



**UNIVERSITY of the
WESTERN CAPE**

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Faculty of Community and Health Sciences

**EXPLORING CHALLENGES EXPERIENCED BY FEMALE FOOTBALLERS IN A
HIGHER EDUCATION INSTITUTION IN THE WESTERN CAPE.**

Lungile Nicollette Nsibande

3699498

A mini thesis submitted in partial fulfilment of the requirements for the degree of Master of Philosophy in Sport for Development, in the Department of Interdisciplinary Centre for Sport Science and Development (ICSSD), University of the Western Cape

Supervisor: Prof. Simone Titus

Co. Supervisor: Prof. Marie Young


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DECLARATION

I hereby declare that “*Exploring challenges experienced by female footballers’ in a higher education institution in the Western Cape*” is my own work, that I have never submitted the work elsewhere for a degree, and that all references are given, and acknowledgement is included for all the sources I have used.

Lungile Nicollette Nsibande

Signed: 

Date: 24th November 2021



ACKNOWLEDGEMENT

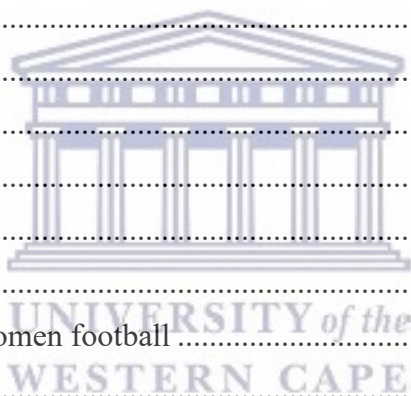
Firstly, I give thanks go to the almighty, the most merciful, for giving me the opportunity complete this research. I am very grateful for this experience. Special thanks to the following people who I am also grateful for, in no particular order, Ruth Saunders, Zukiswa Nyalasa, Bulelwa Dlephu, Nonqaba Gxothiwe, Thabile Thabethe, Banoyolo Watani and Diteko Moleko. In addition, I would like to thank all the football participants who participated in this research. Thank you very much for your participation, assistance, and continued support. You allowed me to make this research a reality, so I am forever indebted.

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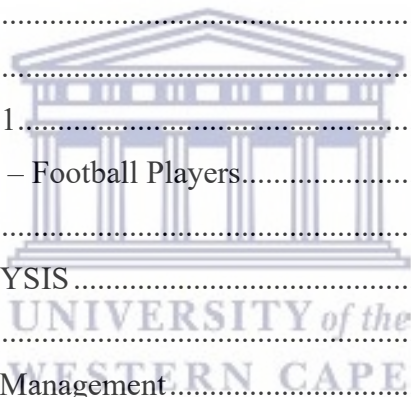
This achievement would not have been possible without the support and guidance of the School of Health and Community Sciences and the Interdisciplinary Center for Sports Science and Development (ICSSD). I also thank my employer for allowing me to enhance my academic ambitions.

TABLE OF CONTENTS

DECLARATION	i
ACKNOWLEDGEMENT	ii
LIST OF ACRONYMS AND ABBREVIATIONS	vi
DEFINITION OF TERMS	vii
ABSTRACT.....	ix
CHAPTER ONE.....	1
INTRODUCTION AND BACKGROUND OF THE STUDY	1
1.1 Introduction.....	1
1.2 Statement of the Problem.....	4
1.3 Significance of the Problem.....	5
1.4 Research Question	5
1.5 Research Aim and Objectives of the Study	5
1.5.1 Aim of the Study	5
1.5.2 Objectives of the Study	5
1.6 Chapter Outline.....	6
1.7 Summary.....	7
CHAPTER 2	8
LITERATURE REVIEW	8
2.1 Introduction.....	8
2.3 Historical background of women football	9
2.4 Theoretical Framework.....	10
2.4.1 Women and Football in Africa.....	12
2.5 Empirical Research	12
2.5.1 Biological	13
2.5.2 Socio-Cultural Factors.....	14
2.6 Economic challenges	17
2.7 Women Participating in Football.....	19
2.8 Challenges faced by Women Footballers	24
2.10 Experiences of women in football	28
2.13 Summary	29
CHAPTER 3	30
RESEARCH METHODS	30
3.1 Introduction.....	30
3.2 Research Design.....	30
3.3 Research Setting.....	31



3.4 Selection of Participants	32
3.5 Inclusion and Exclusion Criteria.....	32
3.5.1 Inclusions	32
3.5.2 Exclusions	33
3.6 Delimitation of Study Area.....	33
3.7 Research Instrument.....	34
3.8 Data Collection	34
3.8 Data Analysis	36
3.9 Trustworthiness.....	37
3.10 Ethics Considerations.....	38
3.11 Summary.....	38
CHAPTER 4	40
RESEARCH FINDINGS, ANALYSIS AND DISCUSSIONS.....	40
4.1 Introduction.....	40
4.2 Profile of Participants	40
Table 4.1 Key- Informants.....	41
4.2.1 Summary of table 4.1.....	41
Table 4.2 Team A Focus Group – Football Players.....	41
4.2.2 Summary of table 4.2	42
4.3 THEMATIC DATA ANALYSIS	42
4.4 Themes and sub-themes.....	42
4.4.1 Theme 1: Leadership and Management.....	42
4.4.1.1 Restructuring Department.....	43
4.4.1.2 Financial Sponsorship.....	44
4.4.1.3 Marketing.....	45
4.4.2 Theme 2: Support of women in football.....	47
4.4.2.1 Social Support.....	47
4.4.2.2 Team support through sport.....	49
4.4.3 Theme 3: Access to resources	50
4.4.3.1 Funding / Budget	50
4.4.3.2 Playing Equipment	53
4.4.3.3 Safe spaces.....	54
4.5 Summary	55
CHAPTER 5	57
CONCLUSION & RECOMMENDATIONS	57
5.1 Introduction.....	57



5.2 Summary of the Research	57
5.3 Limitation of the Study	58
5.4 Recommendations.....	59
5.5 Recommendations for future research	60
5.7 Study Conclusion.....	60
10. References.....	63
Appendices.....	69
Appendix A – Information Sheet.....	69
Appendix B – Consent Form	73
Appendix C – Focus Group Confidentiality Binding Form	74
Appendix D – Letter of Permission	75
Appendix E (1)– Interview Questions	77
Appendix E (2) – Interview Questions	78
Appendix E (3) – Interview Questions	79



LIST OF ACRONYMS AND ABBREVIATIONS

AWC - African Women's Championship

CAF - Confederation of African Football

FIFA - International Federation of Association Football

HE – Higher Education

HSSREC - Humanities and Social Science Research Ethics Committee

SAWFA - South African Women's Football Association

USSA - University Sports South Africa

WC - Western Cape

WUSA - Women's United Soccer Association



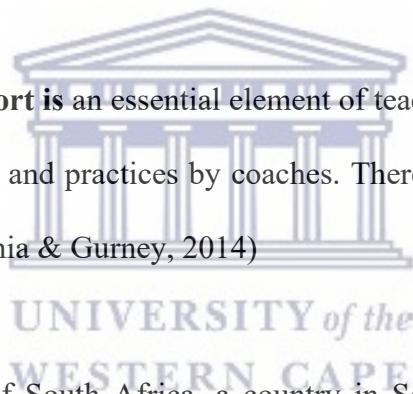
DEFINITION OF TERMS

Challenges: a call to someone to participate in a competitive situation or fight to decide who is superior in terms of ability or strength.

Football: Football or soccer involves two teams of 11 players who try to maneuver the ball into the other team's goal without using their hands or arms. The team that scores more goals wins.

Higher Education: Higher education is tertiary education leading to the award of an academic degree.

Participation in university sport is an essential element of teaching and learning is the setting of the desired tone via policies and practices by coaches. Therefore, so much responsibility is placed on them to do so. (Rezania & Gurney, 2014)



South Africa: The Republic of South Africa, a country in Southern Africa; member of the Commonwealth of Nations until 1961.

Sport: Sport is defined as any activity that requires a significant level of physical involvement in which participants engage in either structured or unstructured environments to declare a winner, though not solely so, or purely for relaxation, personal satisfaction, physical health, emotional growth, and development. (Republic of South Africa, (2011).

Women Football: Women's association football, usually known as women's football or women's soccer, is the team sport of association football when only women's teams.

Women Sports: Since the beginning of time, various kinds of sports, amateur as well as qualified, have occurred global. In the 20th century there was a remarkable growth in the participation of women in sports, especially in the last 25 years, showing the increased emphasis placed on gender equality in contemporary society.



ABSTRACT

Sport activities are important and helpful for the general development of its participants without unfairness. Women have the same right as men to take part in the sports activities, but women face challenges of inequality throughout the world. The South African female football team has been competing at a high level and have become inspirational role models for many women and girls. Internationally, football and sport has revealed a positive effect on highlighting issues related to gender in sport. This includes a chance for women to earn self-esteem and confidence, have constructive interactions with men, and challenge unequal gender norms. However, little is known about the experiences of female footballers in institutions of higher learning with regards to some of the challenges. Therefore, this study aims to explore challenges experienced by female footballers at a HEI in the Western Cape. This study will use a qualitative method to explore a case of female footballers at a higher education institution in the Western Cape. Data was collected from 10 female footballers in two focus group discussions, as well as key informant interviews with the sport managers, sport officer and coaches of the football team. Thematic data analysis was used to analyse the data. To ensure confidentiality and anonymity, the respondents were given codes/ pseudonyms instead of using their real names. All data was treated with the strictest confidentiality and all ethics protocols have been observed. The interviews were transcribed by the researcher while raw data was coded and clustered into categories and themes as they emerge from the data. The main finding of this study reveals that there is inadequate funding for women's football. In addition to receiving less support than that their male counterparts, there appears to be a negative attitude towards female footballers.

KEYWORDS:

Football, Women Football, Sport, Women in Sport, Challenges, Football Experience, Higher Education, South Africa, Females & University Sport.

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

In 1974, the South African Women's Football Association (SAWFA) was the first women's football association in South Africa, a group controlled by White women, though open to coloured footballers. Compared to other racial groups in South Africa, people of colour had the least stable racial attitudes as measured by the Oklahoma Racial Attitude Scale. According to Pelak, (2010), SAWFA was a non-racial sports organisation that did not adhere to Apartheid's policies of racially segregated sports competitions and organisations, despite being an organisation controlled by white middle-class women. This claims, was possible because women's football as a sport was too small and insignificant to obtain much-organised stages. Furthermore, women's football may have been partially racially inclusive, however, separate structures and leagues soon emerged. Cape Town, for instance, consisted of two distinct and racially separated structures: Western Cape and Western Province. From 1975 to 1990, both institutional structures sent provincial teams to compete in the SAWFA interprovincial tournaments (Breakwell, 1986)). However, there remained a white dominance in the tournament, as some all-white teams competed at the SAWFA tournaments, but only one all-black team competed (Bornman, 1999).

South African soccer has historically excluded women since British colonialists introduced it during the nineteenth century. In South Africa, the importance of soccer in nation-building and citizenship has been significant since it has historically been a football-based sport dominated by white males. Therefore, football is the ideological and material cornerstone of men's dominance over women in South Africa (physically, economically, and socially). A combination of soccer's

place in black popular culture and its sex-segregated nature have made it the perfect sport for constructing masculine iconography. Soccer has never been collectively challenged for racial segregation, unlike racial discrimination. Before the late 1960s, girls and women participated in all-male teams, but it was not until then that South African women organised themselves and challenged gendered barriers within the sport (Darby, 2013).

Banyana Banyana participated in the African Women's Championship (AWC) hosted by the African Confederation of Football (CAF) between 31st October and 14th November during 2010 on home soil. Banyana Banyana started well in the tournament, defeating Tanzania 2-1 in their first match, and beating Mali 4-0 in their last match to win a semifinal spot. After losing 3-1 to Equatorial Guinea in extra time, their hopes of getting to the 2010 Women's World Cup in Germany were dashed. President Zuma reinstated 'Football Friday' in the lead-up to the tournament, asking South Africans to show Banyana Banyana the same support they gave Bafana Bafana during the 2010 World Cup (Gsport, 2010).

Although it appears that women's football in South Africa will continue to be a topic of debate, the late announcement of the tournament fixtures, choice of venues, scheduling of matches and general lack of media coverage indicate otherwise. Fans had limited time to watch matches because most of the matches took place during the weekdays, and the fixtures were announced only 40 days before kickoff. South African Broadcasting Corporation (SABC) consented to broadcast Banyana Banyana matches but failed to screen the third-place play-off match between South Africa and Cameroon. Ekurhuleni Councillor Ndosi Shongwe cited that the hosting of this event within months of the successful 2010 FIFA World Cup is a testament that the infrastructure built for the World Cup will not lie unused (SAFA, 2010).

The sport world has been seen more as a masculine activity than a feminine one, with certain aspects of society in general. It has been observed worldwide (Hardin & Croston, 2012; Feldman et al., 2003; FIFA, 2015; Koivula, 2005,) that football has historically been dominated by men,

indicating that football has been a highly masculine field. Several analyses and reports by FIFA have pointed to low levels of involvement by women in football (Fahmy, 2011; FIFA, 2015). In addition, sedentary activities and physical activity studies have shown that in both groupings, there are more boys than girls in the low and increasing numbers of girls participating in moderate physical activity (Feldman et al., 2003).

