rather than outdoor ones (Munusturlar, 2016). These statements highlighted a blend of preferable recreational activities for female participants. Most female

participants have revealed that they mostly prefer passive recreational activities such as reading novels and magazines, watching TV, and taking pictures.

In contrast, some prefer shopping and window shopping, aerobics, and jogging. They further indicated that their least preferred activities are attending parties, washing cars, and fun walks. They would feel comfortable playing netball as a recreational activity. It is appropriate for women and girls. Soccer for boys/men and netball for women/ girls. That is what they have imposed on them when they were brought up. Data revealed that gender plays a very important role in recreational choices. Some would feel uncomfortable participating in activities that are predominating by the other opposite gender because of the presumption perspective.

#### **5.4 Gender and the Recreational Preferences of the Teachers**

The current study suggests that gender plays a significant role in the recreational preference of the participants. The finding suggests that it could be that their cultural system determines what is considered suitable or not suitable for a specific gender. However, literature shows that women tend to have more responsibilities which include taking care of the children and family (Ogunniyi, 2015). These activities might consume much of their leisure time. Gender roles limit social movement due to the roles that are assigned to a woman or a mother of the house. Women have more responsibilities as compared to their spouses. However, due to cultural norms that they are conformed to, their gender plays a huge role in their recreation preferences.

The current finding also suggests that being a woman within the Bapedi cultural system is not easy. Their social roles are determined by their counterparts within their social gatherings,

such as the initiation schools and other community gatherings. Post their gathering, they impose social roles on women and children without negotiation. Looking at these social roles from cultural lens, these problems seem to be recurring among women and men in rural contexts. The current data suggest that the traditional and cultural social system determines even their recreational choice and preferences. According to O'Connell and McKinnon (2021), women are confined to social roles within the family context. It leaves them with no choice but to participate in activities within their homestead. The main reason is that they abandoned their expected roles within their families. It might appear careless for women to file their roles within the family, while men could comfortably enjoy their social life without being labelled as the irresponsible or careless spouses.

More equally important than the above, it is worth indicating that among all genders in any given rural setting, each gender is orientated to specific roles including recreational activities. However, there are activities that cut across all gender, activities such as jogging and dancing. Some are mixed activities as being a woman determines the recreational choice and preferences.

At times gender does not play a role in recreational preferences. Some people do not have a problem participating in any given recreational activity in any context (Popovic, 2004). However, within their social context, every recreational activity is associated with a specific gender. The roles that it plays are more stereotypical because of how people are orientated in social institutions. Specific gender is associated with a specific recreational activity. Some activities can be defined as mixed games. Nevertheless, men still dominate in those activities. That is how gender plays a role. But it is a voluntary role.

Some participants do not think that gender plays a role in their recreational choices and preferences. They have shown that they have a choice to participate in any recreational activities at any given time without fear of being labelled by the community members. Most participants showed that girls who play soccer as a recreational activity are being labelled as, lesbians because the community believes that, girls cannot play soccer. They must play netball because it is appropriate for girls. Gender plays a limited role in my social interactions, including recreational preferences. Yes, gender roles limit social movement due to the roles that are assigned to a woman or a mother of the house. They have more responsibilities as compared to their spouses.

### **5.5 Recreational Participation Patterns of the School Teachers**

Concerning the recreational participation patterns of the participants, the current findings suggest that gender role determines indoor or outdoor recreational participation patterns of male and female participants in a rural setting of Limpopo Province. In addition, the findings also suggest that female participants are exposed to less leisure time for formal outdoor recreational activities. In comparison, their counterparts are exposed to enough leisure time after their obligation to participate in recreational activities of their choice. However, this is not always the case, as it sometimes depends on the type of recreational activities. Some gender roles negatively influence the choice of recreation patterns and participation. For instance, when someone babysits, she or he is more likely to participate in indoor activities such as TV games or watching TV.

Tabarsa (2013) believes that obligation time and domestic chores determine leisure time. The current study supports Tabarsa's (2013) findings mentioned above that designated gender roles consume much time and reduce time to participate in a preferred recreational activity. A

designated gender role plays a significant role in recreational choice and participation patterns. Evidence in sociology and gender studies reports that every gender is orientated to specific social roles, including recreational activities (Messner, 2011; Walter & Du Rand, 2011). However, some activities cut across all genders, activities such as jogging and dancing. Some are mixed activities. Being a woman determines recreational choices and preferences.

## **5.6 Gender and the Recreational Participation Patterns of School Teachers**

The current study has revealed that gender plays a significant role in the recreational participation patterns of school teachers. Even though it plays a significant role in determining recreational participation, the study conducted by Walter and Du Rand (2011) revealed that female participants that do not conform to the gender ideology of describing social roles for women and men had been criticised, labelled, discouraged and, in some cases, stigmatised by the social and family institutions. Literature shows that the cultural system and African tradition orientate women and men on how to interact within their social cycles and also determine their behavioural patterns (Blok et al., 2018; Ogunniyi, 2015). According to Messner (2011), social ideology and cultural systems play a pivotal role in women's and men's socialisation, creating limited recreational opportunities for women.

