

**STAKEHOLDER PERCEPTIONS OF THE IMPLEMENTATION AND MANAGEMENT OF
WOMEN'S RUGBY DEVELOPMENT PROGRAMMES IN THE
WESTERN CAPE PROVINCE**

by



A thesis submitted in fulfilment of the requirements for the degree of Magister Artium in
Sport, Recreation and Exercise Science,
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Cape.

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ABSTRACT

In the last few years, women's rugby has experienced unprecedented growth globally and is the fastest growing sport among women and girls. Owing to increasing support and exposure, the sport has grown exponentially. However, women's rugby programmes face significant obstacles globally and locally. Women's rugby is not well researched, and there is a lack of relevant literature on existing programmes, in particular, the perspectives and experiences of those involved in the programmes. Consequently, the purpose of the study was to offer insight into stakeholders and their lived experiences, thoughts and views on the management and implementation of development programmes for women's rugby in the Western Cape Province.

Specifically, the study investigated the social, cultural and other factors that influence women's rugby programmes and explored stakeholders' views on management and implementation practices adopted by unions. This was carried out through the lens of Stakeholder Theory. A qualitative approach was adopted, using an exploratory design. Sixteen participants were purposively selected across rugby clubs in the Western Province Rugby Football Union to participate in interviews and focus groups. In line with ethical considerations, the researcher's supervisor conducted the key informant interviews while the researcher conducted the coach interviews and player focus group interviews. Interviews were professionally transcribed and responses were analysed through thematic analysis and coded with ATLAS.ti Version 8.

The results showed that factors which concerned stakeholders the most were the lack of communication from management, subordination of women's rugby, and gender stereotypes which stifled the progress of women's rugby. Additionally, the stakeholders had differ-

ent levels of influence, power and importance over women's rugby programmes. These results suggest that the various levels of stakeholders should be engaged in decision-making processes and that their participation is necessary for the advancement of the women's game. Based on these findings, it was recommended that multiple stakeholders work together for women's rugby to have a sustainable future.



KEYWORDS

Women's rugby

Rugby development programmes

Implementation

Organisation

Management

Perceptions

Western Cape Province

Stakeholder Theory



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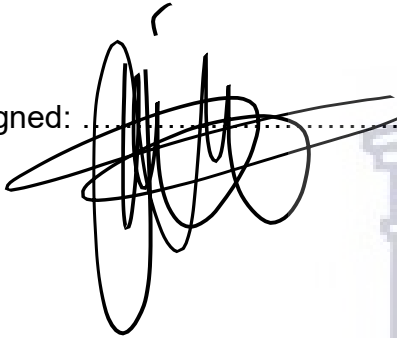
DECLARATION

I hereby declare that 'Stakeholder perceptions of the implementation and management of women's rugby development programmes in the Western Cape' is my own work, that it has not been submitted for any degree or examination at any other university, and that all the sources I have used or quoted have been indicated and acknowledged by complete references.

Melissa Limenyande

December 2020

Signed:

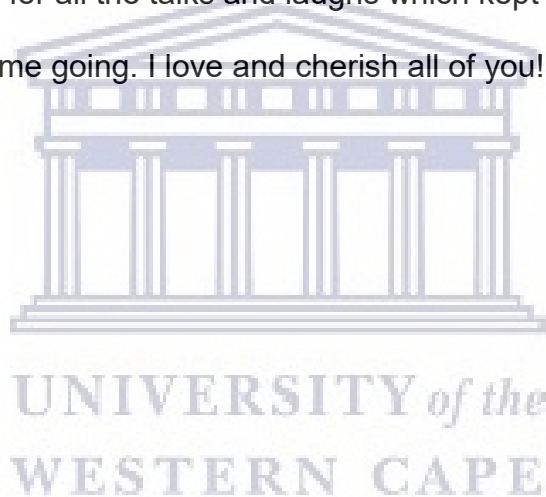


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DEDICATION

I dedicate this thesis to my family. To my parents, Alois and Perpetua Limenyande – thank you for your unconditional love and never-ending support. I would not have enrolled for this degree had it not been for your gentle prodding. Additionally, without your sacrifices and motivation, I would never have been able to finish this. Thank you for always seeing the best in me and encouraging me every step of the way. I love and appreciate you.

To my siblings, my brother, Olivier Limenyande, my sisters, Germaine, Liliane and Vanessa Limenyande, thank you for giving me the moments of reprieve I desperately needed. To my nephew, Patrick, thank you for all the talks and laughs which kept me sane. Your love, support and reassurance kept me going. I love and cherish all of you!



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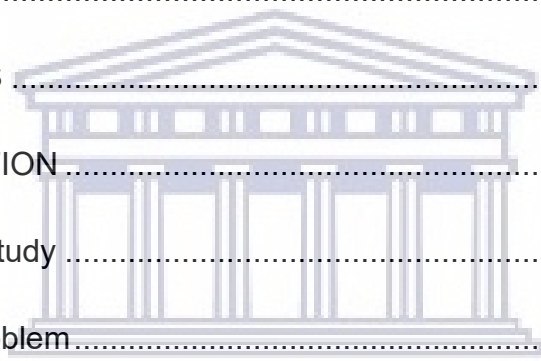
To my closest friends, whom I bombarded with talk of my thesis over the last few years and weeks; I'm certain you will be happy to know that you'll never hear about it again. Thank you for listening and motivating me when no one else could.

Thank you to my former colleagues at the South African Rugby Union and Western Province Rugby Football Union. From my internship in 2014 to my very last day as a full-time employee, I learned countless lessons and gained experiences I will cherish forever. There's nothing quite like working in women's rugby and the valuable time I spent in those programmes will always stay with me. I would also like to thank Mr Mahlubi Puzi, former Senior Manager of Women's Rugby at the South African Rugby Union. Your contribution to women's rugby and the mark you left inspired me immensely. A legend and pioneer in your own right, you showed me what it means to be a selfless leader and what true passion looks like.

Lastly, thank you to all the participants of this study. Without your participation, this study would not have been possible. I hope I captured your voices as well as you would have wanted.

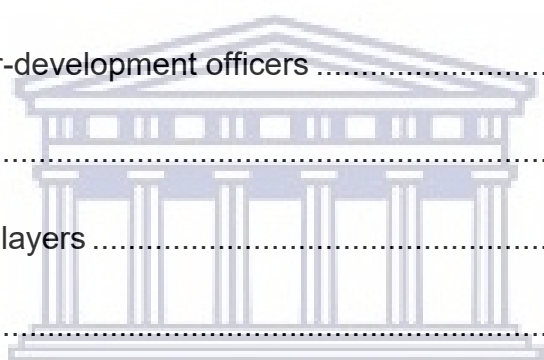
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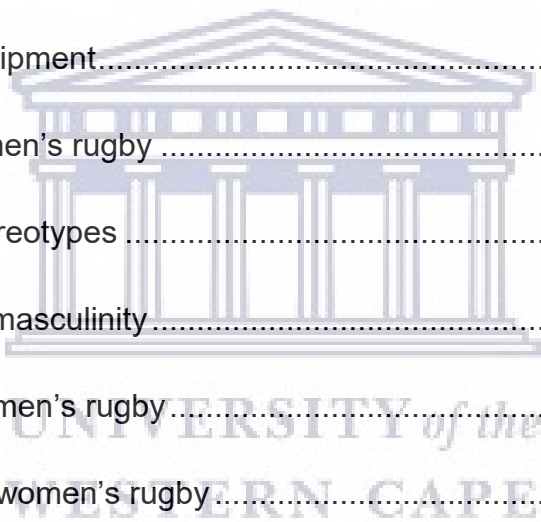
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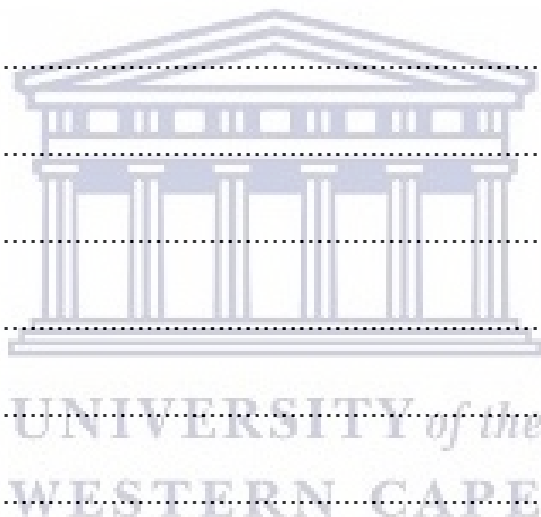
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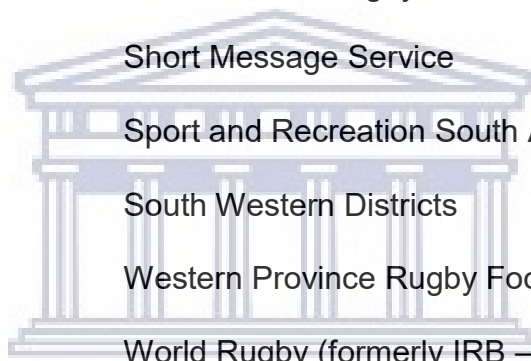
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LIST OF ABBREVIATIONS

AFRF	L'Association Française de Rugby Féminin
BRU	Boland Rugby Union
EPG	Eminent Persons Group
GIR	Get Into Rugby
IRB	International Rugby Board
LTAD	Long-Term Athlete Development
NGO	Non-Governmental Organisation
SARU	South African Rugby Union
SMS	Short Message Service
SRSA	Sport and Recreation South Africa
SWD	South Western Districts
WPRFU	Western Province Rugby Football Union
WR	World Rugby (formerly IRB – International Rugby Board)
WRFU	Women's Rugby Football Union
YTC	Youth Training Centre



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CHAPTER 1: INTRODUCTION

1.1 Background to the study

According to Houlihan and White (2002) and Shilbury, Sotiriadou and Green (2008), it is possible to define sport development within two categories. One category is development of sport, and the other, development through sport. While both categories encourage sport participation, there are differences between their purpose and desired outcomes (Shilbury et al., 2008). Development of sport focuses on the progression of elite performance while emphasising and ensuring that sport organisations attract, nurture and retain talent (Shilbury et al., 2008). Conversely, development through sport “focuses on the role sport can play in contributing to community wellness” (Shilbury et al., 2008, p. 218). Successful sports development depends on access to facilities, recruitment of coaches, volunteers, the relationship between managers, officials, clubs and securing sources of finance (Sam, 2017). Solomon (2008, p. 5) stated that, “Well-structured and stable sport organisations are required to drive sport programmes in the direction that increases the likelihood of producing high calibre players.” Therefore, development programmes play a significant role in the recruitment, retention and transition of players (Hylton & Bramham, 2008).