In 2014, FIFA published a survey (FIFA, 2015) studying experiences about, investments in, and main concern for females' soccer. Through sports and football, the FIFA study promotes gender equity. In the early nineteenth century, when British colonialists introduced South African soccer, women were historically excluded. In South Africa, the importance of soccer in nation-building and citizenship has been significant since it has historically been a football-based sport dominated by white males. Therefore, football is the ideological and material cornerstone of men's dominance over women in South Africa (physically, economically, and socially). Historically, soccer has been associated with masculine culture among the black population because of its popularity in popular culture and sex-segregation. Soccer has not collectively challenged sex segregation, unlike racial segregation, beforehand. Women and girls played against all-male teams before the late 1960s, but it was not until the 1960s that South African women established their teams and challenged gendered boundaries in sports (Pelak, 2010).

Exploring challenges experienced by female footballers in a higher education institution in the Western Cape considering Pelak's (2010), description of the history of South African women's football and Naidoo and Muholi's (2010), understanding of exclusion and inclusion. While being discriminated against, marginalised, and subject to blatant sexism, Banyana Banyana players have persisted in their efforts and continue to play 'the beautiful game'. This study draws on literature and data collected interviews with current players in the ladies' football team and key informants working in a university located in the Western Cape Province of South Africa, responsible for ladies' football. Data will offer insight into the numerous challenges ladies football players have faced.

1.2 Statement of the Problem

The problem considered in this study is an inadequate understanding of how sports development evolve for women football is started, applied and what lessons of experience are evident that can be of value to increase the existing strategies for the football team. Football is one of the top participation and spectator sports in the world. Though, females continue to be poorly represented in football and suffer from challenges such as inadequate funding and low motivation for players. Therefore, the problem examined in this study is the challenges women footballers' experience and are not a priority and challenges that affect the participation of women in football. China's females' football growth has been complicated with many delays, difficulties, and disagreements, according to Hong (2012). The researchers noted that future problems might become major obstacles in future so that they would limit amateur and professional women's participation in competitive soccer both at home and abroad. Culture still plays a significant role in people's attitudes towards femininity and masculinity. In turn, complexity has resulted from this. Females' football has developed as a dominant trend to mimic China's women's game, modeling female action after men's game, which promotes anger and physicality. (Hong, 2012).

The University men's football team has been ongoing since 2003 when the researcher arrived at the University, while the women's team is inconsistent. Therefore, the focus is on challenges experienced by female footballers' that are evident and can be of value to improve the status of women footballers. So, this study could be encouraging and valuable to check information structures support and assistance in the University, an information structures course resembles a football league, which can be an excellent way to assess capabilities in sports and finance. To resolve or avoid some challenges in various sectors, it would provide football managers with a way to operate and improve their performances. Moreover, the is study aims to deal with those challenges that have will affect the views of women football and to indicate possible solutions.

1.3 Significance of the Problem

Female sport has been challenged with many evidence factors, so that this study may provide insight into female footballers' challenges. Female sport teams must be given equal attention as male counterparts. This study may impact the resource allocation at higher education institutions. The research findings and recommendations of the research will be shared with individuals at tertiary and other institutions which may benefit from it, especially the student sport office in various universities working with student-athletes. The study's findings will provide recommendations of tool plans and systems used to develop challenge solving at the University.

1.4 Research Question

What are the challenges that women participating in football at a higher education experience?



1.5 Research Aim and Objectives of the Study

1.5.1 Aim of the Study

The aim of the study is to develop an improved understanding of the challenges experienced by female footballers at a higher education institution in the Western Cape Province.

1.5.2 Objectives of the Study

The objectives of the study are to:

- To explore the experiences of female football players regarding the challenges they face as athletes in higher education

- To investigate the effects of challenges on female's participation in football in Higher Education
- To identify possible solutions to address the challenges related to female footballers' experiences
- To consider recommendations for the purpose of improving sport quality at universities.

1.6 Chapter Outline

Chapter One outlines the background of the study, providing a brief overview on the improved understanding of the challenges experienced by female footballers at a higher education institution in the Western Cape. Female sport has been challenged with many evidence factors so this study may provide insight into challenges that female footballer face. The statement of the problem is presented as well as the research question, research aim and objectives, followed by the significance of the study, and summary of the research methodology. A definition of key terms is provided, and an overview of chapters in this thesis is presented. Chapter Two presents a review of the existing literature, defining important concepts for this study. Chapter Three discusses the research methods used to gather information to address aims and objectives of the study. Research design, data collection instruments and data analysis are also discussed in this chapter. Chapter Four details the findings of this study. Each finding is categorised into themes with an associated subtheme(s). The literature will define each theme and interpretations and discussions for each finding that emerged are presented. Chapter Five provides the summary, conclusions as well as recommendations for further research. A reflection of the qualitative research experience is also provided by the researcher. References and appendices follow at the end of this chapter.

1.7 Summary

In this chapter, the background and rationale for the study was presented. In addition, it outlined the objectives and the goal of the study. The theoretical framework of the study is also introduced in this chapter. The chapters of the study are also summarised in this chapter. A literature review follows in the next chapter.



CHAPTER 2

LITERATURE REVIEW

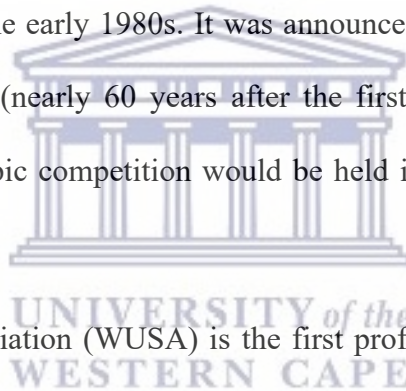
2.1 Introduction

In the next chapter, looks at the major literature on women's football in South Africa and on a globally scale. There is a discussion of existing scholarship relevant to the subject matter at hand. Relevant literary reviews make it clear that sports are considered a male territory, especially when aggression is considered a male feature. (Chalabaev, 2013). In addition to being the most popular sport globally, football can provide millions of players with valuable knowledge and life lessons, both on and off the football field (Bloomfield 2010; Korr & Close 2008). The first-ever African host of the 2010 FIFA Men's World Cup as the first host of Africa, is now expected to become a leader in sports development on the African continent. It remains to be seen how women will be perceived as indispensable actors in this field in this era of change. (Beissel and Kohe 2020). The study was guided by the Liberal Feminism theory led by Mary Wollstonecraft, John Stuart Mill, and Harriet Tylor between 1960s and 1970s. The theory focuses on discrimination and exclusion based on sex and gender, objectification, structural and economic inequality, power and oppression, gender roles, and stereotypes (Knoppers, 1994; Olgesby, 1978). According to feminist theoretical perspectives, female sports differ from male sports participation due to institutional socialisation practices such as school, family, and media (Scraton, 2013).

2.3 Historical background of women football

Men are overwhelmingly involved in football, both in terms of participation and support. Football and sports generally have a masculine image, contributing to this phenomenon. Murray (1996), Williams (2002), and FIFA (2003), note that female participation in soccer has existed nearly if soccer itself. In the 1930s, women started playing soccer in Italy and Germany, Italy created the first woman's national team in 1950, despite the English soccer Association (FA) banning women from playing on all grounds and controlling it until 1970. The following 30 years saw numerous nations, especially northern Europe, follow the Italian example by launching their national amateur leagues and international teams. Europe began participating in formal international competitions in the early 1980s. It was announced in 1991 that FIFA would host the first women's World Cup (nearly 60 years after the first men's World Cup) and it was announced that the first Olympic competition would be held in 1996 (Matheson & Congdon-Hohman, 2011).

Women's United Soccer Association (WUSA) is the first professional women's soccer league founded in the U.S. in 2001 after the remarkable success of the 1999 women's World Cup. As a result of a shortfall in sponsorship revenue and a lack of revenue from other core areas of the business, the WUSA collapsed three years after its formation (ironically during the 2003 U.S.-hosted World Cup). Other professional women's teams have followed the WUSA. In 2009-10, the championship was rebranded as the UEFA Women's Championship League, bringing together 54 teams from 46 countries in 2011-12. Clubs from amateur to professional levels participate in this event. As of 2011, Women's Professional Soccer attracts an average attendance of 3500-4500 per match, and at peak shows there may be as many as 15,000 supporters (Matheson and Congdon-Hohman, 2011). FIFA announced in 2011 that 29 million women and women's 16 play some form of football across the globe. A little over a quarter (12%) of young



players nowadays are females. FIFAS currently registers 134 women's teams, while 24 are registered to attend the FIFA Women's World Cup 2015 (FIFA, 2011).

2.4 Theoretical Framework

This study was conducted based on the Liberal Feminism theory, which Mary Wollstonecraft, John Stuart Mill, and Harriet Tylor developed in the 1960s and 1970s. Objectification, structural and economic inequality, power and oppression, gender roles, and stereotypes are key components of discrimination and exclusion based on gender, sex, and economic status (Knoppers & Olgesby, 1994; 1978). The liberal feminist theory holds that the chances of female sports participation are affected by socialisation practices within institutions like family, media, and school (Scraton, 2013). Liberal feminism emphasises the limitation of women's life opportunities because of socialisation and social stereotypes. The socialisation of girls into feministic sports such as netball, gymnastics, or hockey is vitally vital for their physical development. In contrast, the socialisation of boys into masculinist sports such as football, rugby, and cricket are also crucial for their physical development (Scraton, 2013). Because of this, girls grow up believing football is exclusively a male game. Historically, football is seen as a game of men and has no significance for the social development of women as it is associated with achievements, aggressiveness, and competition, which are not relevant to the lives of women (Jones, & Edwards, 2013).

Women and girls are discouraged from playing football at an early age due to socialisation and stereotyping that can begin in childhood and last for the rest of their lives. Furthermore, unfair practices prevent women from participating in sport on an equal basis, including access to facilities and resources (Wangari, Wango, & Kimani, 2017).

As a result, women do not have the same amount of competition opportunities as men. Football leagues and tournaments, both local, national, and international, are organised frequently at a local, national, and international level for men, but they are not frequent for women. So, regardless of the area and level of sport or physical activity women and girls participate in, the positive outcomes of sport do not reach their full potential because of gender-based discrimination. This is fuelled by continuing stereotypes of women's physical abilities and social roles. Women's football receives a relatively small share of funds compared to men's football because of the allocating funds and other resources. As a result of inadequate resources and unequal wages and awards, women's sports are often valued less. Women must wait until men have access to other football resources like balls and playing fields. Additionally, liberal feminists point out the underrepresentation of females in positions of decision-making power, involving positions of leadership within sports and as junior coaches (O'Reilly, 2012).

Women remain underrepresented in sports' governing and administrative bodies, and they hold most key decision-making posts. It is well known that the entire management of football, including football organisations, government officials, sponsors, and coaches, at the expense of women's football teams, is dominated by men, who either intentionally or unintentionally direct money to men's football. In sports, the imbalance caused by socialisation and stereotyping, discrimination, and inequality in the distribution of resources, and inadequate representation in decisions-making positions marginalise women. In the view of its critics, this theory emphasises socialisation and sex-role differentiation and treats women as one homogenous group with little regard for their differences (White, 1995). Besides ignoring the fact that women have different interests, including sports of different types, and that they can use their interests in sports to show their feministic character, it ignores the fact that women have varying interests. Education, work, religion, and family are some of the cultural institutions that have the power to impact the status of women in society, and they are not always in a positive way (Wangari, Wango & Kimani, 2017).

Further, liberal feminist's theory ignores the fact that women can use to sport to lead to equality. As a result, the sport significantly impacts how women are defined and viewed as equal to men. Therefore, emphasis should be on the gap on discrimination, providing equal opportunities in sports including football so that women can enjoy sports, particularly football. Educational programs and events include athletic presentations. From primary and secondary schools to colleges and universities, Title IX guarantees the right to equal opportunity for women athletes to participate in sports. (Allin & West, 2013).

2.4.1 Women and Football in Africa

The Women's Football Championship started in Africa in 1991 and has since been held eight times. Nigeria has won the most championships. The team has won the tournament eight times. Nigeria and South Africa have hosted three times because of the increased awareness of women's football. Compared with other African countries, these two countries have made more progress in football for women. South Africa started playing women's football in 2006, and eventually became successful. According to South African football theory, women, and girls are marked as outsiders in the games of football in South Africa. Others often dislike women's footballers for making comments with hostility. Not only does this make females feel outcasts and hinder them from partaking, but it also emphasises gender beliefs that require defined limitations amongst males and females. (Alegi and Bolsmann, 2013).

2.5 Empirical Research

The literature review shows that women who participate in sports, particularly football, face many challenges (FIFA, 2015; Hargreaves, 1997; LeUnes and Nation, 1991; Yan & Thomas,

1995). These challenges include biological, social-cultural, economic factors. Some scholars such as Henderson et al., (1999), have also argued that women lack the strength or the stamina to run, kick, or tackle. Several factors were considered in the study.