## **5.7 Leisure Time and the Recreation Participation Patterns of the School Teacher**

Time is a non-stop phenomenon and a commodity, as it does not wait for a man. Time is divided into two categories within the context of this study, leisure and obligation time. The current findings suggest that having a nanny and gardener in the house is an advantage because the nanny and gardener perform most of the family domestic chores. Husband and wife have fewer roles within the family, hence they are both exposed to enough time for



leisure activities. Moreover, the findings show that gender influences their recreational patterns. However, the findings also indicate that recreational patterns are informed by the availability of leisure time due to their official commitments after school. Their leisure time determines recreational participation patterns. They argue that recreation patterns are informed by their leisure time, but time is limited due to obligations.

### **5.8 The Factors that Hindered Recreation Preferences and the Participation Patterns of the Teachers**

Literature shows a general consensus that the participation of women and men in formal recreational activities has declined, and the sedentary lifestyle has increased dramatically over the last decade (Blok et al., 2018). The findings of the study conducted by Walter and Du Rand (2011) showed that domestic roles hinder active recreational participation of women or men in formal recreational service. Messner (2011) shares a similar view to Ogunniyi (2015) that recreational constraints start from the individual level to social roles and structural factors. In any social context, women and men have control over individual factors, but do not control structural factors.

In this current study, findings suggest that among the school teachers, individual, social roles, and environmental factors have been reported as the contributing factors that hinder recreational participation in a rural setting. Moreover, among all the individual factors. There is a consensus regarding the availability of leisure time due to their obligation and social roles, among others. The current finding also supports the finding of Mugwedi and Mulibana (2014) that structural factors serve as a leading constraint to active recreational sport participation.

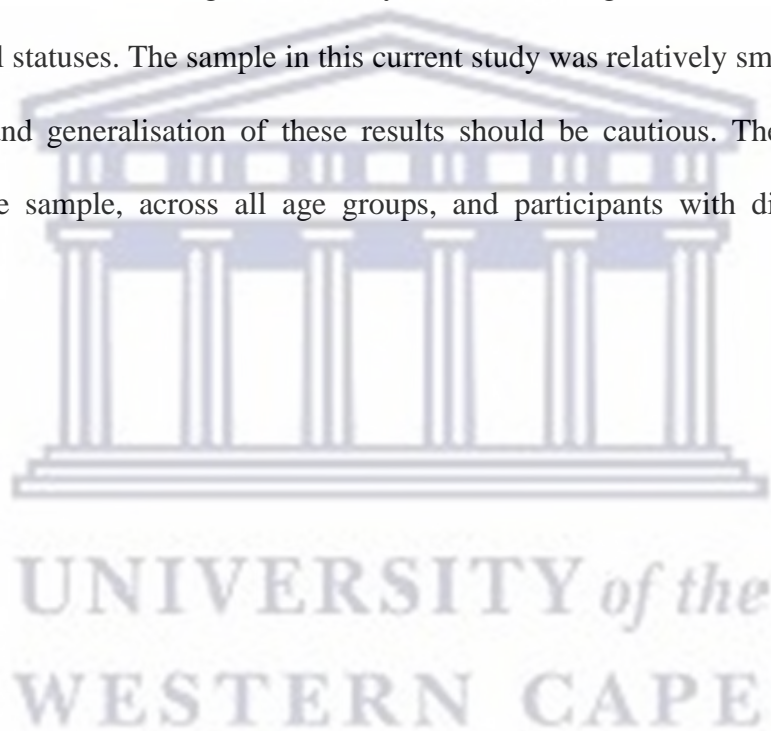
The current analysis of these results suggests that among female and male participants, constraints are based on gender and gender roles. Female participants experience more social roles as recreational participation constraints than their male counterparts. The current study concludes that the recreational participation patterns of female participants within the study area are highly influenced by their individual factors, social roles, and environmental factors. The findings of this study support and are consistent with the existing literature regarding recreational preferences and participation patterns of female and male participants in any given rural and urban context within South Africa.

### **5.9 Factors that Positively Influence Recreational Preferences and the Participation Patterns of the Teachers**

Scientific evidence on participation in active recreational activities showed that it yields desirable outcomes such as promoting the quality of life of people (Grace et al., 2015). In this current study, three major variables were explored to establish school teachers' recreational preferences and participation patterns. The study participants showed that they participate in recreational activities to enjoy and reduce hypokinetic condition. These current findings are consistent with the existing findings on factors that positively influence recreational preferences and participation of male and female participants. Blok et al. (2018) believe that wellness campaigns positively affect individual recreational preferences and participation patterns. The current data support the recommendations by Karusisi et al. (2013), which suggest that upgrading and increasing the recreational centres in the villages could motivate people to participate in recreational activities available within their space. It will also reduce travel costs to the neighbourhood to access recreational facilities and services.

## 5.10 Summary

In this current study, more especially during data collection and interpretation. Several issues were taken into considerations, such as the participants must report for duty from 7:00 AM to 15:00 PM, as from Monday to Friday. While some of the participants also report on Saturday and also Sunday. The recreational preferences and participation patterns of any person who does not does not share the same socio-demographics could differ in any given context. Therefore, future studies should target community members at large in all different locations with different social statuses. The sample in this current study was relatively small. Therefore, the interpretation and generalisation of these results should be cautious. The future study should take a large sample, across all age groups, and participants with different socio-economic statuses.