Rugby development programmes aim to develop the sport at grassroots level, to raise the sport’s profile, to develop infrastructure, boost coaching and rugby skills and to provide the equipment needed to increase participation (Hall and Reis, 2018). A search on women’s rugby development programmes returned very few results, while men’s rugby development programmes were in abundance. The paucity of women’s rugby development programmes and the mismanagement and implementation of existing programmes means that talented players lack the best opportunities to reach international standards, and thus the gap between South Africa and the rest of the women’s rugby world is quite large (Mhlana, 2007).

The disparity between men and women's programmes in the Western Cape Province is evident in the number of registered clubs. According to the Western Province Rugby Football Union (WPRFU) (2018), of their 92 registered clubs, only six had an active women's side participating in their women's league. This disproportion in men and women's programmes may present a problem regarding the management and implementation of women's development programmes.

The most effective way to encourage and ensure participation of women and girls in sport programmes is to extend the known and presumed benefits of sport to girls and women. Saavedra (2006) noted that the overall physical and health benefits are well known, but there are also social and psychological benefits for the individual player and team. She also argues that sport participation instils discipline, independence, self-control, leadership skills, self-confidence and the importance of working within set rules and structures. She adds that socially, participants may gain experience in teamwork while learning more about their community and the world, and gaining exposure to opportunities they otherwise may not have experienced.

Kaehler and Grundei (2019) defined management as a directional influence on markets, production and resource operations in an organization and its divisions that potentially addresses both human and non-human issues and is applied by various organizational stakeholders through either strategic management or operational management with the aim of achieving the division's objectives. The management of these divisions is synonymous with directing or leading them. In contrast, implementation may be defined as the stage between decisions and operations. It is the often difficult, subsequent step after the decision, and involves activities which make those decisions operational (Williams, 1980). The future suc-

cess of women's rugby programmes may depend on rugby clubs and organisations changing their management strategies and implementing them more effectively. Women's rugby is one of the sporting codes that receives funding and has sufficient participation numbers, and as a result, Donnelly (2015) believes that it has the potential to become a global leader and a dominant force with the right formula.

According to World Rugby (2019), women's rugby is quickly becoming the fastest-growing sport globally and has 2.7 million girls and women participating in rugby and women make up 40% of rugby's global fanbase. World Rugby's vision is "A sport for all, true to its values", and its mission is to "grow the global rugby family", which should recognise women and girls as an integral component (World Rugby, 2015). In 2006, the South African women's rugby squad competed in their first-ever World Cup in Canada (International Rugby Board, 2014). The side lost all their games, which Mhlana (2007) attributes to a lack of experience. In the subsequent 2010 and 2014 World Cups they did not fare any better and thus, after the 2014 World Cup, SA Rugby (2016) took the decision to withdraw the women's side from international competition and to focus on player development.

Stakeholders, as defined by Friedman and Miles (2006), are those individuals who have an interest in an organisation – in this study, a women's rugby development programme – or are affected by or can influence it. These individuals are the ones experiencing the development programme as participants, either as coaches, managers or players. It is important to gain a subjective view of the perceptions of those directly involved with women's rugby development programmes and to identify areas where these programmes could improve. Additionally, it may allow organisations and sponsors to benchmark the performance of these programmes (Goncharuk, 2015). The phenomenon being studied is stakeholders' per-

ceptions of the administration of women's rugby development programmes and their functioning. Through stakeholders, the researcher is able to gain an understanding of and insight into the phenomenon (Aspers and Corte, 2019).

It is argued that this study may generate empirical findings, with appropriate analysis, and recommendations that will allow organisations to make informed decisions about the way they manage and implement rugby development programmes for women in South Africa. Additionally, this research may add much needed data and analysis to the existing body of knowledge, which has largely ignored women's rugby. Therefore, this study offers insights into existing programmes and their functioning.

The study presented six constructs that were unpacked. The constructs are stakeholders, perceptions, management, implementation, women's rugby, and development programmes. These constructs are defined below and were used to describe the phenomena. The study sought to question stakeholders on their perceptions of the management and implementation of women's rugby development programmes in the Western Cape Province. The study occupies a niche area, which can be described as women's rugby management. The literature review revealed a lack of literature in women's rugby (Grant, 2021) and specifically on the management of women's rugby, while studies on the social and gender aspects of women's rugby were more prevalent. As a relatively new phenomenon, women's rugby is still under-reported and not well documented (George, 2021). Therefore, the gap in our understanding of women's rugby programmes relates to who runs them and why, how they are run, their structures, and outcomes. This gap in our understanding can only be filled by further research and studies into the phenomena.

1.2 Statement of the problem

Success in any sport at all levels, and specifically at national and international level, is a consequence of systematic, deliberate and sustained development from grassroots to the elite level. Well-structured, managed and implemented development programmes are therefore crucial for any sport to participate successfully in the global arena. Globally, women's rugby is played on five continents with teams in Africa, Oceania, the Americas, Europe, Asia and the Middle East (Offload Rugby, 2021). World Rugby pinpointed women's rugby as one of its 'top priorities' and continue to support women's programmes globally (Orchard, 2020). In Africa, Rugby Africa is one of six regional associations of World Rugby and represents 39 member unions on the continent (Rugby Africa, 2021). They also organise the Women's Rugby Africa Cup and have prioritised women's rugby on the continent through partnerships and the appointment on Regional Development Officers.

Although the creation of a sustainable women's rugby programme is high on the agenda of SA Rugby (Parliamentary Monitoring Group, 2012), the women's side has not been very successful in the international rugby arena. Currently, there is a dearth of information on the management, infrastructure, support systems and implementation of women's rugby programmes at the Western Province Rugby Football Union (WPRFU) in the Western Cape Province, and the pervasive assumption is that the development programmes are poorly managed and implemented. Considering the lack of research in the field and the absence of similar studies, this study also sought to enhance the body of knowledge relating to women's rugby management. Additionally, management theories, concepts and theories of perception were consulted and used to analyse the data in relation to the concerns, perceptions and experiences of the stakeholders.

1.3 Significance of the study

The main purpose of the study was to offer insight into stakeholders' perceptions of the management and implementation of development programmes for women's rugby in the Western Cape Province and to contribute to the existing research in the field. The study examines the attitudes and perceptions of the various stakeholder groups, which include former female rugby players who were involved or are currently involved in management, as well as coaches and managers. It also sought to contribute to the paucity of research in the field. Furthermore, it suggested that if there was a deficiency in the management and implementation of women's rugby player development programmes in the Western Cape Province, substantiated by reliable and validated findings, then there could be an opportunity to provide a framework for recommendations. These recommendations may be useful in making sense of existing structures, and by developing and introducing a system that better enables women rugby player development, and improved management structures and practices.

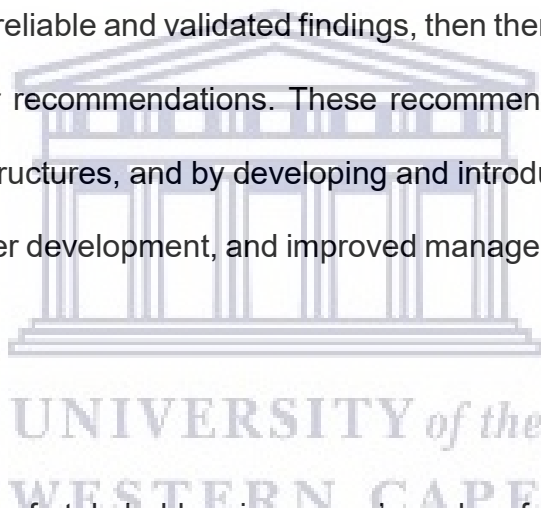
1.4 Research question

What were the perceptions of stakeholders in women's rugby of the management and implementation of development programmes in the Western Cape Province?

1.5 Aims and objectives

The aim of the study was to explore stakeholder perceptions regarding the management and implementation of women's rugby development programmes at the WPRFU in the Western Cape Province.

The research objectives of this study were to:



1. explore stakeholder perceptions of organisational structures and implementation of women's rugby development programmes in the Western Province Rugby Football Union (WPRFU);
2. investigate the physical, economic, social and other factors that influenced the management and implementation of women rugby development programmes in the WPRFU, as perceived by stakeholders;
3. explore the management and implementation practices of women rugby development programmes in the WPRFU from the perspective of the stakeholders; and
4. provide recommendations related to management and implementation of women rugby development programmes in the WPRFU.

1.6 Interpretation of key terms

To understand how management, implementation, perceptions, sports development, and stakeholders related to one another, it was important to define and interpret these terms in isolation.

Management

Recent management research defines management as “a process that enables organisations to set and achieve their objectives by planning, organising and controlling their resources, including gaining the commitment of their employees” (Cole, 2004, p. 7). Cole further identifies three characteristics which outline management. Firstly, management is a series of continuing and related activities; secondly, its objective is achieving organisational goals; and thirdly, management reaches these goals by working through people and other resources. The well-known functions of management as outlined by Henri Fayol include: forecasting, planning, organising, commanding, coordinating, and controlling (Fayol, 1916, cited in Onkar, 2008).



Implementation

Implementation can be thought of as the deployment of an intentional sequence of activities to put policies into effect and succeeding in this goal (Hayes, 2001). It is the execution of a plan, and for it to be successful, it requires that many tasks be accomplished in a specific order (Rouse & Ehrens, 2015). Rouse and Ehrens (2015) also state that failing implementation processes usually arise from a lack of accurate planning resulting from inadequate resources and unforeseen issues. For this study, the above definition will be used as a point of reference.

Sport development

Sport development concerns participation and the promotion of opportunities and benefits arising from participation (Shilbury et al., 2008). This participation in sport begins with children's play, continues to junior sport where the rules and regulations are established, then on to senior participation with competition, and finally, to the elite and professional level (Shilbury et al., 2008). The main function of sport development is "to facilitate the development of elite performance in sport and to enable positive change to benefit individuals and communities through sport" (Robson et al., 2013, p. 6).

Perception

Black, Bright and Gardner (2019) defined perception a process whereby an individual receives stimuli and interprets these stimuli to give them meaning (Black et al. 2019). Furthermore, the authors assert that this process is unique to the individual and is influenced by the perceiver's disposition, needs, values, and desires. In sports organisations, the perceptions of those in management positions, athletes and other employees shape the atmosphere and effectiveness of the working environment (Otara, 2011). This study focuses on

perceptions of the social world. Perceptions of the social world allow us to understand other groups or individuals in their social settings.

Stakeholders

A stakeholder is an individual or group who may be affected by or influence an organisation (Rabinowitz, 2016). Rabinowitz further characterises stakeholders by their relationship to the organisation as primary, secondary and key stakeholders. He notes that primary stakeholders are individuals who are directly affected, while secondary stakeholders are indirectly, yet positively or negatively affected. In addition, key stakeholders are defined as individuals or groups who are neither primary nor secondary stakeholders. They have a positive or negative effect on a project or are important to an organisation (Rabinowitz, 2016).