2.5.1 Biological

Since a woman's body is biologically adapted to her primary biological role of giving birth, she undergoes several body processes such as menstruation and pregnancy which may interfere though rarely with sports and physical activity. Hargreaves (1997) carried out research that proved and demonstrated that strenuous exercises did not negatively affect the menstrual cycle, nor did menstruation significantly affect physical performance. However, LeUnes and Nation (1991), argued that menstrual irregularities are caused by heavy exercise and training. A study by Morris and Summers (1995), on 729 Hungarian females participating in sports indicated that 83% registered no change in their menstrual cycle. Varpotili (1986), also studied female Olympiads from 10 different countries. The results showed that 92% of the subjects had a regular menstrual cycle, the length of the menses was not affected, and their blood flow was regular. While many women experience abdominal pain during menstruation, some health studies (Geber, 1974), have shown that some women are more sensitive to it. Sports involving vigorous activity, especially football, may be difficult for such. Similarly, LeUnes and Nation (1991), state that pregnancy presents a significant challenge to sports, as women find it challenging to participate in vigorous physical activities while pregnant. Women enjoy during this period, but they can resume their everyday lives afterwards. However, after childbirth, most women may go back to sports, but a few find it difficult, usually because of the responsibility that comes with the child. From this discussion, menstruation and childbirth are quite a challenge to women football players.

Women who may be struggling with excess weight and a big body form are presumed as heavy, inactive, and therefore, unable to cope with the strenuous activity associated with sports especially football, which involves much running (Wangari, Wango, & Kimani, 2017). Though the size affects men and women, big women are more aware of themselves and often shy away from the field. Even so, players are less likely to lose significant weight by playing intense sports because they get enough exercise to burn off excess fat. Starting players, therefore, might find this argument challenging because they may feel cumbersome for football and out of place on a football field. The strength of men and women varies according to Geber (1974). According to Gerber, men are 20% stronger than women, and they have 25% quicker reactions times, and a cardiovascular capacity advantage of 25% to 50% over women. Yan and Thomas (1995) argue that these differences mean that males are more powerful, faster, and stronger than women, and traits that are essential to success in football. Similarly, Wangari, Wango & Kimani, (2017) argue that women lack the strength to run, kick, or tackle. This argument may conclude that vigorous participation in football on a field includes running and kicking poses a challenge to women. A possible reason could be that men are typically more vigorous than women, but women are not. This leads to them being perceived as a slow game and boring.

2.5.2 Socio-Cultural Factors

According to Pope, (2018), it is culturally accepted, in the world over, that a woman is subordinate to a man. The patriarchal culture and norms of African society are particularly prominent in Kenya. The author also argues that cultural beliefs make women believe they will never reach the level of their male counterparts when it comes to sporting achievement. In the kitchen, a woman belongs “ would appear to be still a common saying and many cultures still firmly believe in it. This argument is reaffirmed by Kiouvula, (1995) arguing that women’s

participation of women in sport was always seen as the presence of women in a man's world. Therefore, women's engagement in sports can be regarded as a form of resistance disrupting the logic of male supremacy, as Birrel and Cole, (1989) argued. Sports-loving women, those who are involved with football, are therefore perceived as opposing such beliefs. As a result, society has a hard time accepting them, an issue they face every day.

According to Howe, (2020), some myths discourage women from participating in sports. For instance, girls may lose their virginity by practicing sports and those women who play football are bisexual. Though these are just myths, they still negatively affect the participation of women in sports to a great extent. It is also a problem to wear tight clothes, as some cultures do not allow bare legs or arms. For example, Women without Borders project in India taught women to swim to counter future effects of a disaster such as a Tsunami where a disproportionate number of women were drowned because they could not swim. Women were only willing to participate in the swimming lessons after the clothing had been adapted to their specific wishes (UNICEF, 2008). Different religions and their ways of dressing may have effects on women's involvement in sports. The football attire usually shorts, and jersey are still not accepted by many cultures and religions for women and girls as they are seen to dress like boys and men. It is, therefore, a challenge to such women as they feel and are also seen by others like they are half-dressed.

According to Wangari, Wango & Kimani, (2017), women's sports and games involve a power relationship with coaches and sport leader. Most of them are usually men, yet the African communities' culture does not accept girls to be in the hands of men. Some parents feel unsafe when their daughters are in the hands of coaches, primarily males, as they are prone to sexual abuse. The reputation of girls and women in sports may be damaged such that they are viewed negatively by society at large for keeping the company of men for long hours. Brady, (2005) asserts that the location and accessibility of the sports ground is yet another vital factor to sports and women. For instance, if the playground is far, the parent may feel that it is unsafe for his/her daughter to be away from home for long hours. In Afghanistan, women and girls were primarily

confined to their homes unless accompanied by a male relative, keeping many away from the football pitch (UNICEF, 2008).

Research is done by Caudwell, (2003) on attitudes towards women, suggested that many female football players were labelled as butch, which implied an overt masculine, lesbian identity. Such arguments disturb women in sports making them feel misplaced while some end up quitting. Football is one sport where men still exert dominance and supremacy (Birrell & Cole, 1994). When men achieve success in sport, it reinforces their masculinity. When a woman achieves success in sport, the world often remarks that they have rejected their feminine values. Therefore, women actively involved in football as participants are viewed as having failed in the feminine duties and, symbolically, had „become“ men (Mean, 2001). Several women give up football because of this argument, and it also deters those who would otherwise take up the sport. Coakley, (1986) states that the family is the primary socializing agent, exposing children to different cultural expectations and socialising and treating them differently as soon as they are born. The study by Yan and Thomas, (1995) demonstrated that parental expectations might influence children's selection of sports to some degree. Parents are known to push their children to do things they want and not what their children want. Parents expect their boys to be involved in football while choosing a more "soft game" for their daughters in sports. Getting involved in sports is highly unlikely to be influenced positively by a family.

Those already in it get negative reactions from family members, which pose a great challenge to them. (Dietert & Dentice, 2013). argues that the socializing process at home for both sexes is different, and that males and females are created as early as the child is born. Families react negatively toward those already in the program, which can be extremely challenging for individuals. In his journal (Dietert & Dentice, 2013). argues that the socializing process at home is different for both sexes, and that children are socialised at home in different ways from birth.

The socialisation process starts in school as children move from home to school during their school years. Among the factors that influence girls' participation in football is the influence of teachers and peers in schools. Sports are a part of the education process and are taught in schools and other learning institutions. Both Scraton, (1986) and Hargreaves, (1994) have discussed how stereotypes dictate attitudes towards what activities are appropriate for girls, with football being commonly viewed as an undesirable activity among girls. Researchers Renold, (2000) and Skelton, (1997) contend that the first barriers to participation in football for girls are often found in schools. Football for boys is a subject for a great deal of celebration and has a large following, while football for girls is thought of as dull and does not attract any fans.

Wind, (2016) wonders why girl's football attracts only a few girls and boys as fans while a boy's match "brings all other activities within the learning institutions to a standstill as the whole school rushes to the football field to watch the match? Girls feel awkward playing football with this attitude, which encourages boys to play while making them feel out of place. When assessing attitudes towards women's football in Scotland, it was discovered that some ladies experience positive attitudes at school. However, others find it disappointing that the majority have negative feelings, which impedes them from participating in the sport Kim (2017).

2.6 Economic challenges

According to Harkness, (2012), lack of economic power, facilities, and even time especially for women and girls due to their other gender roles is a huge barrier that blocks women's participation in sports. Wangari, Wango & Kimani, (2017) argues that any sport requires some financial input. Children from poorer families are less likely to engage in sports than children from wealthier families. Sports equipment and apparel are required to play football, making it an expensive game. They also need to access the playing ground and to pay for travel expenses.

Moreover, it indicates that low physical activity is typical for disadvantaged groups because their family, parents, and guardians cannot afford to finance expenses. Participation in football activities is discouraged by the funding aspect for several women. Many women often keep away from the football field as they cannot afford to cater to the expenses related to football activities. Financial hardship, unemployment, and a lack of interest in football among women can all contribute to women's lack of involvement in the sport as an employed person. Their gender role must be fulfilled for the number of hours that they work. Women who have full-time or part-time jobs must use their free time to take care of their families and perform gender roles instead of attending sporting activities. In addition, their daughters are also disadvantaged since they must take care of their younger siblings or perform other tasks that prevent them from participating in sports. (Wangari, Wango & Kimani, 2017).

Zwick, (2012) stated that daughters are also responsible for childcare, preparing family meals and running the home when parents work in some low-income groups. A girl's involvement in sports will be viewed as a luxury and a distraction from other essential duties. Van Deventer, (1998) cites WHO reports claiming that sports participation declines are most pronounced in poorer areas, especially in densely populated inner cities of large, rapidly growing metropolises. Women's ability to participate in sports is primarily dictated by their financial status, availability of facilities, and availability of time. This is quite a challenge especially for women, since men seem to have more free time, have more economic powers than women, and have access and control of resources. The saddest failure of the KFF is the lack of investment in youth and women's football. FIFA funds were not the only funds lost. (Stakeholders Transition Committee Final Report, June 2004) Both KFF youth and women's football levies were lost. The KFF ha not represented girls and women in competitions with CAF and FIFA.

2.7 Women Participating in Football

According to Jeanes, (2011), the number of females playing soccer has also grown, leading to academic interest. Several studies have examined the participation of female football players, though prior studies suggest that assuming greater participation automatically produces a shift in female values might be overly simplistic. Caudwell, (2017) acknowledges that for women 'playing football, an activity constructed as male, affects players' subjectivity their gender identity. However, in their examination of elite female footballers across four countries, (Scruton, Fasting, Pfister, & Bunuel, 2018) suggest that whilst images of femininity are diversifying – through women participating in sports such as football – “how far women are transgressing the boundaries of acceptable femininity is debatable”. Caudwell describes how she followed some players in her research to challenge heterosexual femininity. However, (Caudwell,2017) continues by writing, "despite this, the structures of heteronormativity still continue to exist.". The author notes that soccer could 'invert sexual norms' at times. The possibility of the contest and reshaping gender norms through participation in football at the adult level is questionable. Jeanes, (2011) also states that increases in female football participation occur in a cultural context where femininity is being strongly contested as problematic, and the term 'girl' is increasingly diversifying. Girls have traditionally been associated with failure, vulnerability, gentleness, and some level of invisibility. Today's western girl has deviated somewhat, to become an independent, rebellious 'new breed' of a girl capable of being ruthless and knowing what she wants. Girls are more visible than ever before. They can present multiple identities which contest and challenge the restrictive, submissive, traditional version of girl but are still perceived to be acceptable.

The large number of girls participating in football is indicative of the diversification of acceptable girl behaviour. Numerous studies show that while girls are experiencing more freedom, many traditional feminine discourses still underpin new autonomous versions of girlhood. Existing

research analysing women's football has identified many similar themes. Although Cox, Thompson, and Harris, (1986) highlighted that player are challenging dominant masculine values and the perception of football as a male-dominated sport, they still felt obliged to legitimize their participation by constructing idealised feminine appearances away from the pitch. It should therefore be noted that contemporary girlhood is not the liberating experience that is generally portrayed. Girls must carefully navigate a complex web of limitations and contradictions to establish an appropriate identity (Jeanes, 2011). An area in which little attention has been paid academically is the participation of young girls in football. There is limited research that discusses young girls' engagement in football, and it usually appears as part of a broader exploration of boys' masculinity. Women's participation in boys' football is explained primarily within the context of their gender identities within this study. Limited research has been conducted regarding the influence of girls-only football on girls' gender identities. Although the existing studies demonstrate that girls' participation, like women's, does not necessarily disrupt established hegemonic gender discourses, they provide only limited evidence for this claim. As Hill concludes, involvement by girls in football is not an unproblematic solution to inequality. At the same time, Clark, Apostolopoulou, and Gladden (2011) argues that while girls' involvement in football is tolerated and even encouraged, many constraints hinder their involvement in many ways. Jeanes, (2011) mentioned that increases in female football participation are occur in a cultural context where femininity is being strongly contested as problematic, and the term 'girl' is increasingly diversifying. A girl is traditionally viewed as weak, vulnerable, gentle, and can even be regarded as invisible. According to the media, western females today are no longer detached figures, but are self-assured, independent, rebellious new breed that knows what she wants and is not afraid to go after it. The collective identity of girls is more visible and diverse, and they can demonstrate multiple identities in the contestation of the traditional, submissive, protective conception of girls, while still seen as acceptable.

The large number of girls participating in football is indicative of the diversification of acceptable girl behaviour. Numerous studies show that while girls are experiencing more freedom, many traditional feminine discourses still underpin new autonomous versions of girlhood. Feminine ideologies surrounding the appearance and presentation of the female body, it is argued, have remained, and intensified. The restrictive norms surrounding the female body have not changed, despite shifts in what is accepted as feminine behaviour. According to McRobbie, young women are judge their bodies based on their appearance due to the restrictions placed upon them concerning their body shape and appearance. Girls are encouraged to strive for the impossible perfection-ideal of the slender, toned body. Due to the increased freedom women now enjoy in other aspects of society, their growing economic independence, this provides a different authority over women. Women are as repressed, but not as overtly, through this process as they have always been (Jeanes, 2011).