## CHAPTER 6

### CONCLUSION AND RECOMMENDATIONS

#### 6.1 Introduction

This final chapter summarises and presents the conclusion of the study, limitations, and recommendations on the gender roles of the participants and their recreational preferences, and participation patterns in Limpopo Province, South Africa. The conclusions and recommendations for future research are based on the findings of the study. The limitations of the study are based on factors that have impact on study from the beginning to the end of the study.

#### 6.2 Conclusion of the Study

This study explored the gender roles of school teachers and their recreational preferences and participation patterns in a selected rural setting in the Limpopo Province, South Africa. To achieve the aim and objectives of the study. Gender roles that influence recreational preferences and participation patterns were explored using a qualitative research approach on six female and six male participants. This study anticipated that the findings would contribute to the economy of knowledge in recreational provision within all the recreational hubs of Limpopo Province.

The main conclusion drawn from the findings of the study was that gender roles play a crucial role in the recreational preferences and participation patterns of primary and secondary school teachers. The gender roles that were previously constructed by the socio-cultural system, had more elements of recreational injustice for women as compared to their counterparts in a

social context. Women, in most cases, are not accorded equal gender roles as compared to men. The findings revealed a social gap between women and men in cultural and religious systems, which include the recreation industry. The main aim of recreation is to promote social unity and quality of life for the participants. To achieve the purpose of recreation, women, and men should be given equal recreational opportunities.

### **6.3 Limitations of the Study**

In this study, potential limitations were taken into consideration. The participants of this study were school teachers within the selected rural context. The results of this current study may not be generalizable to other different contexts. It is not clear if the results of this current study could be applicable to women and men who do not share the same characteristics.

### **6.4 Recommendations of the Study**

This section of the study presents the recommendations that emanated from the findings of the study. This includes recommendations to the institution of higher learning, DSR, and cultural, religious, and linguistic communities, commonly known as the CRL commission, the future research.

#### **6.4.1 Recommendations for Future Study**

The findings on gender roles of school teachers in recreational preferences and participation patterns have revealed several gaps within the cultural, religious, and recreational perspectives. To fill this gap and increase the economy of knowledge regarding the impact of gender roles on recreational preferences and participation patterns. The findings suggest that future research should address the following areas:

- The impact of culture on recreational preferences and provision.
- The impact of religion on recreational preferences and provision
- Contemporary gender roles and recreation
- Contemporary recreation and socio cultural status
- Recreation and contemporary religion
- Recreational Participation patterns and contemporary religion
- Afrocentric recreation and gender roles
- Afrocentric recreation and social economic status
- Socio economic status and recreational preferences
- Recreational patterns, across all age groups
- Recreational preferences across all age group

#### **6.4.2 Recommendations to the DSR**

Based on the findings of the current study women and men are imposed inequitably different gender roles. The study recommends the following:

- DSR and other recreational providers should provide a variety of recreational activities to the community at large.
- DSR should organise regular wellness campaigns and educate people in rural areas about the significance of participating in active recreational activities.
- Recreational officers should distribute equal roles to women and men within recreation programs and clubs.
- Recreational providers should use social media for advertising recreational programmes and influencing people to participate in recreational activities.

- Recreational providers should provide a free entrance fee, a variety of recreational resources around our area, and well-maintained and managed recreational centres.
- Online active recreational programs for women and girls who wish to join social clubs but cannot work due to gender roles allocated to them within a family institution.
- DSR should build well-resourceful recreational centres in rural communities.

### **6.4.3 Recommendations to the CRL Human Rights Commission**

The following recommendations were made based on the findings on cultural and religious perspectives on gender roles that influence the recreational preferences and participation patterns of primary and secondary school teachers in selected rural settings.

- The CRL Human Rights Commission should conduct regular public hearings and campaigns about the cultural and religious impact on gender roles that infringe on the human rights of women and men within all institutions.
- The CRL Human Rights Commission should serve as an advisor on cultural and religious groups to help achieve equal opportunity for women and men within the society.

### **6.5 Summary**

Gender roles play a major part in the recreational preferences and participation patterns of primary and secondary school teachers in a rural setting. Their role is derived from how the gender roles are constructed for women and men within any rural context in Limpopo Province. However, the findings have revealed that gender roles are unfairly constructed among primary and secondary school teachers, because, they favour one gender, while disadvantaging the other one. Based on the findings of the current study, it is safe to say that

primary and secondary school teachers do not enjoy the expected benefits of participating in recreational activities in the rural context of the selected study area.





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## APPENDIX 1: INFORMATION SHEET



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### INFORMATION SHEET

**Project Title:** The Gender Roles of School Teachers and Their Recreation Preferences and Participation Patterns in a Rural Setting in Limpopo Province, South Africa

**Dear Participant**

**Introduction**

This is an invitation for you to participate in a scientific study. This information sheet will help you to decide whether you would like to participate in this study. Before you decide to participate it is required for you to fully understand what is involved in this study. If there are any questions regarding this study that this sheet cannot explain to you, please do not hesitate to ask questions.

### **What is this study about?**

The gender roles of school teachers and their recreation preferences and participation patterns in a rural setting in Limpopo Province, South Africa. This project will be conducted under the supervision of Prof. M Young for the purpose of the master's degree in Sport, Recreation and Exercise Science at the University of Western Cape.