1.7 Scope and limitations

The scope of this research was to explore stakeholder perceptions of the management of women's rugby development programmes in the Western Province Rugby Union (WRPFU). This was done to gain insight into the challenges and successes of women's rugby programmes as perceived by stakeholders. Owing to its size, the Western Cape Province has three rugby unions to serve its vast landscape. The unions are: Western Province Rugby Union (WRPFU), South Western Districts Rugby Football Union (SWD) and Boland Rugby Union (BRU). The study focused only on the WPRFU, which is the largest of the three, and thus provided a small number of experiences and perspectives. However, the findings of this research may prove to be beneficial.

1.8 Chapter overview

This thesis is presented in six chapters. Chapter 1 introduced the background to the study, a statement of the problem, and the significance of the study. The research question, aims,

and objectives were outlined. It also provided an interpretation of key terms, while the scope and limitations were discussed.

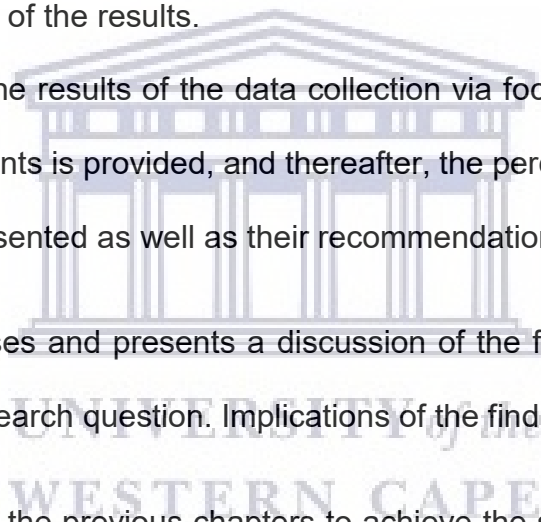
Chapter 2 focuses on previous studies and a comprehensive review of existing literature. The theories and models forming the framework for the study are discussed and detailed in relation to the research question. Essential aspects of sport development, organisations, management, and implementation are addressed.

Chapter 3 presents the research design and the researcher's reasons for its selection. The process of collecting data is described, as well as its analysis. The chapter concludes with the validation and reliability of the results.

The fourth chapter offers the results of the data collection via focus-group interviews. The background of the participants is provided, and thereafter, the perceptions and experiences of the interviewees are presented as well as their recommendations.

The fifth chapter summarises and presents a discussion of the findings in Chapter 4 and potentially answers the research question. Implications of the findings are also discussed.

Lastly, Chapter 6 connects the previous chapters to achieve the study aim and objectives. The main findings are summarised and the researcher provides recommendations for practice and further research.



CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter provides an overview and exploration of existing literature on women's rugby, sport management and sport development in South Africa. The aim of the literature review was to determine previous research on women's rugby and to provide the understanding and insight required to place the research within a logical frame (Gay et al., 2006). Gay, Mills and Airasian (2006) further stated that a literature review is an analysis of related literature involving identifying, locating and analysing documents that contain related information in a systematic manner. Furthermore, according to Gay et al. (2006), a review of previous studies can assist researchers in justifying the importance of their research. In gauging previous literature, it was found that there is limited research on women's rugby that discusses its management and implementation, which this research hopes to remedy.

The main purpose of this literature review is to present research that gives an overview of the available literature that informs development within women's rugby in South Africa and to determine whether the literature has considered perceptions of stakeholders. Literature reviews assist the researcher in contextualising the study, outlining gaps in previous studies, illustrating how the current research may add to existing literature and developing the interview questions (Boote & Beile, 2005). Owing to the dearth of existing research on development programmes, specifically in rugby, the literature review provided research focusing on women's rugby in general and research on development and management within other sporting codes.

The literature review begins with an overview of the historical factors pertaining to women's rugby globally, in South Africa and in the Western Cape Province. It further discusses current themes in women's rugby literature and presents stakeholder theory as the theoretical

framework in which the research is grounded. Organisational structures of sports organisations, the implementation and management of development programmes and the factors influencing them are also discussed with the aim of answering the research questions and meeting the research objectives (Farrugia et al., 2010).

2.2 Women's rugby – World and South Africa

2.2.1 Europe and the Americas

Women's rugby has a long, often undocumented and underreported history. According to Hunter Women's Rugby Union (n.d.), the first documented instance of women playing rugby was in 1881. However, the first recording of a women's club game was only in 1968 in Toulouse, France. This led to the establishment of the very first national association for women's rugby union – the L'Association Française de Rugby Féminin (AFRF) in 1970 (Hunter Women's Rugby Union, n.d.). That same year, Canadian women began playing rugby union and shortly thereafter, rugby found its way to women in American universities (Hunter Women's Rugby Union, n.d.). Women from the Netherlands, Spain and Italy joined women's rugby union in the mid-70s, while Swedish and Japanese women followed in the early 1980s. Hunter Women's Rugby Union (n.d.) reported that the first international game took place in Utrecht between the Netherlands and France around the same period. The Women's Rugby Football Union (WRFU) then was formed in the British Isles in 1983 (Hunter Women's Rugby Union, n.d.). Subsequently, women's rugby became more popular with new national associations forming every year. As a result, the founding members of the WRFU, England, Scotland, Ireland and Wales established their own governing bodies in 1994 (Rugby Football History, 2007).

2.2.2 New Zealand, Australia and the Pacific Islands

The most successful women's rugby nation is arguably New Zealand, who have been playing since the 19th century (Community Rugby, n.d.). However, New Zealand women had limited involvement in women's rugby during this time and it was not well organised. According to Community Rugby (n.d.), in 1989, the then-New Zealand Rugby Football Union began encouraging women to take up the game and provided provincial unions and clubs support to run women's rugby. The first New Zealand women's rugby national team was formed that same year, and two years later they played their first Test match in a World Cup (Community Rugby, n.d.). In 1999, their first Women's Provincial Championship was launched with fourteen provincial sides taking part (Community Rugby, n.d.).

2.2.3 South Africa and the African continent

Women's rugby union reached the African continent in the early 2000s, with South Africa getting a head start and Uganda, Zimbabwe, Kenya, Tunisia and other African nations establishing teams shortly thereafter (Hunter Women's Rugby Union, n.d.). Pinsky (2014) stated that women started as participants in rugby through spectatorship and only took up the game as players years later. Tesnear and Surujlal (2012) found that women in the United States (US) and Canada began playing in the 70s but South African women began playing much later. They surmised that because rugby was not a major men's sport in those countries, Canadian and American women were able to get into the game more rapidly than their African counterparts were able to. However, as rugby had always been a male domain in South Africa, the growth of women's rugby was slow. In 2000, when women's rugby first gained acceptance by SARU, there were less than ten clubs in the country (Tesnear & Surujlal, 2012) at the time. Restrictions under apartheid rule also delayed South African women's participation in rugby.

In 2011, Hene (2011) found that there were more than 143 women's clubs with over 15 000 registered players across the nine provinces. Following the establishment of women's rugby in South Africa, the Springbok women contested their first international game on May 29, 2004 in Port Elizabeth where they played against Wales and lost 5–8 (Birch, 2009). They became the first African nation to star in the Women's Rugby World Cup in 2006 and featured in the 2010 and 2014 editions (Rugby Football History, 2007). After a dismal showing at the 2014 Women's Rugby World Cup, SARU decided to focus on player development by establishing youth training centres in eight locations around the country to develop players between the ages of 14 and 18 in order for them to progress into the senior ranks (SARU, 2016).

Rugby Africa (2015) provided a summary of the state of women's rugby in unions on the African continent and the report's findings were as follows:

Uganda had a women's committee which put plans in place and were affiliated with their union. However, they faced challenges such as a lack of infrastructure and funding. Zimbabwe was faced with limited finances and resources however, governance was established with a women's rugby committee and chairperson on board. Kenya's Sevens and rugby festivals were impactful but there was a lack of development structure, funding, support and resources. The Kenya Rugby Union had a small pool of elite players in development. Women's rugby was well represented and supported within the Tunisian rugby union with a women's rugby committee in place. The women excelled in rugby sevens however, sponsorship remained a major hurdle. Namibia's rugby union was committed to developing the game but a lack of structures, plans, policies and lack of competition were challenges. Lastly, Senegal had no board representative and no women's rugby committee. Women had the support of the union but a lack of finance stunted the development of the game (Rugby Africa, 2015).

The report showed that rugby unions faced similar challenges across the continent. They also found that women's leadership needed to be actively encouraged as there was an urgent need for more competitions for women across the continent. However, there was a promising basis of upcoming players through the Get Into Rugby Programme (GIR) with 170 000 African girls registered for the programme in 2019 (Rugby Africa, 2019).

South Africa is the top performing women's rugby team on the continent. SA Rugby has a well-structured women's rugby committee. In 2019, the Springbok Women had a significant season as it featured their most home Tests (six) ever and their first international games in South Africa since 2013 (SA Rugby, 2019). Women's rugby saw tremendous growth on the African continent over the last few years and in a decade, the player pool increased from 50 000 women players in 2012, to over 260 000 in 2018 and most recently, 350 000 in 2020 (Rugby Africa, 2021).

2.3 Women's rugby development programmes globally vs South Africa

As the amount of girls and women taking up rugby increases, so too does the need for programmes to cater to these numbers. World Rugby, as the sport's governing body, launched '*Accelerating the Global Development of Women in Rugby 2017-2025*' – a development strategy aiming to give women equity on and off the field across all rugby levels by 2025 (World Rugby, 2020). Many rugby federations around the world have implemented women's rugby development programmes with new programmes being established regularly. The top women's teams have the information for these programmes readily available and easily accessible. USA Rugby offers programmes known as National Development Plans (NDP) to athletes ages 12 to 25. These programmes seek to improve players' and coaches' capabilities to compete for opportunities in college, elite, professional rugby and national team programmes (USA Rugby, 2021). In addition to these programmes, there are

also centres offering full-time training such as the American Rugby Pro Training Centre, the only one of its kind in the USA catering for women's rugby. Founded in 2014, this centre is a residential full-time, full-service facility for girls and women aged 15 and up (American Rugby Pro Training Centre, n.d.).

The Irish Rugby Football Union has a Long Term Player Development (LTPD) programme catering specifically to late beginners and encompasses 7 distinct stages starting from children aged 6 through to adults in the final stage (IRFU, 2015). England Women's Rugby's player pathway through their Centres of Excellence is seen as a step up from club rugby where players are nominated to attend monthly sessions (England Rugby, 2017). Rugby Australia's Women's Rugby Plan outlines the pathways, programmes and opportunities to the national level through partnerships with their member unions, community partners and stakeholders to align with the union's overall strategic plan (Rugby Australia, 2020). Their programme also aims to grow women's involvement not only as players but as coaches, referees and administrators as well.