There is some evidence that women's bodies are less welcome in sports than those of men, according to research on women's sports. As a result of their assigned role in society, women are less likely to participate in sports, according to the literature. As evidenced by its reputation, football is a predominantly male activity. Globally and in Africa, there is insufficient research available on women's football, according to Russell (2012).

The phenomena of female flowering and Chinese women in modern football emerged in the early 1980s, like many other sports in China. Guangdong hosted the inaugural National Women's Football Tournament. Following that, a slew of women's soccer teams sprang up all throughout the country. Chinese ladies had already proven their worth at an international women's football tournament organised by Guangdong in 1988. A documentary about the history of women's soccer was broadcast simultaneously on Chinese television. Football's popularity among girls grew because of these events. The number of provincial women's football teams had grown to 26 by the late 1980s. While Chinese males struggled to expand their horizons outside Asia,

Chinese women succeeded with ease. They did, however, dominate the Asian markets in the 1990s and 1994. (World health organisation, (2012).

In the 1960s, there were legal conflicts in educational institutions and sports organisations. Title IX of the Equal Education Amendment Act of 1972 confirms equal gender access to federal monies. The number of elite male football programmers increased from 5 to 1000 and beyond because of this. In 1978, the US Olympic Committee passed legislation prohibiting sex discrimination. In 1986, there were 50,000 players from the United States, up from 3.4 million in 1986. The phenomena of female flowering and Chinese women in modern football emerged in the early 1980s, like many other sports in China. Guangdong hosted the inaugural National Women's Football Tournament. Following that, a slew of women's soccer teams sprang up all throughout the country. Chinese ladies had already proven their worth at an international women's football tournament organised by Guangdong in 1988. A documentary about the history of women's soccer was broadcast simultaneously on Chinese television. Football's popularity among girls grew because of these events. The number of provincial women's football teams had grown to 26 by the late 1980s. While Chinese males struggled to expand their horizons outside Asia, Chinese women succeeded with ease. They did, however, dominate the Asian markets in the 1990s and 1994. (World health organisation, (2012)

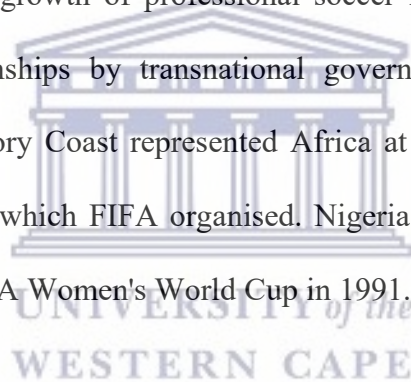
In 1991, Africa hosted the first ever women's football championships and have been contested eight times since then. Nigeria had the most successful championship. It has won the championship on eight occasions. Nigeria and South Africa have hosted the tournament three times because of increased awareness and emphasis on women's football. These two African countries are a step ahead of the rest of Africa in terms of women's football. Women's football initially became popular in South Africa in October of 2006. South African football theorists refer to the way women and girls are labelled as outsiders in the sport. They make hostile comments about female footballers, which stereotypes women as outsiders, and inhibits

involvement, and supports prevalent gender notions that demand clearly Fink, (2015). Over the past few decades, women have achieved tremendous strides in participation and equality.

Women of all ages and backgrounds regularly participate in the workplace, politics, and athletics. Even though women are generally accepted in many cultures for partaking formerly male-dominated in them. It is particularly evident in the field of sports. Gender roles are social mores that influence the perceptions and behaviour of individuals daily. Their actions and appearances are directly related to what one should believe in and believe in their interests. Cultural roles are reinforced from birth and evolve (Ozkan & Lajunen, 2005; Williams & Best, 1990). American culture, for example, places a premium on men supporting the family financially and refraining from expressing emotions.

In recent years, sport and recreation have attracted increased policy concern throughout the world, as it is widely acknowledged that sport has positive effects on development, society, and health. There has been extensive research focused on sport and well-being across various disciplines including science, psychology, economics, law, marketing, management, and sociology. In this special issue, we examine the notion of well-being in sport from different perspectives, including those of athletes, consumers, sports employees, and communities in general. In this special issue focused on sport and well-being, we explore the extensive positive impact of sports on community resilience, social empowerment, physical fitness, and economic outcomes. Students-athletes are also examined in terms of their potential adverse effects on their well-being, including the ethical and financial dilemmas related to amateurism in lucrative collegiate sport and their financial well-being and acumen (Schulenkorf, Sherry, & Rowe, 2016). Greater gender equality in society, and higher levels of female participation in sports (e.g., Balish, 2017). However, although many resources have been allocated to promote the development of the sport in the last few years, the women's soccer team continues to strive to establish a solid platform in terms of participation, professionalisation and interest from fans, media, and Sponsor.

Therefore, an additional question arises: does the governing body provide equal opportunities for boys and girls to enter and participate in sports? From a more practical perspective, does the increase in allocating of resources to women's football reflect gender equality? Or should they be personalised in different ways to encourage higher levels of participation and promote the overall development of the movement? Given this, we believe that future research should explore the interest and support of women's football in different countries, and identify, highlight, and compare the development of women's football with other women's football. During the same period that South African women were enjoying more significant opportunities in soccer on a global scale, the sport became one of the fastest-growing ones for women. The Women's Soccer Series by Hong and Mangan; The Women's Soccer Series by Lopez; Williams's A Beautiful Game. With the international growth of professional soccer leagues and the sponsorship of regional and world championships by transnational governing bodies, new opportunities emerged around the globe. Ivory Coast represented Africa at the first women's football trial tournament in China in 1988, which FIFA organised. Nigeria was the first African nation to represent the continent at a FIFA Women's World Cup in 1991.



2.8 Challenges faced by Women Footballers

According to Hong, (2012), the development of women's football in China has not gone smoothly as there have been problems, setbacks, complications, and contradictions. They indicated that some problems may become major obstacles in future, even to the extent of limiting amateur and professional women's participation in competitive football – at home and abroad. Traditional culture still strongly influences people's attitudes towards femininity and masculinity. This has produced both confusion and complexity. Despite the decline of Confucianism, modern forms of sexism still exist. In football, most parents and the public still praise the idealised image of

the 'ladylike' sportswoman. In the 1980s, Sun Qingmei recalls that she was locked in her bedroom by her parents play football. Another famous athlete, Liu Ailing, has stated that her parents once confronted her coach, explaining that they did not want to have their daughter play a sport dominated by men. (Hong, 2012)

Female football players and their coaches face different challenges based on their region, country, and culture. The playing conditions are made unsafe by stereotypes, inadequate resources, and poor treatment, unsafe playing conditions. Most football scholars come from wealthy, middle-class backgrounds and reside in Western countries, so they do not necessarily understand these issues or have the expertise to offer solutions. A growing number of people are concerned with both the causes and consequences of a 'feminisation' of the game in addition to the number of girls playing football (UEFA, 2013/2014). (Markovits & Rensmann, 2010),

Drawing on socialisation theories such as those advanced by Heinemann, (1998) and Bourdieu, (2013), scholars have explored how girls' 'appropriate' sports and how their experiences influence their sport 'tastes', abilities, and practices. However, there is still a need for investigations on the impact of the growing numbers of women in all 'football roles' and how to improve the status of women's football at amateur and professional levels. Despite the increasing number of female players, women's football plays only a marginal role in media and public discourses. Research has shown that media coverage has little interest in women's football leagues, games, and players and that sexualisation of 'attractive' players is a key feature in media coverage of women's football mega-events (Schaaf, 2017) Media coverage of women's football remains a crucial issue for those seeking to promote the sport, since they can set the game and frame contests as worthy.

Women and girls are extra visibly energetic in all components of Australian carrying way of life consisting of the extra conventional male-ruled sport of soccer. They play, coach, referee and administrate, and are increasingly recognised and mentioned for his or her efforts. Yet their

engagement with soccer has been, and remains, subject to the equal harassment, trivialisation, discrimination, and homophobic prejudice skilled through woman footballers gambling elsewhere. This is stated in research undertaken through socio-historians and game feminists to spotlight girl's conflict to be concerned in soccer (Williams 2003, 2007, 2013; Caudwell 2011b; Cox and Pringle, 2012; Welford and Kay, 2007). An Oral History of Women's Football in Australia (Downes 2015) and the growing records of Brisbane girls' soccer (McGowan 2018) spotlight similarities with inside the nature and deliberation in demanding situations confronted through Australian girls in soccer throughout its records. They consist of discrimination, bad remedy and the need for international relations and advocacy in all measures. Players, coaches and directors shared reviews of having been subjected to large, gendered prejudice and discrimination starting from the allocation of gambling fields – regularly relegated to the 'lower back paddock', refused schooling area and supplied with 2nd hand equipment – to a loss of economic and media aid and significant diminishment of status, wherein senior girl's groups are seemed as much less critical than junior boy's groups. Annette Hughes, a pioneer of the girl's sport in Victoria, stated that, girls' groups are nevertheless second, or third, or fourth-class citizens. We in no way have been certain we have been going to have the principal subject even though we have been at the pinnacle level, and as I've said, the men might get them over us (in Downes 2015).

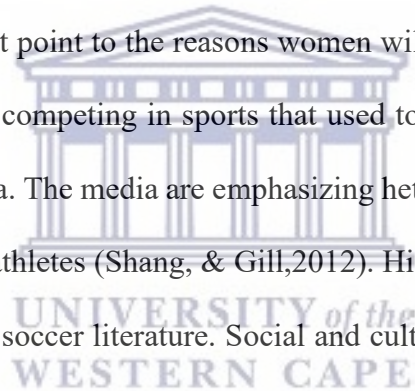
Female footballers in a male-ruled recreation, such as football, are regularly treated in a different way due to their gender (Caudwell, 2011) and that is contemplated with inside the media. Media interest, the dearth of it and underrepresentation has been the concern of studies in relation to girls and recreation (Hibberd, 2012 and Williams 2003). There has been a wonderful loss of media interest, or an emphasis at the uncommon or bizarre. However, this turned into now no longer a main subject matter of discussion several the girls interviewed who were, for the most part, aggrieved at the dearth of interest their recreation obtained about the men's recreation and agreed that woman's soccer wished elevated advertising if it turned into to be successful and

develop. It is viable that the situation is converting for today's gamers. The Matildas are attracting extraordinary tiers of media interest (Feller, 2018), the W-League's recognition is at its maximum and the rising tide of hobby will set up an area at the broader panorama for girl's recreation and for girls' soccer. SBS have additionally agreed to televise a quantity of W-League video games according to season and as many Matildas fits as they're able (SBS The World Game, 2017). While a majority of golf equipment within side the W-League and with inside the State leagues that take a seat down under it are coached with the aid of using men, the quantity of girls training in soccer has exponentially elevated, however the numbers stay disproportionate. Women represent 6% of the footballers, coaches and directors honored with inside the Australian Football Hall of Fame (Downes et al. 2015).

In an article by Cheryl-Roberts a player stated that women's football players in Africa have long advocated for professional leagues in their countries and more international competition at the continental level. Increasing the number of women's football competitions in continental football is being forced by FIFA directives. Several African women's football competitions are also being proposed by CAF. An African women's champions league is welcomed by former African player of the year Noko Matlou. She believes that this is a step in the right direction for women's football in Africa. It is, however, vital that this tournament is financially sound. When traveling outside our countries, we cannot worry about money for accommodations and travel. They need to be paid too. For us not to worry about other things, we must know that our needs are met. Noko Matlou explained, 'Our focus can then shift to football.' Regarding women's football in Africa, CAF needs to do much more. Women's football in Africa needs the support of local federations more than ever before. Female footballers are fed up with getting crumbs; they want much more done to push the sport forward. Take women's football forward across the continent. You should instruct the women's football community to improve and advance the game. (Cheryl-Roberts, 2020).

2.10 Experiences of women in football

Most women playing football are faced with the assumption that their participation in this sport indicates their sexual identity and that identity is homosexual. Women who play sports historically dominated by men have been regarded as 'pseudo men' by sociocultural constructed gender demarcations. This has perhaps led to them being mistakenly construed as being 'sexually' indecent. Furthermore, this assumption is laced with misogynist and homophobia, which are significant parts of the football culture and how women experience it. (Cox & Thomson, 2001). It is only because of their beliefs about themselves that males consider themselves to be disadvantageous. I wish to close this chapter by turning my attention to another set of beliefs promoted primarily by men that point to the reasons women will never catch up in sport like in life." (Cashmore, 2004) While competing in sports that used to be the domain of men, female athletes experience homophobia. The media are emphasizing heterosexual femininity that is still socially acceptable for female athletes (Shang, & Gill, 2012). Historical and sociological studies represent the basis of women's soccer literature. Social and cultural limitations, such as sexism and prejudice, that are considered the two main themes when considering the experiences of women's experiences in matches football. This highlights broader societal issues and emphasizes the need to consider issues such as power, ethics, or institutional behaviour and governance when discussing (for example) the allocation of resources to women's football by the national management agency. There is no doubt that gender stereotypes are still a problem in football. However, attitudes gradually change as women occupy an increasingly important position in society and sport (Burton, 2015; Strittmatter & Skirstad, 2017; Wellford, 2011). Importantly, Gammelsæter and Senaux (2011) raised two key questions related to this question: Is the recent growth of football for women the result of a general shift towards a more gender-neutral society? Or is the state management agency trying to extend its influence beyond men's football, showing itself as a promoter of sports?