### **What will I be asked to do if I agree to participate?**

To participate in semi-structured interview on gender roles of school teachers and their recreation preferences and participation patterns in a rural setting in Limpopo Province, South Africa

### **Would my participation in this study be kept confidential?**

To ensure your anonymity, numeric codes will be used in place of your name, and only the researcher will have access to the identification key. To help protect your confidentiality, all information gathered will be stored in a password-protected computer file of the student, and only the researcher and supervisors will have access. If the study were to be published, your anonymity will be protected.

### **What are the risks of this research?**

There may be some risks from participating in this research study. Some of the known risks that may result from participating in the research are psychological, social and emotional. If participants are embarrassed, fatigued or uncomfortable with answering questions, they could withdraw from the study or refuse to answer some questions. We will nevertheless minimize such risks and act promptly to assist you, if you experience any discomfort, psychological or

otherwise, during the process of your participation in this study. Where necessary, an appropriate referral will be made to a suitable professional, for further assistance or intervention.

**What are the benefits of this research?**

This research is not designed to help you personally, but the results may help and inform principals, teachers, learners, parents, school board members, the Ministry of Sport and Recreation, community members, sports clubs, and sports coaches and may help you learn more about the role of gender in the recreational preferences and participation patterns of school teachers.

**Do I have to be in this research and may I stop participating at any time?**

Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits for which you otherwise qualify.

**What if I have questions?**

This research is being conducted by Khutso Lekgothoane of the Department of Sport, Recreation and Exercise Science at the University of the Western Cape. If you have any questions about the research study itself, please contact:

Mr K Lekgothoane

Cell: 0660599246

Address: 29 Ndaba drive, Protea North. Soweto 1818

Telephone: (066) 059 9246

Email: 4116549@myuwc.ac.za

Should you have any questions regarding this study and your rights as a research participant or if you wish to report any problems you have experienced related to the study, please contact:

Head of Department: Prof Andre Travill

Department of Sport, Recreation & Exercise Science, University of the Western Cape, Private Bag X17, Bellville, 7535

[atravill@uwc.ac.za](mailto:atravill@uwc.ac.za)

Dean CHS: Prof Anthea Rhoda

Faculty of Community and Health Sciences, University of the Western Cape, Private Bag X17, Bellville, 7535

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This research will be approved by the University of the Western Cape's Humanities and Social Sciences Research Ethics Committee.

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## APPENDIX 2: INFORMATION SHEET (SOTHO)



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### **LIEKETSENG LETLAKA**

**Sehlooho sa thuto:** Boikarabello ba bong ba matichere a likolo le Likhetho tsa boikhatholo le mekhoha ea ho nka karololo sebakeng sa mahaeng Profinseng ea Limpopo, Afrika Boroa

### **Boithuto bona bo bua ka eng?**

Likarolo tsa tekano tsa matichere a likolo le likhetho tsa bona tsa boikhathollo le mekhoha ea ho kenya letsoho tikolohong ea mahaeng Profinseng ea Limpopo, Afrika Boroa. Morero ona o tla etsoa tlas'a bookameli ba Prof. M Young ka sepheo sa ho fumana lengolo la masters ho Lipapali, Boithapollo le Saense ea Boikoetliso Univesithing ea Kapa Bophirimela.

### **Ke tla kopuo a ho etsa eng haeba ke lumela ho nka karolo?**

Boithuto ba hajoale bo lakatsa ho lekola karolo ea bong likhethong tsa boikhathollo le mekhoha ea ho nka karolo ea matichere a likolo tsa mathomo le mahareng Setsing sa Tubatse sa Setereke sa Sekhukhune. Morero ona o tla etsoa tlasa taolo ea Moprofesa, M Young

molemong oa degree ea master ea Sport, Recreation le Exercise Science ho University of Western Cape.

### **Na ho nka karolo ha ka thutong ee ho tla bolokoa e le lekunutu?**

Ho nka karolo lipuisanong tse hlophisitsoeng habeli mabapi le karolo ea bong likhethong tsa boithabiso le mekhoha ea ho nka karolo ea matichere ho Potoloho ea Tubatse ea Setereke sa Sekhukhune.

### **Likotsi tsa phuputso ee ke life?**

Ho ka ba le likotsi tsa ho nka karolo thutong ena ea lipatlisiso. Tse ling tsa likotsi tse tsebahalang tse ka bang teng ka lebaka la ho nka karolo lipatlisisong ke tsa kelello, sechaba le maikutlo. Haeba bankakarolo ba hlajoa ke lihlong, ba khathetse kapa ba sa phutholoha ho araba lipotso, ba ka ikhula thutong kapa ba hana ho araba lipotso tse ling. Leha ho le joalo re tla fokotsa likotsi tse joalo mme re nke bohato kapele ho o thusa, haeba o ka ba le ho se utloise bohloko leha e le hofe, kelellong kapa ka tsela e nngwe, nakong ea ho nka karolo ha hao phuputsona ena. Moo ho hlokahalang, phetisetso e nepahetseng e tla etsoa ho setsebi se loketseng, bakeng sa thuso e eketsehileng kapa ho kenella.