With the launch of a new, semi-professional elite women's competition in 2022 (Voerman, 2021), New Zealand Rugby has committed to professionalising the sport in women's rugby's top nation. Their strategic plan includes understanding the women's rugby landscape and its pathways in addition to specific key performance indicators such as the Black Ferns maintaining their number 1 world ranking, winning the Women's 7s World Cup and Women's Sevens Olympics (New Zealand Rugby, 2018).

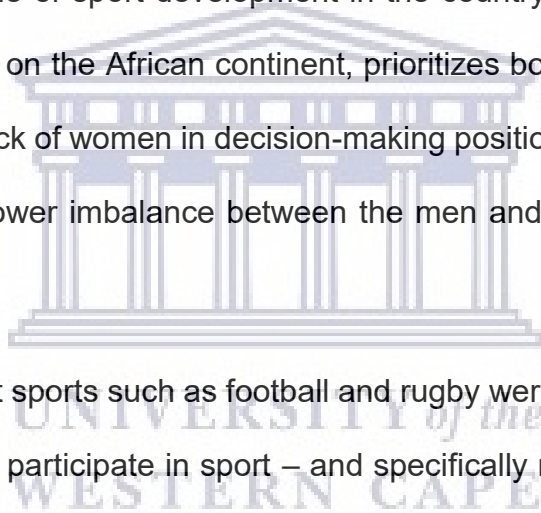
South Africa has made progress in the development of women's rugby with the establishment of the Youth Training Centres (YTC). These centres aim to grow the base of women's players from under-16 to under-18 level by providing access to weekly training sessions, nutritional education and exposure to regular competition (Rugby15, 2017). SA Rugby

(2016) reported that the YTCs had a positive impact on women's rugby evidenced by the improved showing of the provincial girls' teams at the competitive SA Rugby Youth Weeks.

2.4 Development of sport in South Africa

Few policy documents and guidelines addressing the development of sport in South Africa exist; those that do outline strategies relating to participation, facilities and access to opportunities. Policy development in a sports organisation guides the actions of the involved individuals or those connected to the sport organisation in any capacity (Isaac, 2017). According to Hargreaves (1997), the political, social, and economic conditions in South Africa have a direct relevance to the issue of sport development in the country. Hargreaves also stated that men's sport in general on the African continent, prioritizes boys' and men's sport. She further contends that the lack of women in decision-making positions in sport organisations, reflects the deep-rooted power imbalance between the men and women in South African sport (Hargreaves, 1997).

Throughout history, contact sports such as football and rugby were a male-only domain. As the number of women who participate in sport – and specifically rugby – increases, so too does the need for effective, structured and women-centred rugby development programmes. A plethora of studies have been undertaken which examine the reasons women play rugby, such as Murray and Howat's (2009) interpretative research into explaining women's participation in sport. Other studies adopted a more psychological standpoint, examining the motivation and anxiety of women's rugby Sevens players (Lobão-Ferreira et al., 2016) while some addressed barriers to women's rugby (Joncheray & Tlili, 2013) as well as focusing on gender, sexuality and professionalism like Howe's (2002) ethnographic account of women's rugby. Few studies looked at the management or organisational structures of existing women's rugby programmes.



Over the years, women's rugby has made great strides from its humble beginnings to a more professionalised sport. Through a global lens, the International Rugby Board's (IRB, now known as World Rugby) Women's Rugby Plan for 2011–2016 outlined pathways and development structures for member unions and commentary on the progress of these unions concerning the women's game. A report revealed that the unions' developmental focus was on adult women and that player pathways were either absent or ineffective for girls. This lack of pathways had a negative effect on player performance and therefore on the quality and standard of the sport at higher levels. The plan also mapped out IRB strategies for women's rugby, which were three-fold. These three strategies included participation, development and domestic competition.

For the sustainability of operations in a sport organisation, professional and effective management is imperative. The “long term and sustainable development of sport organisations is dependent on economic, environmental, cultural and social factors” (Wąskowski, 2015, p. 1). Increasing demands are placed on the management and administration staff and on boards of directors by environmental conditions (Sotiriadou, 2009). Women's rugby has the potential to grow through professional management by administrative staff and directors, as well as by having an approach which is commercial in nature. Rugby's financial problems may also be reduced by the contributions of corporations. This gives rugby a chance to achieve its development and growth objectives through implemented development programmes, competitions for all levels and elite success (Sotiriadou, 2009).

In efficient and effective sport systems, “links are in place between funding agents and those leading programs; roles and relationships are clearly defined and understood” (Sotiriadou, 2009, p. 14). Sotiriadou (2009) also suggests that the cooperation and relationship between sporting organisations, governments, sport managers, sport management academia and

others are key to sustaining a successful sport system. Esteve et al. (2011) provide the following as the foremost characteristics of sports clubs – they are focused on fulfilling the interests of their members, voluntary membership, independent of third parties, are sustained by membership quotas, and in most cases, work undertaken is voluntary.

In sport, when referring to clubs, distinction is made between professional and amateur clubs which are usually designated as non-profit sport clubs or sport associations (Esteve et al., 2011). These types of sport clubs mainly focus on holding sporting events in recreational frameworks in their communities (Nagel, 2008). They also draw financing from government subsidies and membership fees (Heinemann & Puig, 1996). Efficiently managing these clubs requires a process of identifying the stakeholders and the best means in which to interact with them “to optimise the management of material, human and financial resources” (Miragaia et al., 2017, p. 43). According to Miragaia et al. (2017), most decision making by sports clubs only considers commercial aspects and ignores stakeholder opinions; this is the opposite of the approach taken in literature.

In financially challenging times such as a recession, non-profit sport clubs may struggle with infrastructure, financing and human resources. This is a result of their dependence on volunteers without the necessary skills in sports management and on the over-reliance of government subsidies (Miragaia et al., 2017). Therefore, clubs should be financially stable to ensure their survival. Heinemann and Puig’s 1999 study (cited in Miragaia et al. 2017, p. 47) stated that “a sports club needs to be able to guarantee there is a convergence between its objectives, interests, desires and capacities and the economic potential of its stakeholders, incentivising voluntary work; mobilising financial resources and finally, guaranteeing and facilitating the participation of any stakeholder in the decision-making processes”.

2.5 Stakeholder Theory

Stakeholder theory provides the theoretical grounding for this research. Stakeholder theory gained popularity during the 1980s and its premise suggested that corporations should look further than shareholder theory, which maximised profit, and to take into consideration other stakeholder groups associated with the company. The traditional Anglo-American model of corporate governance is based on maximising profit to protect the interests of the shareholder, whereas the German model assumes that organisations are run in the stakeholders' interests, i.e., shareholders, employees, management, creditors, public and society in general (Nwanji & Howell, 2007). Stakeholder theory suggests that organisations have relationships with different constituent groups, or stakeholders, that can affect or are affected by their decisions (Sotiriadou, 2009). These relationships may fall under continual review as stakeholders intend to capitalise on their contribution to the system and lessen their reliance on provincial or national government (Sotiriadou, 2009). As a result, sports organisations may search for alternative sources of income, change their organisational structure, merge with other organisations to strengthen their sport, and mould intra-organisational relationships in the hope of advancing their governance style (Sotiriadou, 2009).

The main purpose of stakeholder theory is to help the board of directors and management to understand their stakeholders' environments and manage more effectively the relationships between the two. Its goal is also to help managers improve the value of the consequences of their actions and minimise harm to stakeholders (Nwanji & Howell, 2007). Some stakeholders may exert more power over others as they have access to and control of the required resources (Sotiriadou, 2009). Miragaia et al. (2017) state that for stakeholders to act strategically and plan their actions, information on how the stakeholders act in different environments should be established by clubs. Consequently, this implies identifying stakeholders and their respective demands, resulting in the efficient management of any club

(Miragaia et al., 2017), as other researchers have found in their respective studies (Clarkson, 1995; Mitchell et al., 1997; Freeman et al., 2007; Esteve et al., 2011; Wąskowski, 2015). Taking this into account, it is possible for stakeholder theory to be adopted in sport.

Nwanji and Howell (2007) reason that since the theory argues that managers' decisions should reflect the interests of stakeholders, it is difficult for management to determine which interests of which stakeholders will meet the organisation's objectives and all the stakeholders' interests. Therefore, individual interests of groups may compete with one another. Managers, under the guise of stakeholder theory, may follow policies that meet their personal interests instead of the company's objectives.

According to Clarkson (1995, p. 6), stakeholders are individuals or groups of "people, organisations, institutions, commercial entities, directly or indirectly interested in an enterprise's activity in its pursuit of its goals, which may also influence the enterprise or be under its influence". Sotiriadou (2009) defined stakeholders as a group of individuals or an individual who can affect or are affected by the decisions, actions, practices, policies, or goals of the organisation. Mitchell et al. (1997) state that stakeholder theory seeks to methodically address which stakeholders require or deserve the attention of management through the evaluation of the relationship between the organisation and its stakeholders (Sotiriadou, 2009). Mitchell et al. (1997, p. 47) identified three attributes that characterise different stakeholders. These attributes are: the stakeholder's *power* to influence the organisation, the *legitimacy* of the stakeholder's relationship with the organisation, and the *urgency* of the stakeholders' claim on the organisation.

Elias and Cavana (2003) highlighted the dynamics of stakeholders as a characteristic that may change over time. The authors stated that new stakeholders may join transactions while

others may drop out. The stakeholder model of the corporation (Donaldson & Preston, 1995, p. 177) below illustrates a map of stakeholders and how they interact with one another.