2.13 Summary

In summary, women's footballers faced similar challenges in the 1920s as they do today, and it is evident that there is not much change. In terms of funding, marketing, support, and opportunity, they are more sophisticated and complex, but fundamentally the same. The challenges face by women playing football and the benefits of women in the game can be further unpacked by considering several factors.

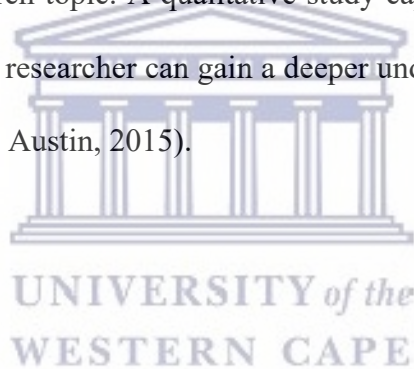


CHAPTER 3

RESEARCH METHODS

3.1 Introduction

The current chapter discusses the research methods used to gather information to address the aims and objectives of the challenges experienced by female footballers in a Higher Education Institution (HEI) in the Western Cape Province. Research design, study, data collection instruments and data analysis are also discussed in this chapter. This study made use of a qualitative method to collect and analyse data. Qualitative research aims to gather in-depth details about a particular research topic. A qualitative study captures an individual's story and hears their opinions, so that the researcher can gain a deeper understanding of how and why the behaviour took place (Sutton & Austin, 2015).



3.2 Research Design


The purpose of this study was to gain insight on the challenges experienced by female footballers at an HEI in the Western Cape Province. Thus, a qualitative methodological approach was used to explore female footballers' challenges to gain insight into the study phenomenon.

The aim of qualitative research is to understand some aspect of social life, and the method is to use words instead of numbers as data/units of analysis (Patton & Cochran, 2002). As qualitative research contributes to a wide range of disciplines, it describes, interprets, and generates theories about social interactions and individual experiences in natural, rather than experimental, environments (O'Brien, et al, 2014). Additionally, it was noted that qualitative research is

pragmatic, interpretive, and imbued with a sense of lived experience (Marshall & Rossman, 2014).

The research design will be based on the key challenges of female footballers at a higher education institution in the Western Cape. Because the qualitative approach was used, it provided participants with the opportunity to express themselves in their own words from their own perspective. This is the reason why qualitative research seeks to understand perspectives and experiences of individuals or groups as well as the contexts within which those perspectives or experiences are situated. Therefore, this qualitative approach allows researchers to better understand the living experience of female college athletes in relation to the psychological and performance impacts of the athlete-coach relationship. Most suitable for research.

3.3 Research Setting

The logo of the University of the Western Cape, featuring a classical building with columns and a pediment, with the text 'UNIVERSITY of the WESTERN CAPE' below it.

According to Creswell (1998), the setting for collecting research data should be both convenient for all participants as well as guarantee complete privacy for the participants. All the selected participants were students' female footballers and staff members from the Universities. It was therefore convenient for them that their interviews were conducted inside their respective universities. Interviews were conducted in quiet settings such as offices, quiet sports fields, and in the participants' residences on campus; whichever was most convenient and desirable for them. And some interviews took place via Teams meeting as we could not meet face to face because of Covid-19. This setting created no interruptions, which could have interfered with data recording. Participants were intended to feel more relaxed by using these settings. Research settings created a comfortable environment that allowed the participants to open about experiences and their opinions. All interviews were successfully conducted in these settings.

3.4 Selection of Participants

The selection of female footballers to take part in this study was purposeful. The purposive sample is one that is selected subjectively by the researcher (Maykut & Morehous, 2003). By purposive sampling, we mean that only those deemed relevant to the study and those who have rich data will be included (McBurney, 2001). In this research, student athletes who play football as well as the sports administration staff at the university were utilized. This research involved ten female footballers who are registered students, the sports manager, sports official and the female team's coach. A permission letter was sent to the University Registrar, from the institution where the research was conducted who then referred the researcher to the Director of Research Integrity. All documents were sent to the Research Ethics Committee for approval. After which a site permission letter was issued (Appendix D). Once the researcher received the necessary permission, further permission was also requested from the Sports and Culture Office Manager. For the contact details of female footballers' who were currently in the team, a written request and telephonic request were sent to the Sports Officers of the program responsible for the ladies' football teams and introduced the researcher to the whole team. The researcher managed to interview ten female footballers who were playing for the team second and third years.

3.5 Inclusion and Exclusion Criteria

3.5.1 Inclusions

This study was comprised of the following inclusion criteria:

- It focuses on a ladies' football team in the Western Cape.
- Only the Sports Manager, Football Sports Officer & Football Coach will be considered as respondents for the proposed study.

- Respondents will be only female football players.
- Respondents will be registered students and employees.

3.5.2 Exclusions

This study was comprised of the following exclusion criteria:

- Executive Committees for the sporting codes which the researcher is managing will not be part of the respondents.
- Only Executive committees who will give written consent will be respondents for the proposed study.
- Other universities in the Western Cape.



3.6 Delimitation of Study Area

The proposed study was conducted where the researcher works and the respondents from data which was collected. Some of them used to work directly with the researcher. Since the researcher used to work closely with some research participants, a research assistant will facilitate focus group discussions and to interview with the Sports Officers. The limitation of the study is that there are limited numbers of women in football that are prescribed a HEI. The size of the research affects the availability of respondents the size of the research sample might limit the feedback from respondents. The target market is women footballer's and most of the time, people are reluctant to involve themselves in interviews. Follow up reminders will be sent on questionnaires.

3.7 Research Instrument

To gather data, interviews were chosen as the method of collection. The way in which information is collected and the descriptions it generates depend on the researcher's style. According to Paradis et al. (2016), the way in which information is collected is a critical element. Furthermore, Adhabi and Anozie (2017) agree that a benefit of qualitative research is the quality of data collected, which is dependent on how it is collected. Individual focus group semi-structured interviews were conducted. Semi structured interviews, the researcher does not adhere rigidly to the predetermined interview guide, and the researcher depends on the participants' responses to the questions. There are guiding questions, but researchers can adjust the questions to be more specific if they choose to (Adhabi & Anozie, 2017). In semi-structured interviews, there is no rigid adherence to the predetermined interview guide and the interview is based on the responses of the participants to the researcher's questions. Despite guiding questions, the researcher has a degree of flexibility to ask enhanced questions beyond those that were predetermined (Adhabi & Anozie, 2017). Providing the interviewer with a clear set of standardised interview questions (Appendices A1 & A2) and generating reliable, comparable data is the aim of the semi-structured interview guide. An interview guide was used to collect data in this study, which used individual, semi-structured interviews. Semi-structured interview guides (Appendices E & F) ensured that the interviewer was asked standardised questions and that the results that were generated were consistent, comparable.

3.8 Data Collection

The Research Committee with the Research Ethics Clearance Number: HS20/5/15 from the University of Western Cape (see Appendix F). In response to the researcher's approval, the Sports

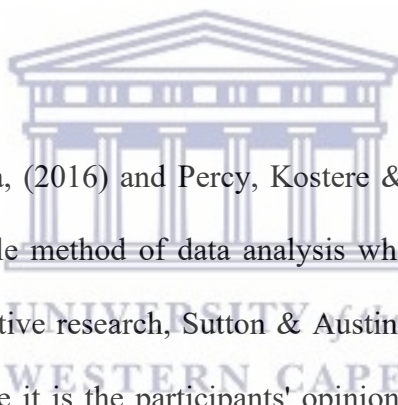
Manager was contacted to discuss the study's objectives. A brief description of this study and the criteria for participants were explained to me by the Sports Officer for the female football team. As a result of the sports officers introducing me to the coach, I was able to contact women directly via email and WhatsApp, telling them about the study, what is expected of them, and the benefits of participating, as well as answering any questions they had and focus group interviews were arranged using Microsoft Teams. Written voluntary consent was obtained, and participants were asked to sign a focus group confidentiality binding form to ensure confidentiality.

In addition, an information sheet was provided to each participant (see Appendix A) to explain that their participation was completely voluntary and that they could withdraw at any time without penalty. After each athlete agreed to participate voluntarily, and signed their consent (see Appendix B), discussions on when, where, and how data would be collected took place, keeping the athlete in mind. Since participants work closely with the researcher, a research assistant collected the data to speak freely and objectively when engaging in the discussions. The researcher contacted the key informants telephonically to invite them to an interview. The researcher briefed them about the research topic, and a date was set. After the telephone call, the consent form was emailed to them to sign before the interview date. A research assistant was used to conduct the interviews as the sports manager is the researcher's former line manager, the sports officer, and coaches were the researcher's former colleagues. Hence, to eliminate any bias and ensure the validity of the data, a research assistant, who was a neutral party conducted the interviews. With the participants' permission, a digital voice recorder was used to capture all the interview discussions. This also allowed the researcher an opportunity to listen to the discussion when transcribing the data. Recordings provided the researcher with an opportunity to listen to the discussion when transcribing the data. In the context of this study, the audiotape interviews were transcribed as accurately as possible to present the information collected from the participants. No false information was presented. By analysing the information in a way that could be verified by other researchers, the researcher ensured that the data could be verified. As

part of the semi-structured interviews, a schedule was developed to ensure validity and reliability, as well as a detailed analysis of the transcripts through coding, clustering, and identifying emerging themes.

Participants signed consent forms which included privacy of their information. They were informed that participation is voluntary and that they can withdraw from the research at any time without punitive action. They were further informed that should they feel uncomfortable with any question, it is within their right not to answer the question. For confidentiality reasons, pseudonyms were assigned to participants.

3.8 Data Analysis



According to Javadi, and Zarea, (2016) and Percy, Kostere & Kostere, (2015), thematic data analysis is a simple and flexible method of data analysis where the researcher arranges data according to themes. In qualitative research, Sutton & Austin (2015) found that integrity is a vital part of data analysis, since it is the participants' opinions which the researcher needs to interpret and report to learn from them. To ensure that the researcher accurately conveyed the data, it was transcribed verbatim, without any attempts to modify the findings or set a specific agenda.

- To familiarise ourselves with and understand the whole data base, we read through the data sets outlined above several times.
- Themes identification: Read the transcripts several times, synthesize the document review, and make as many headings as necessary to describe all characteristics of the content.
- Coding: The data was coded in accordance with one or more of the themes identified above. The materials with the same codes (all the data sets) were categorised.

- Interpreting themes: Categories were compared and investigated underlying meanings and connections between them.

In the first place, the verbatim transcription of the interview recordings was done using the online Amber Script transcribing software to convert the audio to text. The researchers read transcripts repeatedly to gain a general understanding of the contents of the data and to become familiar with the data. The interviews were analysed and categorised. The researcher has transcribed all the interviews while the raw data was coded and clustered into categories and from the data collected, themes emerged. If the themes are arranged logically, the analysis can be easily understood even by people who do not know and understand the study. Data were transcribed verbatim in English to ensure confidentiality and anonymity; the respondents will be given codes instead of using their real names. The researcher has transcribed all the interviews while the raw data was coded and clustered into categories and from the data collected, themes emerged.



3.9 Trustworthiness

De Vos et al. (2005) Reliability is the process of verifying the authenticity of the collected data and states that it should be reliable, dependable, transferable, reliable, and backed up. Golafshani (2003), on the other hand, states that reliability is the study of concepts to determine the meaning of the concepts and how to test them in qualitative studies. As part of this study, the data collected from participants was presented as accurately as possible through the posting of recorded interviews. There was no misrepresentation of information. Researchers have confirmed that the information is being analyzed in a way that can be verified by another researcher. Validity and reliability were also established using interview plans during semi-structured interviews and in-depth analysis of transcripts by coding, clustering, and identifying new themes. Triangulation of data is done by comparing data from interviews and field notes.

3.10 Ethics Considerations

Permission to conduct this study was obtained from the University of the Western Cape's Humanities and Social Science Research Ethics Committee (HSSREC) (Research Ethics Clearance Number: HS20/5/15). The respective university's Registrar permitted study to be conducted on campus with staff and students affiliated with the institution.

Written informed consent was obtained from key informants and focus group participants. Focus group participants were also requested to sign a focus group confidentiality form. Participants were informed about the purpose, aim and objectives of the study. They were informed that participation is voluntary and that they can withdraw from the research at any time without punitive action. They were further informed that should they feel uncomfortable with any question, it is within their right not to answer the question, and should they feel distressed, that counselling was available for them. Permission was sought from all participants for interviews to be recorded. For confidentiality reasons, pseudonyms were assigned to participants. All information collected is stored on a password-protected computer, and hard copies are stored in a locked filing cabinet at the university. Data is only accessible to researchers and supervisors.

After five years, all original data will be destroyed.