### **Melemo ea patlisiso ee ke efe?**

Patlisiso ena ha ea etsetsoa ho u thusa ka seqo, empa liphetho li ka thusa le ho tsebisa lihlooho, matichere, baithuti, batsoali, litho tsa boto ea sekolo, Lekala la Lipapali le boikhathollo, litho tsa sechaba, lihlopha tsa lipapali, le bakoetlisi ba lipapali mme li ka u thusa ho ithuta ho feta mabapi le karolo ea bong likhethong tsa boithabiso le mekhoha ea ho nka karolo ea matichere a sekolo.

### **Na ke tlameha ho ba phuputsong ee mme nka emisa ho nka karolo neng kapa neng?**

Ho nka karolo ha hau phuputsong ena ke ho ithaopa ka botlalo. U ka khetha ho se nke karolo ho hang. Haeba u nka qeto ea ho nka karolo phuputsong ena, u ka emisa ho nka karolo neng kapa neng. Haeba u nka qeto ea ho se nke karolo thutong ena kapa u khaotsa ho nka karolo neng kapa neng, u ke ke ua fuoa kotlo kapa ua lahlehela ke melemo eo u tšoanelehang ka eona.

### **Ho thoe'ng haeba ke e-na le lipotso?**

Patlisiso ena e etsoa ke Khutso Lekgothoane oa Lefapha la Lipapali, Boithabiso le Saense ea Boikoetliso Univesithing ea Kapa Bophirimela. Haeba u na le lipotso mabapi le boithuto ka bo bona, ka kopo ikopanye le:

Monghali K Lekgothoane

Sele: 0660599246

Aterese: 29 Ndaba drive, Protea North. Soweto 1818

Mohala: (066) 059 9246

Imeile: 4116549@myuwc.ac.za

Ha o ka ba le lipotso mabapi le thuto ena le litokelo tsa hau joaloka monkakarolo oa lipatlisiso kapa haeba u lakatsa ho tlaleha mathata afe kapa afe ao u kileng oa ba le ona a amanang le thuto, ka kopo ikopanye le:

Hlooho ea Lefapha: Mop Andre Travill

Department of Sport, Recreation & Exercise Science, University of the Western Cape, Private

Bag X17, Bellville, 7535

[atravill@uwc.ac.za](mailto:atravill@uwc.ac.za)

Dean CHS: Prof Anthea Rhoda

Faculty of Community and Health Sciences

University of the Western Cape, Private Bag X17,

Bellville, 7535

[chs-deansoffice@uwc.ac.za](mailto:chs-deansoffice@uwc.ac.za)

Patlisiso ena e tla ananeloa ke Komiti ea Boitsoaro ea Botho le Univesithi ea Western Cape's

Ethics Research Ethics)

(NOMORO EA TLHOKOMELISO: \_\_\_\_\_)

University of the Western Cape

Private Bag X17

Bellville

7535

Tel: 021 959 4111

e-mail: [research-ethics@uwc.ac.za](mailto:research-ethics@uwc.ac.za)

### APPENDIX 3: CONSENT FORM



**UNIVERSITY OF THE WESTERN CAPE**

**Private Bag X 17, Bellville, 7535, South Africa**

***Tel: +27 21-959 2409 Fax: 27 21-959 3688***

**Email: [4116549@myuwc.ac.za](mailto:4116549@myuwc.ac.za)**

#### CONSENT FORM

**Project Title:** The Gender Roles of School Teachers and their Recreation Preferences and Participation Patterns in a Rural Setting in Limpopo Province, South Africa

The study has been described to me in language that I understand, and I freely and voluntarily agree to participate. My questions about the study have been answered. I understand that my identity will not be disclosed and that I may withdraw from the study without giving a reason at any time and this will not have any negative consequences.

I understand this will be an interview that is voice recorded for the purpose of storing data.

I agree to the recording .....

I do not agree to the recording .....

**Participant's name:** .....

**Participant's signature:** .....

**Date:** .....



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WESTERN CAPE

## APPENDIX 4: SEMI-STRUCTURED INTERVIEW GUIDE

### SEMI-STRUCTURED INTERVIEW GUIDE

#### Socio demographic Data

Gender	M		F	
Age group	25-35	35-45	45-55	55-65
Highest qualification				
Subject taught				
Medical history/current status				

NAME OF THE SCHOOL .....

#### 1.0 GENDER ROLES

1.1 What do you understand by the term gender roles?

1.2 What are the gender roles that you are expected to perform in your family /society/ community?

1.3 Gender roles that you don't expect your spouse to perform in in your family?

1.4 Why do you perform such roles?



## **2.0 RECREATIONAL PREFERENCE**

2.1 What does recreational preference mean to you?

2.2 What are your preferable recreational activities?

Probing question:

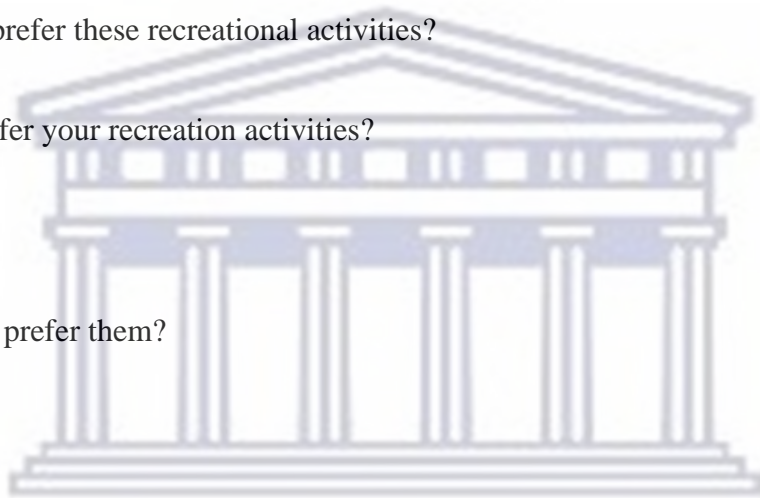
2.2.1 Does your gender play a role in your recreational preferences?

2.2.2 Why do you prefer these recreational activities?

2.3 How do you prefer your recreation activities?

Probing question:

2.3.1 When do you prefer them?



## **3.0. RECREATIONAL PARTICIPATION PATTERNS**

3.1 How often do you participate in these recreational activities in a week?

Probing question:

3.1.1 How long do you participate in these recreational activities per session?

3.2 Does your gender roles influence your recreational patterns?

Probing question:

3.2.1 How does it influence your recreational patterns?

#### **4. FACTORS INFLUENCING RECREATIONAL PREFERENCE AND PARTICIPATION**

4.1 In your view, what are the factors that influence your recreational preferences and participation patterns?

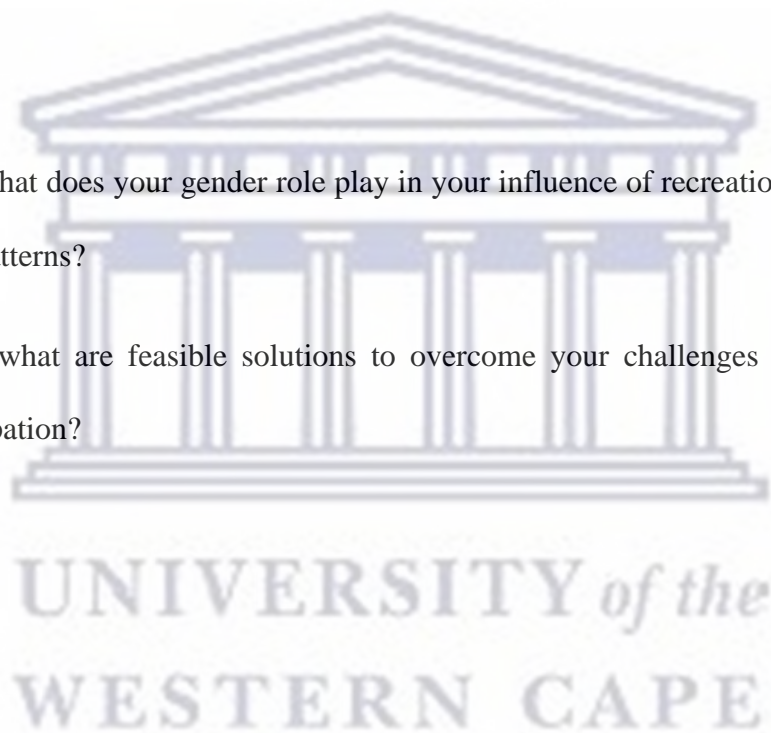
Probing questions:

4.1.1 Positively

4.1.2 Negatively?

4.2 In your view, what does your gender role play in your influence of recreational preference and participation patterns?

4.3 In your view, what are feasible solutions to overcome your challenges for successful recreational participation?



**Thank you for participating in this research**

## APPENDIX 5: INTERVIEW GUIDE (SOTHO)

### SEDI-PUISANO EA SEMI-STRUCTURED (SOTHO VERSION)

#### Lintlha tsa Boemo ba Batho

Bong	M		F	
Sehlopha sa lilemo	25-35	35-45	45-55	55-65
Mangolo a phahameng ka ho fetisisa				
Sehlooho se rutoe				
Nalane ea bongaka / boemo ba hajoale				

LEBITSO LA SEKOLO .....

#### 1.0 LITLHAKISO TSA BONGOLI

1.1 U utloisisa eng ka poleloana ea likarolo tsa bong?

1.2 Ke mesebetsi efe eo u lebelletsoeng ho e etsa sechabeng? Ke mesebetsi efe eo u sa lebellang hore molekane oa hau a e etse sechabeng?