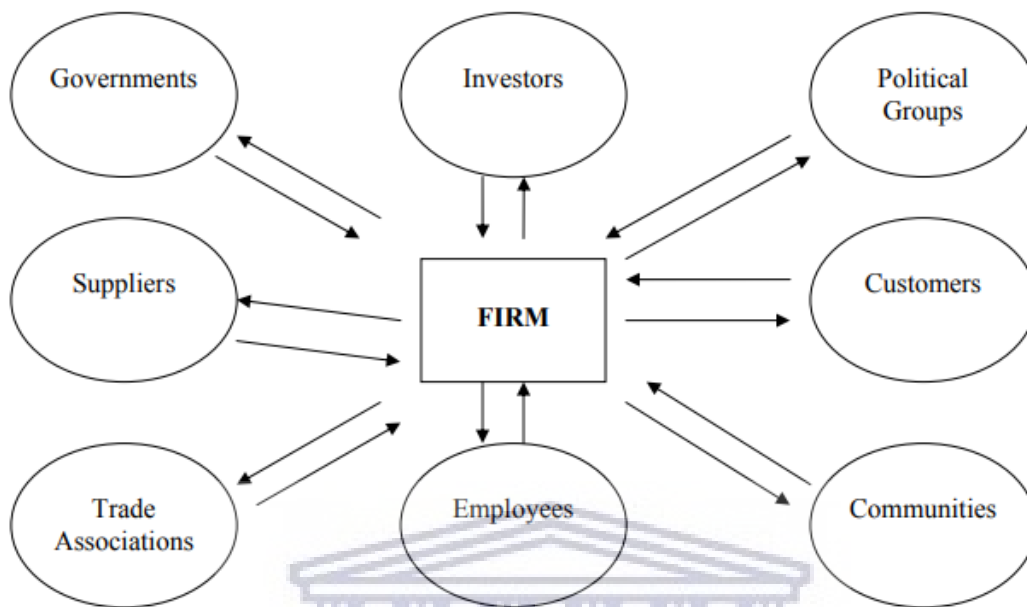


Figure 2.1 Stakeholder model of the corporation (Donaldson & Preston, 1995)

Within a sport system, stakeholders have different roles and responsibilities which range from developing to implementing policies, programmes and strategies (Sotiriadou, 2009). A sport system's capacity to adapt to complex environments and to deal with future challenges and trends is critical for its sustainability. Additionally, for sport organisations to establish independence and financial viability, they need to reduce their reliance on government funding. "Organizational theory literature relating to non-professional sport suggests that such organizations operate in a volatile environment. In response, sporting organizations amalgamate, tailor their structure, or strive for interorganizational cooperation" (Sotiriadou, 2009, p. 61). The results of the study by Miragaia et al. (2017) revealed important implications for the managers of amateur and professional sport bodies. The study's key finding is that stakeholder management is important and sport managers, whether their operations are for profit or not for profit, need to manage their interactions and relations with the community

and their stakeholders (Miragaia et al., 2017). Additionally, this means that on-field performance is crucial to the success of sport clubs when working in conjunction with their stakeholders (Miragaia et al., 2017).

Clearly identifying the stakeholders and their specific roles needs to be well defined by the club's decision makers in order "to maximise the interventions and responsibilities assumed by individual stakeholders that then in turn demand greater efficiency of the club" (Winand et al., 2010, p. 43). Theoretically, according to stakeholder theory, the approach of identifying stakeholders and the ways in which to interact with them is essential in order to select a stakeholder model that can propose a good example of best practices for the type of organisation (Miragaia et al., 2017).

As these stakeholders complete their tasks, they engage with one another and form relationships that assist in reaching their goals (Sotiriadou, 2009). Several researchers in organisational theory have documented the need for stakeholders to work with one another to fulfil their objectives (Sotiriadou, 2009). According to Wąskowski (2015), not all stakeholders have an equal influence on the organisation and can have different ways of influencing it. He further states that analysing stakeholders makes their diverse expectations recognisable and possibly difficult to satisfy. The information obtained from the analysis allows sport organisations to develop strategies which can optimise benefits for interested sides (Epp, 2013).

A framework proposed by Freeman (1984) presented three levels of stakeholder analysis. The three levels were rational, process and transactional. The rational level assumes that it is necessary to have an understanding of who the stakeholders of a corporation are and what their perceived stakes are. The author claims that at the process level, it is important to understand the management of relationships between stakeholders and the organisation,

be these implicit or explicit. The transactional level concerns an understanding of the set of transactions between a corporation and its stakeholders, and deducing whether these transactions fit with the organisation's stakeholder map and organisational processes. Freeman suggests that successful stakeholder transactions are built upon how legitimate the stakeholders are and having processes that see to their concerns routinely. Freeman (2010), also grouped stakeholders into two categories: internal stakeholders which engage directly with those who run the organisation and external stakeholders who do not directly relate with the organisation. Clarkson (1995), identified two types of stakeholders: primary and secondary. Primary stakeholders are defined as those whose continued participation is critical to the organisation's survival, whereas secondary stakeholders are defined as those that affect or are affected by the organisation but are not critical to its survival.

Walters and Kitchen (2009) identified five stages in the stakeholder analysis process. The first stage is identifying the stakeholders and their categorisation (manager, coach, and player). The second is defining the hierarchy of importance of the identified stakeholder groups (manager --> coach --> player). The third stage is determining the stakeholders' expectations and the possibilities of their fulfilling these expectations. The next stage is estimating the stakeholders' strength of influence. The final stage is defining the possibility of coming into contact with the stakeholders. "One of the key actions determining the effectivity of managing the sports organisation's relations with its stakeholders is a thorough analysis of interacting entities, and establishing their structure, hierarchy of importance and strength of influence" (Freeman et al., 2007, p. 7).

2.5.1 Mendelow Matrix

The most commonly used model for stakeholder analysis is the Mendelow Matrix (Mendelow, 1982). According to this model, stakeholders are grouped into four categories,

according to influence of power and interest in the action of the organisation. Using this model, the managers, coaches and players interviewed in the study may be classified.

POWER	High	Keep satisfied	Key players
	Low	Minimal effort	Keep informed
		Low	High
		INTEREST	

Figure 2.2 Mendelow's Power vs Interest Matrix (Mendelow, 1982)

The first and most important stakeholder group is strategic for sport organisations. Referred to as 'key players', these stakeholders have high influence and interest in the actions of the sport organisation. Interactions with these stakeholders should be close, partner and dialogue based, and be cooperative. These stakeholders should also be formally consulted on future plans of the organisation, and their expectations and demands taken into consideration. The success and failure of the sport organisation's events lie with this group (Wąskowski, 2015). The managers interviewed in this study fall under this group.

Group 2 consists of stakeholders with a high level of influence but low interest in the organisation. They are important to the organisation and interactions with it, focusing on satisfaction and fulfilling expectations. They are not interested in the strategy of the sport organisation or how effective it is, and this does not directly influence management. However, it is important to keep them happy as their dissatisfaction may cause problems (Wąskowski, 2015). Coaches would fall under this group of stakeholders.

The third group of stakeholders possess low influence on the actions of the sport organisation but are very interested in its activities. It is important to keep these stakeholders well-disposed, especially for the organisation's image. The focus should be on keeping this group well informed and involving them in decision making at a minimal level (Wáskowski, 2015). Women rugby players who participated in the study would fall under this group of stakeholders.

The fourth and final stakeholder group possesses low influence and a low level of interest. They are not significantly important to the organisation, and interactions with them should be minimal and limited to the mass media (Wáskowski, 2015). In women's rugby, this kind of stakeholder can be identified as the community at large.

A modified approach to Mendelow's power/interest matrix as in Martirosyan and Vashakmadze's 2013 study, 'SUN cube: A new stakeholder management system for the post-merger integration process' is provided. This system seeks to identify the study's stakeholders and their influence on women's rugby development programmes in the Western Cape Province.

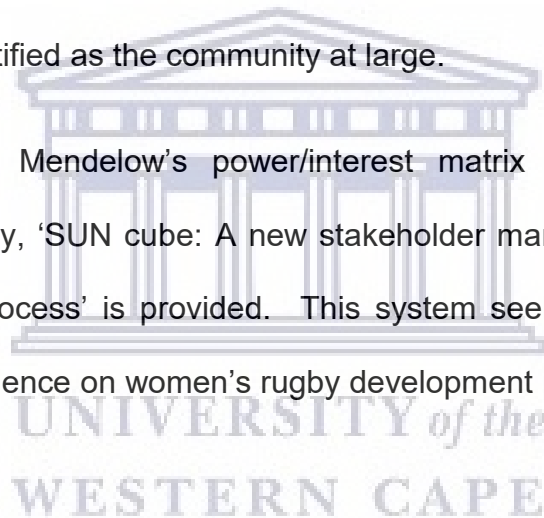


Table 2.1 Sport Management System for women's rugby development

Stakeholder Management System				
Stakeholder	Power of the stakeholder	Interest of the stakeholder to influence WPRFU Women's Development Programmes	Influence of the stakeholder on WPRFU Women's Development Programme (power x interest)	Attitude of the stakeholder to the WPRFU Women's Development Programme (positive or negative)
Manager	(the influence of the stakeholder on the organisation)			
Coach				
Player athlete				

Stakeholder analysis using Mendelow's matrix makes it possible for sport managers to better understand the surrounding entities' structures and hierarchies and to better fit the strategic relations building with the above identified groups (Wąskowski, 2015). In this study, three stakeholder groups, managers, coaches and players, came together in separate face-to-face interviews and focus groups to outline their thoughts and views of women's rugby development in the Western Cape Province.

2.6 Stakeholder groups and their roles

Research into the role and impact of stakeholder groups in sports organisations is developing and requires further study (Esteve et al., 2011). Stakeholders in rugby include volunteers such as administrators and referees, paid staff such as sport development officers and coaches, members or participants at different skill levels such as athletes, supporters/spectators and the sponsors (Sotiriadou, 2009). These stakeholders contribute greatly towards the implementation of rugby strategies, programmes and events provided by government

and organisations (Sotiriadou, 2009) such as the WPRFU. These stakeholders may potentially participate in those programmes, could perhaps work for organisations/governments, attend or watch rugby events and have a stake in the achievement of rugby policy objectives (Sotiriadou, 2009).

According to Sotiriadou (2009), volunteers are still the most valuable asset in sport, despite the commercialisation and professionalisation of the sport environment. These volunteers, active or inactive participants, include members of the board, club members, field staff, friends and family (Sotiriadou, 2009). Their involvement includes player development, refereeing, coaching, officiating, administration and making strategic decisions as members of boards (Sotiriadou, 2009). The importance of volunteers is shown through the variety of tasks they undertake (Sotiriadou, 2009).

The link between volunteers and sport organisations remains important because the delivery of community-based sport “is reliant on the willingness of a large number of volunteers to commit the time and energy” (Sotiriadou, 2009, p. 853). The time put in by volunteers translates into financial savings and the future sustainability of sport (Sotiriadou, 2009). Contributions made by paid personnel are also noteworthy. The positions of paid personnel may take the form of contracted officers, assistant coaches, referees, board members, and administrators who provide human resource infrastructure (Sotiriadou, 2009).

Mintzberg (1989) first applied the idea of roles to explain managers’ activities. He grouped these roles into three categories – interpersonal roles, informational roles and decisional roles. Each category is further divided into even more roles. For example, interpersonal roles include figurehead, leader and liaison. Informational roles include monitor, disseminator and spokesperson. Lastly, decisional roles include entrepreneur, disturbance handler, resource allocator and negotiator. The research of Ramezani et al. (2013) demonstrated that sport

organisations are places where managerial roles are very important. Sport organisational managers work on strategy and policy development of sport activities and programmes, and therefore it is necessary to obtain insight into their perceptions of these programmes (Ramezani et al., 2013). Bean and Forneris (2016, p. 8) state:

An organisation's ability to effectively deliver sport for development programmes with individual and community development outcomes is influenced by many factors, including available human and organisational resources. Researchers have also noted challenges related to sport and programme delivery, monitoring, and evaluation, highlighting concerns regarding the likelihood of achieving various objectives such as building a sustainable and effective programme for youth within communities.