3.11 Summary

This chapter describes the qualitative approach, used in this study to examine challenges female footballers face at HEI in the WC. A description of how to analyse qualitative data and how to verify data has been provided as well. The research setting, methodology, and design have also been outlined. Data collection was explained, including sampling, population, and research instruments. Interviews were conducted with three key informants, ten ladies' playing football,

for the purpose of sharing their knowledge, experiences, and challenges. Thematic analysis was used to explain how the data was analysed. Transcripts were read and sorted into thematic categories, then synthesised and interpreted to produce an analytical narrative. The chapter has also covered ethical issues, trustworthiness, and reflexivity. The next chapter outlines the findings of the study.



CHAPTER 4

RESEARCH FINDINGS, ANALYSIS AND DISCUSSIONS

4.1 Introduction

This chapter aims to present the results of the data obtained from key interviews and focus group discussions. The analysis conducted in exploring challenges experienced by female footballers in a HEI in the Western Cape was obtained to get views and possible solutions to the research questions asked and to ascertain whether the research objectives have been reached. These research questions will guide the study: “What are the challenges that women are participating in football at a higher education experience?” and “Why are women experiencing challenges?”. To collect data, key informants were interviewed with the sports manager, sports officer, and coaches. Focus group discussions were conducted with ten female football team players understand sport development for women football, how it is applied and what lessons of experience are evident that can be of value to increase the existing strategies for the football team.

4.2 Profile of Participants

A total of ten female football players between the ages of eighteen and thirty years who participated in the focus group discussions. The key informants included sports manager, sports officer, and the coach of the club from a HEI in the Western Cape. To protect the anonymity of the participants’ pseudonyms have been used. The below table 4.1 and 4.2 are detailed participants of the study

Table 4.1 Key- Informants

PSEUDONYMS	GENDER	AGE	ETHNICITY	POSITION
Diteko	Male	38	Black African	Sports Manager
Lesego	Male	40	Black African	Sports Officer
Tumelo	Male	39	Black African	Coach

4.2.1 Summary of table 4.1

The table above comprises of three Black African key informants: Diteko, 38, a sports manager, Lesego, a 40-year-old sports official, and finally, a 40-year-old Tumelo women's team coach.

Table 4.2 Team A Focus Group – Football Players

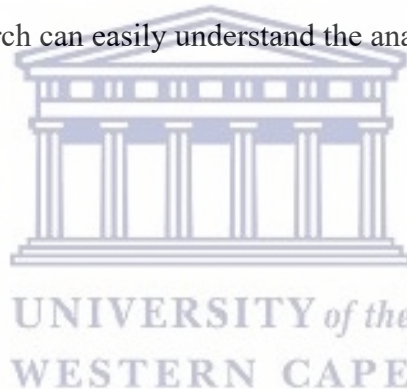
PSEUDONYMS	GENDER	AGE	ETHNICITY	POSITION
Titi	Female	22	Black African	Player
Elami	Female	23	Black African	Player
Owe	Female	23	Black African	Player
Lue	Female	24	Black African	Player
Nix	Female	21	Black African	Player
Tenele	Female	22	Black African	Player
Aviwe	Female	20	Black African	Player
Mandisa	Female	20	Black African	Player
Bongiwe	Female	24	Black African	Player
Zim	Female	23	Black African	Player

4.2.2 Summary of table 4.2

The table above is comprised of Black African from the ages of 20-24. All the participants are playing football, all are in their early twenties, the youngest player is 20 years old, and the oldest player is 24 years old.

4.3 THEMATIC DATA ANALYSIS

Thematic data analysis was used, and to analyse the data, and pseudonyms were assigned to anonymity. According to Javadi, & Zarea, (2016) and Percy, Kostere and Kostere, (2015), subject data analysis is a simple and flexible data analysis method used to sort the data according to the subject. If the topics are organised according to a logical flow, even people who do not know and understand the research can easily understand the analysis.



4.4 Themes and sub-themes

Interview participants discussed various topics challenges related to their experienced challenges in women football at the University. The thematic analysis produced three themes: leadership and management, support of women football, access to resources.

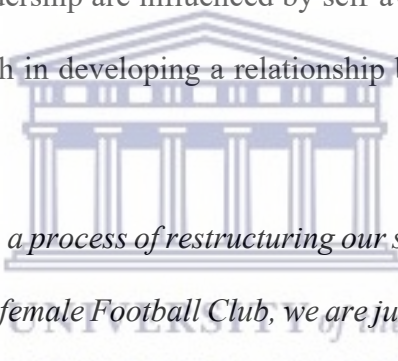
4.4.1 Theme 1: Leadership and Management

The data from this study shows that the University leadership and management's mindset on women football needs to improve and transform. Participants' responses focused primarily on leadership and management as controversial issue with emphasis on one sports code. Many managers consider themselves leaders, but that is not accurate since a manager is not a

necessarily a leader. Most attention is given to the male team and the female team benefit from the male team.

4.4.1.1 Restructuring Department

Based on Vella, Oades, and others, (2010), coach leadership consists of form of influence that is influenced by the interpersonal relationships between coaches and athletes. Though defined mainly by developing and maintaining positive interpersonal relationships, coach leadership is also a critical coaching component (Vella, Oades, and et al, 2010). Vella, Oades, et al. (2010) put forth that coaching, and leadership are influenced by self-awareness and reflection. There is no doubt that the role of a coach in developing a relationship between the athlete and coach is essential.



“Look, we are in we are in a process of restructuring our sport as a department there is not only focusing on the female Football Club, we are just resuscitating everything, but addressing issues pertaining to the female football team. I will start by making an example last year they went to USSA in December and in my address to them I made a commitment that one we will find a coach that will be a not necessarily a permanent coach but a coach that will be on a long-term contract with the institution this could be over a period of a year. “And secondly, we indicated that we will have one of the two coaches that are coaching them would be a female. And our intention is to get all female staff including the manager and at the same time, it is our plan to get the players or to get a sport bursary for the female athletes in order for them to thrive and also to expose them to other competitions because if you compare our girls with other institutions would find that they are good but they are not getting enough game time. So we want to register them into a league in order for them to

gain to get enough game time. The last part is around ensuring that they enjoy a full support day just like their counterparts which is the male team” Diteko

The department is in a process to restructure to cater for the female teams by addressing all issues faced by female football players. They are looking at getting female coaches, managers, and physios for the female teams so this will help the female team to help the female team communicate and feel safer when working with females.

4.4.1.2 Financial Sponsorship

It is not a recent phenomenon to acquire sponsorship rights or to engage directly with an affiliate to gain benefits related to that affiliation. Sport sponsors are becoming increasingly common. The sponsorship agreement usually includes the idea of exchanging value between the sponsor and the sports property. In sport marketing there are many promotional activities but sports sponsorship benefits for the sponsor company to gain identity in society, to help increase sales, improve company's image, to capture the tax advantage for this reason many companies begun to use sport sponsorship in recent decades (Ekmeki, (2013).

“Sponsorship, think in relation to sponsorship a is not only one stakeholder responsibility, I think this responsibility requires a lot of stakeholders who to play a role in terms of ensuring that they put female football or women's football in a good state and in a reputable state. And with a with proper management administration that will ensure that they are attract sponsors they are attract supporters so that they can run full football like male football in the long run” Lesego

“The answer is yes, to a certain degree. I'm not saying yes fully. Because our female football team is still having some challenges. If I may highlight those challenges.

One, at the moment, we don't have a full-time coach that is responsible for female football players or female football team. Secondly, our team is not getting enough game time in terms of competition. And thirdly, we have not taken a conscious decision to fully support our female team, which is in a way a challenge. But at the same time, we are doing it under the circumstances and there is no sponsorship that is available for or female team” Diteko.

There is no sponsorship at all, so there is a need for this as it will also help in encouraging more players and having the players to work hard and excel in anything and everything they do. The University must get sponsors to make this happen as without the support of management sport will never make it, but the Sports staff must drive this and show management how determined they are to drive this through successfully. Sports sponsorships remain an effective and efficient way to establish an effective advertising strategy. A sponsorship program for sports is one of the best ways to build an effective communication channel with consumers. (Kim, (2010).



4.4.1.3 Marketing

For Clark, (2011), the original way of evaluating the sports club, a game, and a player have significantly changed the exchange process and the nature of the relationship between a sports club and its fans based on a customer-oriented viewpoint. It is evident that sports marketers must understand how fan exchanges fulfill fans, needs, and wants. In this case, we define exchange as the process by which fans exchange their passion, energy, enthusiasm, excitement, and money to obtain something from a sports club in return. In the early phases of marketing, the first challenge is to understand the fans as a customer, and the second is to identify the needs of various segments of fans (Bühler & Nufer, 2015).

“And then also in terms of marketing, I don't know if I'm going to say marketing or what, like their marketing strategies. I mean, I have been in CPUT for I don't know how many years now? But I've been here. But they are still like sports codes that you hear about that CPUT is participating in like, recently, I had that our athletics team went to USSA's and I was so surprised because I didn't even know that we have an athletics team in CPUT. So you know, things like that. So I don't think they like put in more effort on marketing because, like, what happens to that first year student, that is an athlete and maybe would have loved to join, you know, and play for the school team or like, whatever participate. So that's my point when I when I talk about marketing. So I think that's another thing that they actually need to focus on.” Tenele

“They need to advance their skills in that field because I mean, there is a lot of students, that get into the institution hoping that going to get there and play some sport and whenever you're an athlete and want to engage in different activities, but if they continuously don't advertise such things, I myself didn't know there is an athletics teams and CPUT, I had no idea. So, if they continuously don't advertise such things, and then not many people are going to participate. And they won't win at these things that they participate in. Because what if there's someone who's actually good at that thing, but he or she never knew they actually have it at school? Yes. So, marketing strategy wise, they need to up their game on that part.” Mandisa

“Well, I think we need more improvement advertising our sport because you would find that a lot of people do not know about the sport codes in our university.”

Bongiwe

“To offer bursaries, to advertise it more often. And to attract more players who might be interested in playing any sport it's up to and to be taken seriously like how other institutions in South Africa take sports major, seriously.” Zim

The sports office should advocate for ladies' football as a sport for everyone through awareness campaigns so that all good player's students know about it and join the team at an early stage. If possible, to grow women's football by attracting sponsors and doing more marketing. Participants raised the fact that sports, in general, is not adequately advertised. Tenele mentioned that she has been in the University for a while but only hear about a sport code when they attend a tournament, so more effort must be put in place and advertise all sport codes offered. Mandisa also added that advanced skills in the sports marketing department are needed.

4.4.2 Theme 2: Support of women in football

4.4.2.1 Social Support



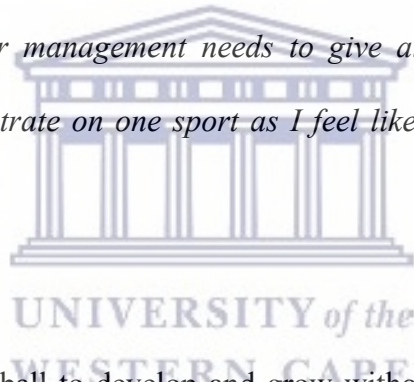
Social support can be classified into three categories: emotional support, guidance support, and tangible support. Emotional support involves the comforting of physical affection and the expression of concern for the well-being, while guidance support refers to providing knowledge and suggesting possible actions. (Pfister, 2015). According to the report, support is the ability to feel cared for, valued, connected, and part of a network of shared responsibility or communication provided by others.

“The bad dynamics like I mentioned lack of support for female football in general. When I say lack of support, the support that female football is receiving is not equated to the support that male football is receiving. So the support and attention is not similar. The rewards when it comes to female football are not the same as they are when compared to male football. The salaries are not the same. You know, the

way the teams are managed the ladies team and men's teams are managers not the same, you know, the way football is taken it's only now that female football is being taken seriously with the inception of National Football League. So there's the long and short of it.” Participant 2

“And then lastly, we need to support them generally, holistically. Because before becoming a player, they are human beings. So, they need to be supported as the institution, those are the things that we need to do in making sure that at least they achieve what we expected them to achieve” But in terms of the balance, you will find that in terms of the support, males are getting more support than the females something that is not right, we need to bring the balance between the two” Diteko

“And the sports team or management needs to give all sports codes the same attention and not concentrate on one sport as I feel like more attention is on the Rugby Team.” Bongiwe.



It is difficult for women's football to develop and grow without adequate support. When the female team play their home games for their playing growth, male coaches and male players always demonstrated a level of support and motivation. Epstein, Berger, Fang, Messina, Smith, Lloyd, and Liu, (2012) defines support as a network of relatives and friends who offers constructive response, offering emotional support, and assisting you in maintaining your motivation and commitment. Epstein, Berger, Fang, Messina, Smith, Lloyd, and Liu further states that social support is made up of three types: emotional support through physical affection, guidance support through instructions or suggestions; and tangible support, such as housing, money, and transportation. Support is defined as those resources provided by others that enable a person to feel cared for, valued, and part of a network of communication, respect, and mutual obligation (Cohen, & McKay, 2020).

4.4.2.2 Team support through sport

Although the female team needed more support from the sports office to gain more access to the game, these women also found that gaining ongoing support and acceptance from the University was crucial for their continued participation.