1.3 Hobaneng o etsa mesebetsi e joalo?

1.4 Hlalosa hore na u arolelane likarolo tsohle le molekane oa hau joang?

1.5 Ho ea ka uena, mesebetsi ea hau e susumetsa (sitisa / ntlafatsa) boikhetlo ba boithabiso joang?

1.6 Ho ea ka uena, likarolo tsa bong li ama joang (sitisa / ntlafatsa) mekhoha ea ho nka karolo boithabisong?

1.7 Na u nahana hore bong bo susumetsa likhetho tsa boithabiso le mekhoha ea ho nka karolo?

## **2.0 LITLHAKISO TSA BOITHABISO**

2.1 U khetha boithabiso bofe nakong ea boikhetlo / nako ea hau ea mahala?

2.2 Hobaneng u khetha mesebetsi ee ea boithabiso?

## **3.0. MESEBETSI EA BOITHABISO BOPHELO**

3.1 U nka karolo hangata hakae mesebetsing ee ea boithabiso bekeng?

3.2 U nka karolo hakae mesebetsing ee ea boithabiso thutong e ngoe le e ngoe?

3.3 U nka karolo liketsong tsee tsa boithabiso le mang?

## **4.0 LITLHAKU TSE KOTSI LITLHAKISO TSA BOPHELO LE HO BA LE SEBELE**

4.1 Ho ea ka uena, ke lintlha life tse susumetsang khetho ea hau ea boithabiso hantle? Mme hampe?

4.1 Ho ea ka uena, ke lintlha life tse susumetsang mekhoha ea hau ea ho nka karolo boithabisong? Mme hampe?

**Kea le leboha ka ho nka karolo phuputsong ena**



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WESTERN CAPE

## APPENDIX 6: LETTER OF PERMISSION



### UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

**Tel:** +27 21-959 2409    **E-mail:** 4116549@myuwc.ac.za

### LETTER OF PERMISSION

3 May 2021

Department of Education  
Research Unit: Head Office  
Polokwane  
0700

Dear Sir / Madam

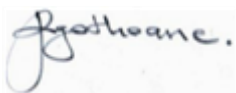
### REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN SCHOOLS

My name is Khutso Lekgothoane. I am a Master's student in the Department of Sport, Recreation and Exercise Science at the University of the Western Cape. I wish to conduct research for my Master's thesis the gender roles of school teachers and their recreation preferences and participation in rural setting in Limpopo Province, South Africa. I wish to recruit male and female teachers from the schools in the Circuit to participate in this study. This project will be conducted under the supervision of Prof. M. Young.

I hope that my request will be favourably considered.

Thank you in advance

Yours sincerely

A handwritten signature in black ink that reads "Lekgothoane." with a stylized flourish at the end.

Mr K Lekgothoane



## APPENDIX 7: UNIVERSITY ETHICAL CLEARANCE



UNIVERSITY of the  
WESTERN CAPE



11 November 2022

Mr K Lekgothoane  
SRES  
Faculty of Community and Health Sciences

**HSSREC Reference Number:** HS21/6/13

**Project Title:** The gender roles of school teachers and their recreation preferences and participation patterns in a rural setting in Limpopo Province, South Africa.

**Approval Period:** 06 August 2021 – 06 August 2024

I hereby certify that the Humanities and Social Science Research Ethics Committee of the University of the Western Cape approved the methodology, and ethics of the above-mentioned research project.

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval.

*Please remember to submit an annual progress report by 30 November each year for the duration of the project.*

For permission to conduct research using student and/or staff data or to distribute research surveys/questionnaires please apply via: <https://sites.google.com/uwc.ac.za/permissionresearch/home>

*The permission letter must then be submitted to HSSREC for record keeping purposes.*

The Committee must be informed of any serious adverse events and/or termination of the study.

A handwritten signature in black ink that reads "Josias".

Ms Patricia Josias  
Research Ethics Committee Officer  
University of the Western Cape

NHREC Registration Number: HSSREC-130416-049

FROM HOPE TO ACTION THROUGH KNOWLEDGE.



**APPENDIX 8: LPRC LETTER**

**CONFIDENTIAL**

**L**



**LIMPOPO**  
PROVINCIAL GOVERNMENT  
REPUBLIC OF SOUTH AFRICA

**OFFICE OF THE PREMIER**

**TO: DR MC MAKOLA**

**FROM: DR T MABILA**

**CHAIRPERSON: LIMPOPO PROVINCIAL RESEARCH COMMITTEE  
(LPRC) ONLINE REVIEW DATE: 10<sup>th</sup> – 18<sup>th</sup> NOVEMBER 2021**

**SUBJECT: THE GENDER ROLES OF SCHOOL TEACHERS AND THEIR  
RECREATION PREFERENCES AND PARTICIPATION PATTERNS IN A RURAL  
SETTING IN LIMPOPO PROVINCE, SOUTH AFRICA**

**RESEARCHER: LEKGO THOANE K**

Dear Colleague

The above researcher's research proposal served at the Limpopo Provincial Research Committee (LPRC). The committee is satisfied with the methodological soundness of the proposal

**Decision: The research proposal is granted approval.**

Regards

Acting Chairperson: Dr T Mabila



Secretariat: Ms J Mokobi



Date: 30/11/2021



UNIVERSITY *of the*  
WESTERN CAPE

**APPENDIX 9: LPREC LETTER**

**CONFIDENTIAL**



**LIMPOPO**  
PROVINCIAL GOVERNMENT  
REPUBLIC OF SOUTH AFRICA

**OFFICE OF THE PREMIER**

**TO: DR MC MAKOLA**

**FROM: DR T MABILA**

**CHAIRPERSON: LIMPOPO PROVINCIAL RESEARCH ETHICS COMMITTEE  
(LPREC) ONLINE REVIEW DATE: 10<sup>th</sup> – 18<sup>th</sup> NOVEMBER 2021**

**SUBJECT: THE GENDER ROLES OF SCHOOLTEACHERS AND THEIR  
RECREATION PREFERENCES AND PARTICIPATION PATTERNS  
IN A RURAL SETTING IN LIMPOPO PROVINCE, SOUTH AFRICA**

**RESEARCHER: LEKGOTHOANE K**

Dear Colleague

The above researcher's research proposal served at the Limpopo Provincial Research Ethics Committee (LPREC). The ethics committee is satisfied with the ethical soundness of the proposed study.