Friedman and Miles (2002) identified the main groups of stakeholders as customers, employees, local communities, suppliers, distributors, and shareholders. He further considered these subgroups as stakeholders – the media, the public, business partners, future generations, past generations, academics, competitors, non-governmental organisations (NGOs) or activists, stakeholder representatives, financiers, government, regulators, and policymakers. Sports development is not a straightforward process and involves many stakeholders working together towards a common goal. Some of these stakeholders include national federations, provincial and local bodies, member unions, managers, coaches and players. Understanding the various stakeholders and roles in women's rugby programmes can assist in understanding their experiences, which may lead to a better understanding of how women's rugby programmes in the Western Cape Province are managed and implemented.

Owing to the large number of stakeholders that influence and are influenced by women's rugby programmes, this study could only address the perceptions of three stakeholder

groups. Below is a description of these stakeholder groups (women's rugby senior manager/development officer, coaches, and women rugby players).

2.6.1 Senior manager-development officers

Their primary role is to provide talent identification and coaching, technical expertise, channelling talented athletes into the provincial structures and making sure rugby players receive support. They also need to collaborate with national federations and club/affiliates to ensure coordination of targets (South African Sports Confederation and Olympic Committee, 2012). Managing human resources is a critical concern for sport managers since many sport organisations produce services (Chelladurai, 1999). Sport managers perform many duties, including involvement in strategic planning, managing human resources, dealing with marketing and promotions, managing the well-being of players, and working within "highly integrated global networks of international sports federations, national sport organizations, government agencies, media corporations, sponsors and community organizations" (Hoye et al., 2006, p. 4). Sport managers are expected to develop their sport at the grassroots and high-performance level. At the club level, they must ensure enough recruitment of participants and help performing participants move up levels. The development officer also plays an important role by promoting and increasing the public profile of sport (Sotiriadou, 2009).

2.6.2 Coaches

Sport has transformed into a million rand industry which employs many people, one being the sports coach who plays a vital role in the human resources department of a sport organisation. As employees of the rugby union, the outcomes of their job are of utmost importance as their performance on the field is measured and determines their status of employment. At the elite level, success would not be possible without the work and support of coaches, as coaching resources are vital in ensuring the continued grooming of future stars

(Sotiriadou, 2009). Sotiriadou's study found that previous research describes coaches as co-pilots who lend their experiences to enable and guide athletes to reach their goals. He also states that coaches have a significant role which is recognised at community level.

The main role of a coach is ensuring that the goals and objectives of the sport organisation are achievable (Surujlal & Mafini, 2012, p. 122). Professional coaches perform many activities in a sport organisation, such as community organisation, facilitating, initiating products as well as teaching, motivating, communicating and supervising (Fizel & D'itri, 1996). In addition to these roles, according to Watson and Tharpe (1990 cited in Surujlal 2014), coaches also take on managerial functions, including planning, directing and controlling activities with the objective of winning in mind. Furthermore, the success of a coach is measured by the success of the team. Additionally, coaches implement policies and procedures of the organisation in order to achieve its objectives (Surujlal, 2003).

2.6.3 Women rugby players

This group of stakeholders are easily affected by the actions and issues of the organisations running their programmes (such as Western Province Rugby). They influence and are influenced by the rugby union and can call upon their experiences of playing rugby in these programmes in building their perceptions and views. Players who actively participate, support and watch sport give meaning to other stakeholders. They also act as the ultimate stakeholders that shape the future trajectory of sport through their evolving needs, wants, requirements and skills (Sotiriadou, 2009).

2.7 Chapter summary

Women's rugby has come a long way since its contested beginning. Sport organisations are run as businesses in modern times. As a result, organisations *must* consider their stake-

holder interests if they are to increase their shareholder wealth, because all groups of stakeholders contribute to an organisation's success. Stakeholders may change from time to time owing to managerial decisions or because of outside forces. Identifying stakeholders and their needs is an important managerial activity (Nwanji & Howell, 2007). These activities can assist sport organisations in identifying and managing their stakeholder groups.



CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter outlined and described the research methodology and implementation of the research design used in the study. The main aim of the study was to explore stakeholder perceptions regarding the management and implementation of women rugby development programmes in the Western Cape Province.

The research objectives of this study were to:

1. explore stakeholder perceptions of organisational structures and implementation of women's rugby development programmes in the Western Province Rugby Football Union (WPRFU);
2. investigate the physical, economic, social and other factors that influenced the management and implementation of women rugby development programmes in the WPRFU, as perceived by stakeholders;
3. explore the management and implementation practices of women rugby development programmes in the WPRFU from the perspective of the stakeholders; and
4. provide recommendations related to management and implementation of women rugby development programmes in the WPRFU.

The chapter includes details of the research design, provides information on the participants and how they were sampled, the data-collection tools used, procedures used for data collection, and the methods undertaken in the data analysis. Lastly, the ethical considerations followed in the study, such as trustworthiness and reflexivity, as well as limitations were discussed. Due to ethical considerations, the researcher's supervisor conducted the key informant interviews while the researcher conducted the coach interviews and player focus group interviews.

3.2 Research design

This study adopted an exploratory qualitative approach using semi-structured face-to-face interviews and focus groups in order to gain insight into stakeholder perceptions of the management and implementation of development structures in place for women's rugby in the Western Cape Province. It explored the experiences of these stakeholders, and their subjective opinions form the basis of data in the study. Therefore, a design was used which could meet the objectives of the research and answer the research question.

According to Andrew, Pedersen and McEvoy (2011), The qualitative research process involves emerging questions and procedures, data typically collected in the participant's setting, data that builds inductively, and interpretations of the meaning of the data. This allows for richer data, flexibility, and the ability to ask follow-up questions (Andrew, 2011). As stated in Stevens, London, Wrenn and Cole (2006), an exploratory qualitative research approach reveals what happened or is currently happening in a specific field, with the benefits including the development of new ideas and the establishment of priorities for future research. Durrheim (2007, p. 44) states that exploratory approaches are "used to make preliminary investigations into relatively unknown areas of research".

Therefore, an exploratory qualitative approach was used to allow participants to express themselves freely in their own voice. Exploratory designs are conducted in research when there are few or no existing studies to refer to or depend on to make predictions of an outcome (University of Southern California Libraries, 2017). Furthermore, the focus of an exploratory design is on gaining insight into and familiarity with the topic at the beginning stages of a study. "Exploratory designs are often used to establish an understanding of how best to proceed in studying an issue or what methodology would effectively apply to gather-

ing information about the issue” (University of Southern California Libraries, 2017). A quantitative approach would not have been appropriate, as perceptions of stakeholders are unable to be measured scientifically.

An inductive research approach was followed while conducting the research.

3.3 Data collection

Qualitative data collection involves direct interaction with an individual or indirect interaction with individuals in a group setting, and therefore the data collected is more insightful and richer which enables the stories, experiences and perceptions of participants to manifest themselves (University of Leicester, 2009). Qualitative research is usually conducted through interviews and observations (Jamshed, 2014). Data were collected in three stages. Stage 1 was desktop research and began in 2016. Stage 2 involved key informant and coach interviews, and Stage 3 encompassed focus-group interviews. Stages 2-3 took place from 2017 to 2018 – a period of one year.

Desktop research included a literature search of documents such as academic journals, monographs, theses and dissertations, and annual reports. The researcher also conducted a brief investigation into the WPRFU and the women’s clubs affiliated to it, how rugby clubs were run in relation to their organisational structure, the role of WPRFU in their development, and examined annual reports from SARU. Information on the clubs and those involved assisted in the subsequent parts of data collection.

3.3.1 Key informant and coach interviews

For this study, two managers served as key informants, while four coaches were purposely selected according to criteria set by the researcher. The two key informant interviews with

managers took place with experienced administrators in women's rugby. While the managers provided insight into the management of the programmes, coaches provided their perceptions of the implementation of programmes. The interviews were semi-structured, so that they could be flexible and continuous. The interviews lasted between 40 and 60 minutes, and provided qualitative insights for the study. Respondents were invited to participate via email and signed consent forms (Appendix B). Interviews took place at the informants' offices and one coach interview was conducted telephonically. With the permission of the participants, the interviews were then recorded with a mobile phone and transcribed.

The two key informants were a senior manager in women's rugby and a development officer. Both of these key informants were male and had over five years' expertise in women's rugby, thereby fulfilling the criteria. The researcher was not permitted to interview the key informants owing to a conflict of interest as she worked in close proximity to them. The Humanities and Social Sciences Research Ethics Committee of the University of the Western Cape Province offered this recommendation, and as a result, the researcher's supervisor conducted the key informant interviews. However, the researcher conducted the coaches' interviews and the player focus groups. The coaches interviewed consisted of three men and one woman who had three years' experience in coaching women's rugby, as well as a World Rugby Level 2 coaching qualification, thereby fulfilling the selection criteria.

The interview guide used information obtained during desktop research and aimed to answer the interview questions. The basic structure of the interview guide was different for each of the three categories of stakeholders and was adapted for each stakeholder. The interview guide (Appendix D&E) for managers and coaches focused on management and implementation, while the interview guide (Appendix F) for players sought data on the lived experiences of being participants in these programmes. Managers and coaches were also able to provide information concerning the implementation of the programmes.

Before any interview could commence, signed informed consent was obtained from the participants (the consent forms can be seen in Appendices B and C). The researcher made every participant aware of his or her rights regarding the interview. They could leave at any time, without punitive action, and had no obligation to answer questions they did not feel comfortable with. Interviews were conducted according to the interview guides, and lasted on average 40–60 minutes. At the conclusion of each interview, participants were informed that they would receive a transcript of the interview for them to look through and were asked if they wished to view the final report.

3.3.2. Focus group interviews

Powell and Single (1996) define a focus group as a group of individuals that have been carefully selected and assembled by a researcher to comment on and discuss from personal viewpoint, an area that is the focus of research. Focus groups rely on the interactions of the group, based on topics provided by the researcher (Morgan, 1997). Two focus groups, each consisting of five current women rugby players and using a focus-group interview guide (Appendix F), were conducted. Focus-group interviews were selected to gain insight from current women rugby players on their attitudes, feelings and first-hand experiences towards the management and implementation of women's rugby programmes which would not be possible with other methods such as observation or questionnaires (Gibbs, 1997). With focus groups, a larger amount of data was collected in a shorter space of time. Before any focus group sessions could take place, participants were invited to sign a focus-group confidentiality binding form. The focus groups then took place at disturbance-free locations which were convenient for all participants. In this case, it was where training sessions took place. The focus groups were 40–50 minutes long, and each session was recorded with a mobile phone after permission was obtained from the group.

Semi-structured focus-group interviews took place with current women rugby players playing for clubs in the WPRFU and its provincial team. All the participants interviewed were female and they ranged in age from 19 to 33. The process of the interviews was the same as the key informant and coach interviews. The only difference is that the interview guide was tailored towards the players' experiences in a rugby development programme. The reason for this was to attempt to capture how they felt about the management and implementation of the very programmes they were participants in. The focus-group interview guide can be viewed in Appendix F.