“The participation rate is very low in women’s football more especially in rural areas because there’s a huge amount of players, talented players, but there’s a lack of support and exposure, I think.” Mandisa

And thirdly, we have not taken a conscious decision to fully support our female team, which is in a way a challenge. But at the same time we are doing it under the circumstances and there is no sponsorship that is available for or female team” The last part is around ensuring that they enjoy a full support day just like their counterparts which is the male team” Diteko

“Right now in CPUT the favourite sport is Rugby I wish all the sports would be treated equally as the Rugby team. The main stadium is for only for the Rugby Team, but also would like to play on there.” Elami

“The changes that I’d like to see is that a woman football team should be treated the same way as a Rugby, it should also be promoted like the Rugby team.” Lue

“The only change that can that can be made is to prioritize every sport played in the institution. Give mutual support to all the players participating in any sport in this the Institutions I think that’s all.” The participation rate is very low in women’s football more especially in rural areas because there’s a huge amount of players, talented players, but there’s a lack of support and exposure, I think.” Mandisa

For the University to have excelling sports codes attention that is given to the male teams must be given to the female teams as more females want to be part of the teams but because they see the zero support the existing teams are getting, they do not see the need to even join the teams. Student athletes supported each other in their home games, according to the data. As a result of their ability to freely interact among each other, teams played an important role in student support. Katzenbach, and Smith, (2015) Define team as having more people that share commitments and goals is more likely to form a team.

4.4.3 Theme 3: Access to resources

Access to resources was identified as a significant challenge from the responses of the key informants and the focus group participants. The teams require funds early in the year to plan but the budget has been drastically affected because of the “fees must fall” campaign. The teams need a playing kit, playing equipment, transport needs to be arranged for their weekly training especially those staying in the location and for their weekend games.

4.4.3.1 Funding / Budget

From the findings, it was evident that this posed a major challenge. This challenge started in 2018 as stated by Elami when fees must fall started as budgets were cut and not all sports codes could even attend the USSA tournaments. This challenge has prevented so most codes from participating in tournaments. More financial support is needed to develop women's football and improve their participation and support.

“The challenges were in 2018 when they just cut football, like for both girls and guys, because we did not enter the USSA tournaments usually hosted by the Universities. We were used to the tournaments and all of a sudden everything was cut and we missed football. We also didn’t play regional tournaments because there were no funds” Elami

Diteko emphasised that having sports bursaries for all the excelling players would assist in improving the performance of the players as that would motivate them to play better.

“For starters, it's important for the players to be incentivised with bursaries. The good players need to be given sports bursaries in order for them to perform to their optimum level. Thirdly, we need to create a conducive environment for them to flourish and expose them at various levels in order for them to achieve what we want them to achieve” Diteko

“I think starting with the with the budget, because we're always told there is no budget this and that. If the university can like put sports budget aside, I mean, it is an investment, you are investing.” Nix

Tumelo confirmed that it is exceptionally challenging for them to manage the teams, as they must sometimes go back to their own pockets to buy food for the team as they cannot have a team that has not eaten as that could affect the game performance

“We could improve participation in doing certain things correctly, is an issue that I brought up earlier on that there's no money in Women Football. Why would Cortex, for example, or New Freedom, not want to sponsor Women's Football because it is woman that are playing. But now these people do not want to be seen as being females. They are not openly speaking about their periods and period pains and their football etc. So if females were having that conversation, why would the sponsors, female staff, want to get involved in that conversation? If the females are

not having that conversation with themselves proudly and saying all those things. So once we understand those things, then the participation problems will grow because of the money that we pumped into the sport, because the people have understood we speaking about Sport price but nobody has said anything about sport price.” Tumelo

Tumelo also added that the University has to take sports seriously, have proper plans and have people that understand what sports is because having players who have not eaten and as a coach expected to bring good results from players playing hungry is a barrier on its own.

“They play until half past one, you come back at home at five. As a parent, what do you didn't say to your child? Because the first thing that the child's is going to do is going to want food and you have not been home and you did not cook and the society says ladies must cook. So those are the facts. I think people that are running Institutions and Universities needs to understand this to start to think, I don't know whether they've played football before, rather they must resign or just cancel sports. I just I don't believe in play it in half, its either you want to do it or don't want to do it. At times we as coaches, we take our own money from our family money to buy food for these kid's. So it must be a choice whether you want to eat before or after the match.” Tumelo

All the players in this sport feel that they are disadvantaged because they aren't given financial support and assistance that would allow them to continue playing without having to worry about living costs. Because of the challenges facing them, mainly financial issues, and lack of support, very few women are involved in the sport. Evidence suggests that widespread organisational culture changes toward equity have not yet taken place (Hoerber, 2008). Despite arguments for gender equity as an organisational value, prior studies indicate women receive less remuneration, operational budgets, receive fewer promotions and hold fewer leadership positions (Dixon et al. 2008; Hoerber, 2008; Burton, 2015; Cohen, 2018).

4.4.3.2 Playing Equipment

The participants pointed out that proper football clothing and access to balls were another issue and emphasised the importance of having their own equipment. It causes a barrier to their weekly training as they need to borrow from the male team and their playing kit that was bought many years ago. Tenele mentioned that having a proper kit to play also boost their confidence in the field as a player

“I strongly agree with what they have said when it comes to playing equipment we are always dependent on the male’s teams equipment we wish to have our own equipment.” Owe

“Also equipment. We don't have nothing. As far as I'm concerned with the equipment that we have. I don't think it's sufficient. Take a look at our, for example, the uniform/kit that we use they still have the same kit they had, like, I don't know, maybe five or six years back when they played. So some sort of, you know, some change could be advantages from our side, you know, and also motivate us, you know, sometimes it might this, you know, the small things might not matter, but actually, the small things do matter, you know, because it's starts off with what are you wearing when you are on the field and how comfortable are you?” Tenele

Sports coaches underlined that he donated some balls, uniforms, and sports attire. Access to quality services is impacted by financial limitations. Training is a daily occurrence for male professionals, who are supported by extensive and funded resources, such as physiotherapists, dieticians, and kit equipment and playing kit (McGowan, Lee, and Downes, 2018).

4.4.3.3 Safe spaces

The opportunities provided by sports and physical activity programs enable women and girls to convene in public places around a common interest. Aviwe added that proper change rooms are needed as they share one with the male team and use a container placed in the field. When one is inside changing someone must stand by the door to make sure the guys do not come in while one is changing.

“But regarding football changes, I would love for CPUT to have safe spaces for the different gender teams. You must see that this is a girls’ team safe space and this a guy’s team safe space because when we get to practice, we change outside by the container and it is one container which we share with the guys. We change inside or we change outside. So we must be careful all the time. Oh, guys, come on, guys. Be careful that you don't go in their guys and stuff like that. So I think they should look into stuff like that to make as in particular females. comfortable enough. That's a big change. I would like to see.” Aviwe

“And the other challenge is that generally, you would find that there is no leadership or sufficient or adequate leadership in the form of coaches and executives helping the youngsters who happen to be female players to play the sport code. If you could check from the ground, you'll find that the coaches that are coaching female footballers in the main are male coaches. And you'll find that some females are not comfortable with that, for many reasons. We are in we are in a process of restructuring our sport as a department there is not only focusing on the female Football Club, we are just resuscitating everything, but addressing issues pertaining to the female football team. And secondly, we indicated that we will one of the two

coaches that are coaching them would be a female. And our intention is to get all female staff including the manager and at the same time.” Diteko

Students’ sports need to have a change room for the ladies’ teams to feel safe as they share a change room with the male team. Girls and women participants need women coaches, trainers, and other staff members who can create safe spaces, since safety refers to physical safety. There should be programs in place that are done where girls raise their concerns to ensure girls and women are protected from physical harm, including sexual abuse.

4.5 Summary

In this chapter an analysis of the thematic content of the individual interviews is presented. Several themes are illustrated with verbatim quotes that further enlarge and complement them. Most of the participants believed that women could be capable of learning how to play football and suggested that more investment should be made in developing women's soccer. Focus group participants all complained that the women football players in their teams did not seem as motivated as the men team. Women who participate in team sports, especially football, greatly value the opportunity to do so, as evidenced by the evidence. Participants believed that much change needs to be done in the department, and how the department is structured to have female coaches for the women’s team. The department must promote all sports and not focusing on one sport code. Getting the word out there by marketing all sport codes offered on all platforms e.g., Facebook, Instagram, University Website, to attract more players. Participants also noted that participating in sports and being a part of a team is a challenge in football. They think that the department lacks structure and has not achieved a satisfactory level. The statements continued by saying that women belong to the kitchen are mainly used to do household chores. This is how women are perceived. Participants generally felt good about playing and choosing football over

other sports in contrast to this. It is undeniable that women's football is becoming increasingly recognised around the world. The following chapter summarizes what was covered in this study. Afterwards the results are then used to draw conclusions and to propose further research.



CHAPTER 5

CONCLUSION & RECOMMENDATIONS

5.1 Introduction

In this chapter, the findings and results of the research are summarised, and conclusions are drawn. Research gaps are identified while conducting research and recommendations are provided. To reach the overall aim and objectives, and the research questions asked, we will discuss the five chapters of the research.

5.2 Summary of the Research



Among the biggest challenges facing the women's football teams is inadequate funding and without funding women football will continue facing challenges. Change rooms and proper football playing equipment were also mentioned as challenges since the girls shared a change room with the male team and lacked appropriate football kit and balls. As they must borrow equipment from the male team for their training and league games, the female team felt that they didn't get enough support compared to the male team. In addition, the negative attitude toward female footballers were also noted as a challenge. In addition, it was noted that the concerned office made no attempt to promote and advertise women's football. Many students said they only knew about it when they saw students playing on the field, as it was not advertised at all. Sports management and leadership were also mentioned as not providing enough support to all sports. Not having enough staff, especially with women's football, often led to issues in the management of the team. Mind-set on women's football needs to change and people employed there need to know and understand sport. Lack of transport is also a problem for students that stay off campus

as they are always told about the budget. In sports dominated by men, particularly in a sport like football, women's sports are underrepresented and is still considered unfeminine by some. Erroneously, the conclusion is that all sportsmen must be. Some women or girls refrain from doing certain things because of the consequences, as women are afraid to participate in certain sports for fear of appearing unfeminine or unattractive or called lesbian. The also mentioned that being. Exercise regularly can help you maintain a healthy body better health and longer life span. And helps their mental health as it is refreshing, and they forget about everything when in the field. Leagues and structures should be put into place for younger girls, in the rural areas to motivate them at a young age.

5.3 Limitation of the Study

As a starting point, this study examines challenges female footballers face at a HEI in the Western Cape. This study had several limitations.

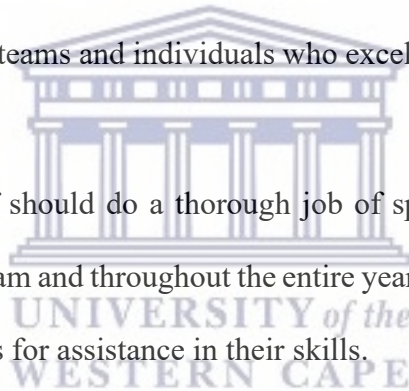
The possibility exists that should the study be conducted at other institutions; it would produce different results. This study was conducted at a single university in the Western Cape. This research was limited by only including female football players in the sample. Only ten female footballers participated in the research during the data collection because the team has primarily new players that started only this year. Because of Covid-19, there has been nothing much done in Sports. One player withdrew at the initial stage before the research started because of schoolwork overload. As a result of Covid-19, it took the researcher very long to collect data as it was challenging to get the players on one day as a group as the focus groups were conducted online. Having no face-to-face interview opportunity with the players could have been why more information could not be found.



5.4 Recommendations

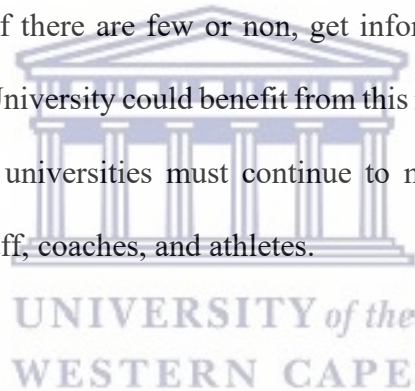
Several recommendations are outlined in this study, based on its findings and conclusions. There are very fundamental differences between the challenges that female footballers face in the 1920s and now.

- Management and leadership should set aside sufficient funds or budget to support the women's football team.
- Management and the sports office should work hand in hand in attracting sponsors and broadcasters to create better conditions and more promotion for the growth of women's football.
- Encourage women football teams and individuals who excel in the sport with incentives that reward their success.
- Sports Administration staff should do a thorough job of sports advertising and marketing during the orientation program and throughout the entire year, especially if they are in contact with former student-athletes for assistance in their skills.
- Reforming the department to have female officials on the women's team.
- Female football teams should also get the same support as male football teams to feel like they belong and perform with confidence,
- In addition, they deserve a conducive environment and separate changing rooms for women's teams.