**Decision: The revised research proposal is granted full approval and ethical clearance.**

Regards

Chairperson: Dr T Mabila



Secretariat: Ms J Mokobi

Date: 30/11/2021



UNIVERSITY *of the*  
WESTERN CAPE

**APPENDIX 10: LPREC CLEARANCE CERTIFICATE**

**CONFIDENTIAL**



**LIMPOPO**  
PROVINCIAL GOVERNMENT  
REPUBLIC OF SOUTH AFRICA

**OFFICE OF THE PREMIER**

Office of the Premier

Research and Development Directorate

Private Bag X9483, Polokwane, 0700, South Africa

Tel: (015) 230 9910, Email: mokobij@premier.limpopo.gov.za

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**LIMPOPO PROVINCIAL RESEARCH ETHICS COMMITTEE CLEARANCE  
CERTIFICATE**

**Online Review Date: 10<sup>th</sup> – 18<sup>th</sup> October 2021**

**Project Number: LPREC/108/2021: PG**

**SUBJECT: THE GENDER ROLE OF SCHOOL TEACHERS AND THEIR RECREATION  
PREFERENCES AND PARTICIPATION PATTERNS IN A RURAL SETTING IN LIMPOPO  
PROVINCE, SOUTH AFRICA**

**Researcher: Lekgothoane K**



Dr Thembinkosi Mabila

Chairperson: Limpopo Provincial Research Ethics Committee

The Limpopo Provincial Research Ethics Committee (LPREC) is registered with National Health Research Council (NHREC) Registration Number **REC-111513-038**.

**Note:**

- i. This study is categorized as a Low Risk Level in accordance with risk level descriptors as enshrined in LPREC Standard Operating Procedures (SOPs)**
- ii. Should there be any amendment to the approved research proposal; the researcher(s) must re-submit the proposal to the ethics committee for review prior data collection.**
- iii. The researcher(s) must provide annual reporting to the committee as well as the relevant department and also provide the department with the final report/thesis.**
- iv. The ethical clearance certificate is valid for 12 months. Should the need to extend the period for data collection arise then the researcher should renew the certificate through LPREC secretariat. PLEASE QUOTE THE PROJECT NUMBER IN ALL ENQUIRIES.**

## APPENDIX 11: DOE PERMISSION LETTER



**LIMPOPO**  
PROVINCIAL GOVERNMENT  
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF  
**EDUCATION**

CONFIDENTIAL

Ref: 2/2/2    Enq: Makola MC    Tel No: 015 290 9448    E-mail: [MakolaMC@edu.limpopo.gov.za](mailto:MakolaMC@edu.limpopo.gov.za)

**Lekgothoane K**  
Private Bag X 17  
Bellville  
7535

### RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

1. The above bears reference.
2. The Department wishes to inform you that your request to conduct research has been approved. Topic of the research proposal:  
**THE GENDER ROLE OF SCHOOL TEACHERS AND THEIR RECREATION PREFERENCES AND PARTICIPATION PATTERNS IN A RURAL SETTING IN LIMPOPO PROVINCE, SOUTH AFRICA.**
3. The following conditions should be considered:
  - 3.1 The research should not have any financial implications for Limpopo Department of Education.
  - 3.2 Arrangements should be made with the Circuit Office and the School concerned.
  - 3.3 The conduct of research should not in anyhow disrupt the academic programs at the schools.
  - 3.4 The research should not be conducted during the time of Examinations especially the fourth term.
  - 3.5 During the study, applicable research ethics should be adhered to; in particular the principle of voluntary participation (the people involved should be respected).
  - 3.6 Upon completion of research study, the researcher shall share the final product of the research with the Department.

REQUEST FOR PERMISSION TO CONDUCT RESEARCH : LEKGOTHOANE K Page 1

Cnr 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X 9489, Polokwane, 0700  
Tel: 015 290 7600/ 7702 Fax 086 218 0560

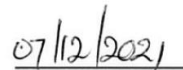
***The heartland of Southern Africa-development is about people***

- 4 Furthermore, you are expected to produce this letter at Schools/ Offices where you intend conducting your research as an evidence that you are permitted to conduct the research.
- 5 The department appreciates the contribution that you wish to make and wishes you success in your investigation.

Best wishes.



Mashaba KM



Date

DDG: CORPORATE SERVICES



UNIVERSITY *of the*  
WESTERN CAPE

REQUEST FOR PERMISSION TO CONDUCT RESEARCH : LEKGOTHOANE K Page 2

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Cnr 113 Biccard & 24 Excelsior Street, POLOKWANE, 0700, Private Bag X 9489, Polokwane, 0700  
Tel:015 290 7600/ 7702 Fax 086 218 0560

***The heartland of Southern Africa-development is about people***



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