3.4 Participant selection and description

The WPRFU has a small number of women's rugby clubs. Only eight women's rugby clubs are active in the union. As a result, purposive sampling was employed to meet the participant selection criteria. Additionally, the Humanities and Social Sciences Research Ethics Committee of the University of the Western Cape advised the researcher not to conduct the key informant interviews, as there was a conflict of interest because the informants included the researcher's employer and direct colleagues.

Potential participants were identified and contacted personally by the researcher via SMS and email. The email introduced the study's aims and objectives and what would be required of interested participants. It also included contact details in case they wanted further information about the study. Those who agreed to participate were contacted directly to schedule a convenient date, time and venue for the interview. They were also sent the information sheet and consent forms to peruse in the interim. Participants included men and women between the ages of 18 and 60. All the participants were either coloured or African, except one, who was white. All the participants resided in Cape Town and were familiar with the

WPRFU. A detailed description of participants is provided in the next chapter. The next section gives a short summary of each stakeholder.

Key informant interview 1

This interview was conducted in Cape Town with a women's rugby senior manager. The researcher's supervisor conducted this interview as the researcher was not permitted to do so because of their professional work relationship.

Key informant interview 2

This interview was also conducted in Cape Town with a women's rugby development officer. The researcher's supervisor also conducted this interview as the researcher was not permitted to do so due to their professional work relationship.

Coach interviews

All the coach interviews took place in Cape Town. The first coach interview was conducted with a male head coach with more than two years' experience in coaching a senior women's team in women's rugby. The second was a head coach of a junior women's team with experience in senior provincial and national women's rugby and more than five years' coaching experience. The third interview was with a female player turned coach with insight into both playing and coaching. The last interview was also with a male coach with a number of years coaching both juniors and seniors and in different formats of rugby.

Player Focus Group 1

This group featured four coloured and two black women. The focus group was conducted before their practice session at Florida Park, Cape Town.

Player Focus Group 2

This focus group was more diverse and included one white woman, one black and three coloured female players. Similarly, it was conducted before a training session at City Park, Cape Town.

3.5 Research setting

According to Fern (2001, p. 18), the research setting refers to the space in which an interview is conducted and includes the “ambient, human, and material aspects of the environment”. He also states that different research settings provide different ambiances, which may affect the behaviour of participants. Settings may be informal or formal, and natural or artificial (Fern, 2001).

The research setting was the researcher’s working area and data were collected as an insider. Data were collected in Cape Town in office boardrooms. The two key informant interviews were conducted in the offices of the respective participants – one took place in Newlands and the other in Platteklouf, Cape Town. Three semi-structured face-to-face interviews were conducted with women’s rugby coaches at Newlands and Bellville, and the fourth coach interview was conducted telephonically from Newlands. Focus-group interviews took place where players were having training sessions, an hour before their scheduled training was to begin. The first focus group was conducted in Ravensmead and the second in Athlone. Both the participants and the researcher agreed upon the selected venues where interviews took place. The researcher aimed to ensure that participants were as comfortable as possible.

3.6 Population and sampling

The study used a non-probability sampling technique, purposive sampling. Dudovskiy (2016) states that it enables the researcher to select a sample according to the purpose of

the study and is cost and time effective. According to Berg (2009), researchers use their knowledge of certain subjects or groups who represent the chosen population when developing a purposive sample. A limitation of purposive sampling is the lack of generalisability; however, purposive sampling ensures rich, descriptive data on lived experiences (Berg, 2009) which this study sought. Initially, the population consisted of 50 individuals. Of these, 16 individuals were purposefully selected for the sample.

Inclusion criteria for these participants included the following: the key informants had to be experienced administrators in women's rugby and have at least five years' experience in the field. Both key informants had been working in women's rugby for well over five years. The coaches had to be women's rugby coaches with a minimum World Rugby Level 2 coaching qualification and at least three years' experience coaching women rugby players. The women rugby players participating in the focus groups had to be aged 18 and older, with at least two years of rugby playing experience in a WPRFU women's rugby club or development programme. Exclusion criteria for all participants was refusal to give informed consent, younger than 18 years of age and participation in women's rugby of less than 1 year.

3.7 Data analysis

This study focused on stakeholders in women's rugby and their perspectives with regard to the management and implementation of women's rugby development programmes. These stakeholders included managers, coaches and players. According to Lewis et al. (2005), Qualitative Data Analysis (QDA) comprises a range of logical processes and procedures whereby the researcher moves from the qualitative data collected into explaining, understanding and interpreting the people or situations under investigation. Furthermore, QDA is based on interpretative philosophy and the aim is to examine qualitative data for meaningful and symbolic content.

Thematic analysis is common in many qualitative studies. Its strength lies in its ease and accessibility to novice researchers (Braun & Clarke, 2013). Thematic analysis is also flexible regarding theoretical frameworks, methodology, research questions and sampling (Braun & Clarke, 2013). However, thematic analysis has been criticised for lacking substance and having limited interpretative power (Braun & Clarke, 2013). Braun and Clarke (2013, p. 173) state that “descriptive work aims to ‘give voice’ to a topic or a group of people, particularly those we know little about”, while interpretive qualitative analysis aims to go further than descriptive analysis to gain a deeper understanding of the data collected. Regardless, thematic analysis was the most appropriate method of data analysis for the researcher.

In this study, the data-collection tool was a mobile phone recorder. Each interview was recorded after acquiring permission from each participant. The recorded data from the interviews and focus groups were then professionally transcribed, with some translation from Afrikaans to English for one particular focus-group interview. The researcher checked the transcripts alongside the interview audio. The researcher then read the transcripts to identify themes a priori. The researcher read the transcripts many times and then underwent coding. The data were analysed using thematic content analysis, which analyses data according to certain themes or concepts. Eelderink’s (2015) process of data analysis was applied in this study. Coding and analysis of transcripts were done with the ATLAS.ti Version 8 software package.

The first step in analysis involved familiarity with the data by listening to recordings and reading transcripts. Secondly, the researcher identified codes and themes that manifested in the data. Quotes that related to the same ideas were grouped into narrative themes and those clusters represented the concepts and themes that developed from the study. The researcher recoded the transcripts a second time. Third was the development of a coding

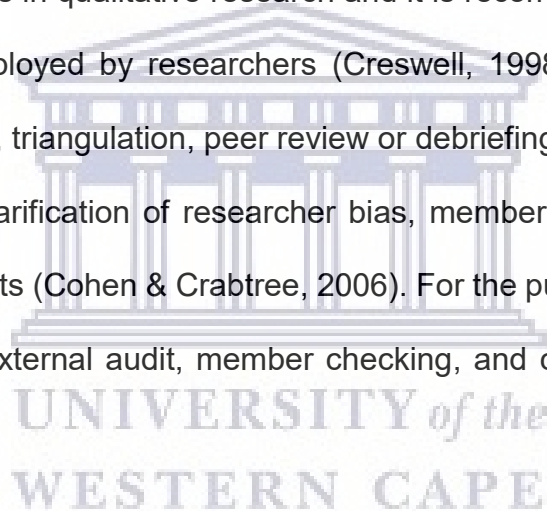
scheme that identified the rest of the data and how it fitted into the research. Lastly, the codes and themes were organised to identify trends and give meaning to the data (Eelderink, 2015).

3.8 Trustworthiness

To ensure trustworthiness, Creswell's (1998) strategies were implemented to validate the data collected. In qualitative research, the goal is to elicit understanding and meaning from social settings or phenomena. This requires extensive research in a field. Creswell believes that to evaluate the quality of qualitative research, one needs to have verification. There are eight verification techniques in qualitative research and it is recommended that at least two techniques should be employed by researchers (Creswell, 1998). These are: prolonged and persistent observation, triangulation, peer review or debriefing (Lincoln & Guba, 1985), negative case analysis, clarification of researcher bias, member-checking, rich, thick description, and external audits (Cohen & Crabtree, 2006). For the purpose of the study, three techniques were used – external audit, member checking, and clarification of researcher bias.

Member checking

Member checking is when data, interpretations and conclusions are verified with members of those groups from whom the data were originally obtained (Cohen & Crabtree, 2006). Member checking was performed by checking with the participants that the data collected were accurate. Member checks provided an opportunity to understand and weigh up what the participants intended to do through their actions and feedback. Transcribed interviews were returned to the participants so that they could comment on their accuracy.



Audit

The audit involved having a researcher who was not present in the research process assess the process and its product (Creswell, 1998). This same researcher also evaluated the methodology and findings of the study. The purpose of this was to examine the study's accuracy and evaluate whether the findings and conclusions were indeed supported by the data (Creswell, 1998).

Clarification of researcher bias

According to Unluer (2012), it is imperative for researchers in social sciences studies to clarify their researcher roles, specifically those employing qualitative methods, as this makes their research more credible. As the researcher, I acknowledge my role as an insider and that my work and personal experiences, perspectives, biases and conflict of interest could inform the findings of this study. Being an insider researcher has advantages and disadvantages. Insiders have a greater understanding of the phenomenon being studied, generally know the politics of the institution, and therefore know how best to approach participants (Unluer, 2012). However, Unluer (2012) also notes that greater familiarity may result in a loss of objectivity. As a result, a reflexive approach was adopted.

3.9 Reflexivity

Reflexivity therefore makes the research process one of enquiry and lays open pre-conceptions and is aware of the dynamics in which the researcher and respondent are jointly involved in producing knowledge (Hsiung, 2010). The researcher acknowledged her involvement as an administrator in women's rugby. The researcher therefore set aside her bias so that it did not influence the findings and/or reporting of the study.

As the researcher, as difficult as it was, I tried my utmost to remain as objective as I possibly could. I knew that my role as an insider, with the knowledge I already had about women's

rugby development programmes and my own lived experiences as an administrator, subjectively would influence the outcome of my study. I had to constantly remind myself to analyse and examine the data objectively and not let my assumptions influence the study.

3.10 Ethical considerations

Ethical considerations were applied to ensure participants were not harmed in any way and that the research was conducted well (Slattery, 2012). Before proceeding with the research, the researcher acquired permission from the University of the Western Cape's Humanities and Social Sciences Research Ethics Committee (HSSREC) of the University of the Western Cape and the WPRFU. Participants were invited to take part in the study. The participants were then briefed about the aims and objectives of the study, the effect it would have on them, the use of results and their freedom to decline participation.

Participants were invited to complete a consent form prior to the focus groups and interviews. Participants in the focus groups were invited to sign a confidentiality binding form. With the permission of the participants, interviews were tape recorded. Interviews and focus groups were between 40 and 60 minutes in length. All respondents participated anonymously and were treated with the utmost confidentiality. Their names were not reported in the findings as pseudonyms were used. All information received from the participants was kept confidential and no names or information were available to anyone other than the researcher. Participants were given access to their transcribed information upon request and could modify or withdraw their transcripts, as well as offer any additional information. The researcher kept a journal to track and store the interviews. Additionally, study data will be destroyed after a period of five years and all electronic storage facilities will be formatted to adhere to ethical guidelines.