5.5 Recommendations for future research

This study's findings will have important implications for future research. The study provides a glimpse into the challenges faced by female footballers at one university in the Western Cape, despite its small sample size. One team of female students on campus faces these challenges. A broader data set, representing a significant risk factor for female footballers' success, could provide the universities whether student-athletes face challenges in playing the game. Furthermore, these results make one wonder how other female athletes in other sports codes are experiencing challenges with standard treatment for all sports codes at their universities. A comparison of the challenges faced by female footballers in other universities in the Western Cape is needed in the future. If there are few or non, get information on how they overcome them. The Sports Office at the University could benefit from this research. To remain competitive for quite some time to come, universities must continue to make fervent efforts to provide continuous training for their staff, coaches, and athletes.



5.7 Study Conclusion

In conclusion the study shows that there were several challenges faced by female football players. The primary challenge was funding. There was however little discussion of this issue with the women interviewed, who also felt that their team did not receive as much attention as the men's team did, and they agreed that the team needed more promotion, support, and management to succeed and attract more players. Some key informants added that “fees must fall” affected their sports budget and that is why they had to concentrate on a few sports codes. Women's football in South Africa has a bright future as results are seen with our team Banyanya Banyana that is doing very well lately. Commitment and dedication are key to achieve excelling

results. Some authors suggest that at a realistic level, one where you consider the contributions of the women who laid the groundwork for our current players, the picture might be even more encouraging.

This study explored the challenges faced by female footballers in a higher education institution in the Western Cape Province. Women's football has been growing in the past decades, despite all the challenges, demonstrating that progress is being made, but it is slow. Most of these challenges arise from a lack of funding, which in turn leads to other issues. It is, therefore, necessary to investigate more research opportunities, which in turn will enable management and sports staff to understand how the sport can improve in the future. As well as assisting young girls to feel the need to continue with their love for this sport, it is important that the community must give support to them at a young age to continue to improve women's football. The study set out four objectives, first, to explore the experiences of female football players regarding the challenges they face as athletes in higher education. Second, to investigate the effects of challenges on females' participation in football in HE. Thirdly, to identify possible solutions to address the challenges related to female footballers' experiences and develop recommendations for the use in the improvement of quality sport at universities. Further research is needed. Several factors come into play when discussing the challenges and types of solutions or opportunities women can take advantage of and have a positive impact on the game. This research contributes culturally to an understanding of football in an academic environment, providing an opportunity for those women who played. In addition, it provided the opportunity for the women who play football to be heard and reflect on their experiences. Over time, women playing football have faced a lot of challenges, which have hindered its development and even made students not even interested in playing football. Women participation in a male-dominated sport, the support and the challenges addressed in the study, documented theories.

The researcher contributed knowledge to the field of women in sports challenges in South Africa and provided a foundation for future research. Research on women's football also emphasizes

the role it has traditionally played in history, which has been overlooked. Further research and practice recommendations were also provided. Researchers' findings and conclusions can be used by each sports department of the individual or team sport, all coaches in the sport, and athletes, as well as university athletic departments, to understand the nature of the athlete-coach relationship and better prepare for interacting or interacting with an athlete.



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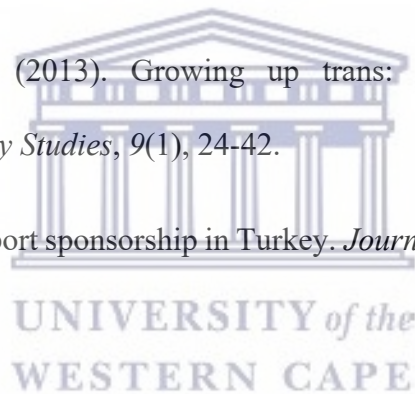
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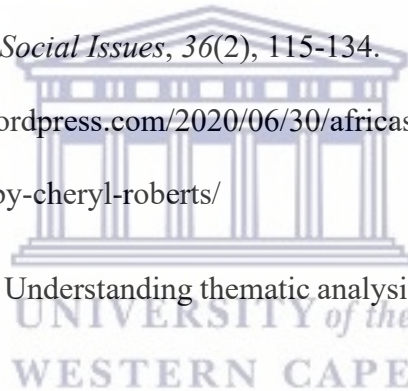
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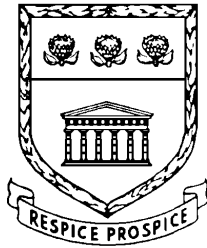
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Appendices

Appendix A – Information Sheet



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel : +27 21-959 2609 E-mail : 3699498 @uwc.ac.za

INFORMATION SHEET

Title of the study: Exploring challenges experienced by female footballers in a higher education institution in the Western Cape.



What is this study about?

This is a research study will be conducted by Lungile Nicollette Nsibande (student number: 3699498) at the University of the Western Cape. The purpose of this research project is to explore challenges experienced by female footballers in a higher education institution in the Western Cape. We are inviting you, someone who is key to the delivery and implementation of administering football to females at a higher education institution, to participate in this research study, because you could provide us with meaningful information related to female footballers' experiences regarding the challenges they face in the sport.

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

You will be asked to participate in an interview to discuss the topic researched. The interviews will be recorded with your permission and will take approximately 60 to 90 minutes of your time. All data obtained, transcriptions and recordings will be protected, and your identity will remain anonymous. Your participation in the study will be highly appreciated. The interviews will take place at a convenient place suggested by yourselves during a period that is suitable to you.

Would my participation in this study be kept confidential?

As the researcher, I undertake to protect your identity and the nature of your contribution. To ensure your anonymity, no names or team information will be reported in the findings of this study. Therefore, pseudonyms will be used to protect the identities of the participants. Your personal information will be kept confidential and everything you share will be treated as confidential. To ensure your confidentiality, your name will not be used in the data collection procedures. Once the data is being analysed, it will be kept in the store cabinet for 5 years, using identification codes only on data forms, and using password – protected computer files.



What are the risks of this research?

There may be some risks from participating in this research study. The study may consist of the questions that the participants may feel uncomfortable answering, and should the question trigger a psychological distress, the participant may abstain from answering and have the opportunity to withdraw from the study without penalty. In the case of experiencing psychological distress, the participants can be referred to a psychologist. In addition, should participants be uncomfortable with a question, but opt to remain in the study they may skip questions and are allowed to ask to move to another question or withdraw from the study without penalty.

What are the benefits of this research?

This research is not designed to help you personally, but the results may help the investigator learn more about the challenges faced by female footballers in higher education. The researcher will also have an opportunity to gain more insight and knowledge about the lack of development in women's football. We hope that, in the future, other people might benefit from this study through improved understanding of the challenges experienced by female footballers

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 penalised or lose any benefits to which you otherwise qualify. Should you feel distressed as a result of participating; counselling services will be offered to you.

What if I have questions?

This research is being conducted by Lungile Nicollette Nsibande of the Interdisciplinary Centre for Sport Science and Development at the University of the Western Cape. If you have any questions about the research study itself, please contact:

Lungile Nicollette Nsibande

Cell: 079 351 2406

Address: Richard Sacco Residence Symphony Way, Bellville

Telephone: (021) 959 6334

Email: 3699498@myuwc.ac.za; owethuowe@gmail.com

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:

Director of the Interdisciplinary Centre for Sport Science and Development:

Prof. Marion Keim

University of the Western Cape, Private Bag X17, Bellville 7535

mkeim@uwc.ac.za

Head of Department: Dr Marie Young

Department of Sport, Recreation & exercise Science, University of the Western Cape,

Private Bag X17, Bellville 7535

myoung@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



Humanities and Social Sciences Research Ethics Committee

Biomedical Research Ethics Committee (delete as necessary)

University of the Western Cape

Private Bag X17

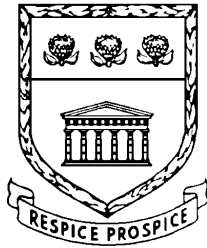
Bellville

7535

Tel: 021 959 4111

e-mail: research-ethics@uwc.ac.za

Appendix B – Consent Form



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel : +27 21-959 2609 E-mail : 3699498 @uwc.ac.za

CONSENT FORM

Title of Research Project: Exploring challenges experienced by female footballers
in a higher education institution in the Western Cape.

The study has been described to me in language that I understand. My questions about the study have been answered. I understand what my participation will involve, and I agree to participate of my own choice and free will. I have been informed that I will be recorded during my participation in the interview, and I hereby give consent for the audio recordings. I understand that my identity will not be disclosed to anyone. I understand that I may withdraw from the study at any time without giving a reason and without fear of negative consequences or loss of benefits.

Participant's name:

Participant's signature: **Date:**/...../202...

Witness Name:

Witness Signature: **Date:**/...../202....

Appendix C – Focus Group Confidentiality Binding Form



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel : +27 21-959 2609 E-mail : 3699498 @uwc.ac.za

FOCUS GROUP CONFIDENTIALITY BINDING FORM

Title of Research Project: Exploring challenges experienced by female footballers
in a higher education institution in the Western Cape.

The study has been described to me in language that I understand. My questions about the study have been answered. I understand what my participation will involve, and I agree to participate of my own choice and free will. I understand that my identity will not be disclosed to anyone. I understand that I may withdraw from the study at any time without giving a reason and without fear of negative consequences or loss of benefits. I understand that confidentiality is dependent on participants in the Focus Group maintaining confidentiality. I hereby agree to the following:
I agree to uphold the confidentiality of the discussions in the focus group by not disclosing the identity of other participants or any aspects of their contributions to members outside of the group.

Participant’s name:

Participant’s signature: **Date:**/...../201...

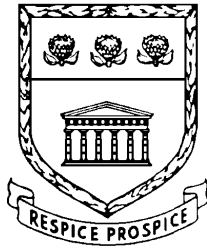
Witness Name:

Witness Signature: **Date:**/...../201...

I agree to be audio-taped during my participation in this study.

I do not agree to be audio-taped during my participation in this study.

Appendix D – Letter of Permission



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel : +27 21-959 2609 E-mail : 3699498 @uwc.ac.za

Letter of Permission

Title of the Research Project: Exploring challenges experienced by female footballers in
a higher education institution in the Western Cape.

Registrar: Mr. Sello Simon Mokoena

Cape Peninsula University of Technology

P. O. Box 1906

Bellville

7530



Dear Mr. SS Mokoena

I, Lungile Nicollette Nsibande (3699498) am registered for a MA Sport for Development 2019 and have been granted permission by the Humanities and Social Sciences Research Ethics Committee, Faculty of Community and Health Sciences, UWC, to conduct the above-mentioned study. Research Ethics Clearance Number: HS20/5/15. I hereby request permission to conduct my research involving Sporting code Executive, student female footballers at Cape Peninsula University of Technology.

I trust that you will give my request your favourable consideration, and I look forward to a positive response.

Yours faithfully

Name: Ms Lungile N. Nsibande

Cell no: 079 351 2406

Email: 3699498@myuwc.ac.za



Appendix E (1)– Interview Questions



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-959 2609 E-mail: 3699498 @uwc.ac.za

Sports Manager & Sport Officers Questions

The purpose of this study is to explore challenges experienced by female footballers; you have been selected to participate within this study as you meet the needs to address these question.

1. How long have you worked at CPUT Sports?
2. To what extent are you committed towards continuous improvement?
3. Can you tell me about your experiences around female football?
4. Are you happy with the way the sport is run in the University?
5. As the Sports Manager/ Sports Officer what challenges have you come across regarding female football?
6. With the challenges, you have come across what is it that you can do better to overcome these challenges.
7. Do you think female footballers are given the same treatment as the male footballers? If yes, state the reason for this.
8. What changes would you like to see at the University sports?
9. What are your perceptions of the current participation rates within women's football?
10. Do you have any other questions for me or any additional information in which you think is relative to the study?

Thank you for taking part in the study, your views and opinions are appreciated.

Appendix E (2) – Interview Questions



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-959 2609 E-mail: 3699498@uwc.ac.za

Focus Group Questions

The purpose of this study is to explore challenges experienced by female footballers aged 18 – 30, you have been selected to participate within this study as you meet the needs to address this question.

1. Please tell me about your Involvement in women in football.
2. What is it that you enjoy about football?
3. Please share your experiences of playing a male-dominated sport at CPUT?
4. What has been your challenges as women playing football at CPUT?
5. What is your opinion about the current South African sport policy and legislation regarding football?
6. What changes would you like to see in your university sports?
7. What are your perceptions of the current participation rates within women's football?
8. Do you have any other questions for me or any additional information in which you think is relative to the study?

Thank you for taking part in the study, your views and opinions are appreciated.

Appendix E (3) – Interview Questions



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-959 2609 E-mail: 3699498@uwc.ac.za

1. Coaches Questions

The purpose of this study is to explore challenges experienced by female footballers; you have been selected to participate within this study as you meet the needs to address these question.

1. Please tell me about your Involvement in women in football.
2. How long have you been coaching at CPUT?
3. Please share your experiences of coaching females for a male-dominated sport at CPUT?
4. What has been the challenges you have encountered coaching football at CPUT.
5. What is your opinion about the current South African sport policy and legislation regarding football?
6. What changes would you like to see at the University sports?
7. What are your perceptions of the current participation rates within women's football?
8. Do you have any other questions for me or any additional information in which you think is relative to the study?

Thank you for taking part in the study, your views and opinions are appreciated.