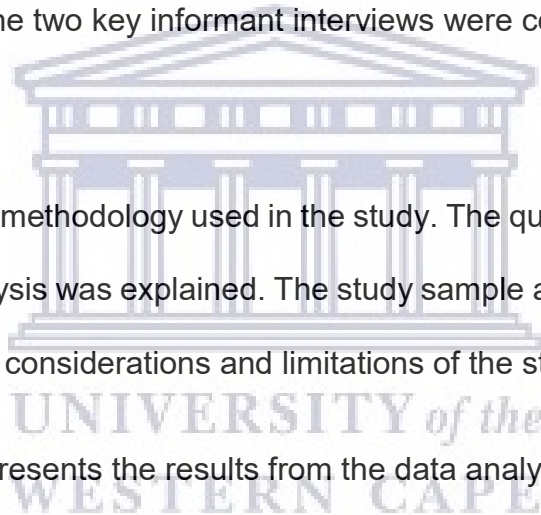
3.11 Research problems and limitations

Initially, three focus groups consisting of eight former women rugby players (who were involved in administration) and three focus groups consisting of eight women's rugby coaches were to be conducted. However, because of reluctance from identified individuals to participate, it was decided that three focus groups consisting of current women rugby players who met the criteria would be enough. After reaching saturation from the second focus group, it was decided that conducting the third focus group was not necessary. Furthermore, twenty-four women's rugby coaches were initially earmarked for interviews. However, owing to time constraints and lack of interest from those identified, it was decided that four face-to face interviews would suffice. The two key informant interviews were conducted as planned.

3.12 Chapter summary

This chapter presented the methodology used in the study. The qualitative research method for data collection and analysis was explained. The study sample and selection criteria were highlighted, and the ethical considerations and limitations of the study were provided.

Chapter 4, which follows, presents the results from the data analysis.



CHAPTER 4: RESULTS

4.1 Introduction

This chapter presents the findings from data analysis processes which were conducted using a thematic content analysis on ATLAS.ti Version 8. The chapter begins with a brief description of the sample, followed by a presentation and discussion of the various themes that emerged from the data. The study's research questions were answered in five themes:

- 1) Management and Administrative Issues in Development Programmes
- 2) Organisational Factors Affecting Development
- 3) Subordination of Women's Rugby
- 4) Socio-Economic Factors
- 5) Growth and Transformation

Under each of the five themes, their related sub-themes are also presented. Each sub-theme is supported by selected codes in the form of direct citations from the participants.

4.2 Sample description

A total of 16 participants were interviewed over the course of a year. These participants were managers, coaches and women rugby players ranging in age from 18 to 60. Participants were predominantly female, as women rugby players comprised most of the group of interviewees.

The key informant administrators represented national and provincial union managers who are crucial stakeholders in the development of women's rugby in the Western Cape Province. Their responsibilities also included implementing women's rugby development programmes in the Western Cape Province. Participants were given pseudonyms to protect

their identity and maintain their anonymity and confidentiality in accordance with the ethical considerations.

The table 4.1 below shows their experience in years and the organisational level they occupy.

Table 4.1 Key Informant Participants

Pseudonym	Experience (years)	Participation Level	Gender
Andrew	9	Provincial administration, women's rugby	Male
Mandla	Not stated	National administration, women's rugby	Male

Focus Group 1 consisted of five women who played rugby at various levels. Accordingly, the Focus Group 1 participants (FG1P) had vast experience playing women's rugby, ranging from 5 to 17 years playing the sport. Stacey had played rugby from primary school level up to provincial level, and Micaela at secondary, university and provincial levels. Table 4.2 below shows their years of experience playing rugby and the level at which they played.

Table 4.2 Focus Group 1 Participants

Pseudonym	Experience (years)	Participation Level
Caryn	17	Club; Provincial
Lucy	5	University
Stacey	13	Primary school; Secondary school; Provincial
Micaela	10	Secondary school; University level, Provincial
Bongi	Not stated	Secondary school, Provincial

Focus Group 2 also consisted of five players still involved in the game. Similarly, Focus Group 2 participants (FG2P) also had played the sport for a considerable number of years at the same levels, with one player having played for 11 years.

Table 2.3 Focus Group 2 Participants

Pseudonym	Experience (years)	Participation Level
Caitlyn	Not given	Club; Provincial
Nelisa	11	Club; Provincial
Vanessa	3	Club; Provincial
Letitia	8	Club; Provincial
Naz	8	Club; Provincial

The final group of stakeholders constituted current women's rugby coaches engaged in different levels of the game. As shown below, one of the coaches was female and the other three were male. They coached women's rugby at various levels, from junior to provincial level. In experience, coach Nadia had four years; Phil had six years, while Robert had 10 years. Coach Adeel did not disclose his experience. The next section presents the findings from the main data analysis.

Table 4.4 Coach Participants

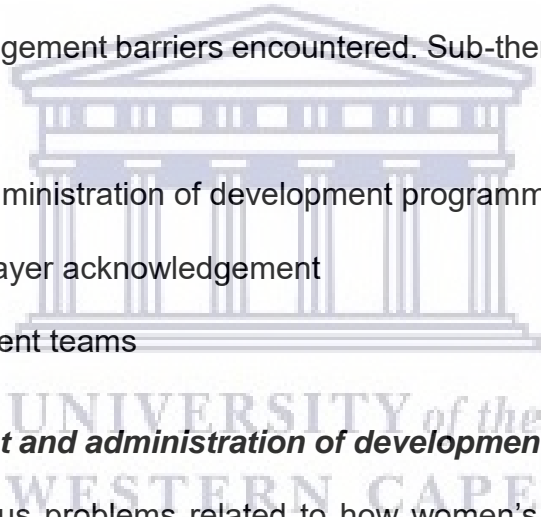
Pseudonym	Experience (years)	Role	Gender
Adeel	Not given	Provincial, Rugby coach, coaching educator, senior and junior teams	Male
Nadia	4	Provincial, Junior coach	Female
Phil	6	Provincial, Junior talent identification	Male
Robert	10	University, women's team coach	Male

4.3 Themes for analysis

The study generated five themes: Management and Administrative Issues in Development Programmes; Organisational Factors Affecting Development; Subordination of Women's Rugby; Socio-Economic Factors; and Growth and Transformation. The themes are presented below.

4.3.1 Management and administrative issues in development programmes

Management and administrative issues in the implementation of women's rugby development programmes constituted a major theme that emerged from this study. This theme dealt with how the programmes were managed from the perspectives of the participants as well as administrative and management barriers encountered. Sub-themes discussed under this theme are:

- 
- a) Management and administration of development programmes
 - b) Management and player acknowledgement
 - c) Changing management teams

4.3.1.1 Management and administration of development programmes

Participants revealed various problems related to how women's rugby development programmes were managed, mostly at provincial and club level. For the sake of authenticity, the grammatical structure of sentences and grammatical solecisms in the transcriptions have not been changed, and comments have been transcribed verbatim.

Caryn in Focus Group 1 stated that one of the problems with rugby development programmes was that management at the union level focused too much on the youth and neglected senior teams that also want to grow:

The programme for the Western Province Senior Girls is – the problem is the management who don't involve senior women's rugby, like senior women's rugby

teams. There's always the juniors, there's festivals for them but when your senior team is playing, like in provincial league games, there's no support really ...

(Caryn, rugby player)

From the above participant, junior development programmes for girls appear to have more support than senior women's teams. On the other hand, other participants believed that junior development programmes were poorly guided and less supported, in terms of human and financial resources, by management teams and unions alike:

Too little money. The reason why I'm saying we invest too little money in development is development is our base and without development you can't get mass participation and you can't get players through. (Andrew, administrator)

With regards to the girls we have a smaller contingent of people working for development and promoting the game. (Nadia, rugby coach)

Those who held the above different perceptions firmly believed that the final outcome of management actions was stifling the implementation of women's rugby development programmes and the development of women's rugby. Additionally, participants questioned the efficacy and effectiveness of administrators in relation to the programmes and how they were managed.

4.3.1.2 Management and player acknowledgement

On development, players also felt that management was not motivating them enough and was less committed and generally distant to the players. In Focus Group 1, Caryn, a seasoned rugby player, narrated a situation where despite having won a tournament, management was unmoved and distant. This reaction was demotivating to players as highlighted below:

There's no one who come to us after the final and say congratulations – a photo session it's like well-done guys; it's only few of them was saying but there's no ... support of the management in Western Province ... (Caryn, rugby player)

Additionally, management did not brief players on any important developments. Players were therefore not always aware of what was going on. Their contributions to the development of the game were therefore stifled by this action, as expressed by Lucy:

We don't know – we don't sit in at AGMs and partake as corporate stakeholders, you know, we're just down there, you know, in the grass playing you know what I mean? So, I feel like we also need to be involved in those things. Obviously, we're not going to – we're not saying that we need to know the corporate side of rugby from A to Z but please involve us. (Lucy, rugby player)

I mean we are the players; we are supposed to respect our management and they are supposed to respect [us] but we don't know what's going on so I don't know who you actually are [expletive]. I don't actually know who you are. (Naz, rugby player)

From Naz's perspective, players were expected to respect management but players did not receive respect in return by way of communication. While the above related to keeping the players aware of the general administrative and management issues that affected them, management is also reported not communicating to the players about the goals of development programmes. This is highlighted in the conversation below:

The goals. Has the management told you explicitly this is what the programme is about, these are the aims, these are the outcomes, this is what we want you to achieve? (Melissa, primary researcher)

Not really. (Lucy and Stacey, rugby players)

Coach Robert emphasised the importance of 'off-the-field' planning among the players as this also gave them knowledge of development programmes:

Before we enter the field, I want to make sure that the girls are eligible to play, they know what's expected of them, they know the rules of the game before we go into making contact on the field, so for me the plan first is off the field. (Robert, rugby coach)

However, as asserted by participants in Focus Group 1, it was a challenge to understand the programme as it was not explicitly communicated to players. This lack of communication becomes a challenge to the implementation of the programme. What was not discussed and therefore unclear, was the level of involvement from management in the men's game or how similar to or different from it was to the women's experiences.

4.3.1.3 Changing management teams

It is the perception of the participants that there is a high turnover of management staff. Participants in Focus Group 2 worried that in women's rugby, especially at senior level, managers were continually being changed and reassigned. This affected the development of mutual understandings between managers and players, as stated by Naz below:

There's no other management I could talk to because I don't know who's going to be management tomorrow or the day after. (Naz, rugby player)

In the same group it emerged that the union was responsible for this and to the players this showed that the union had little respect for women's rugby:

I mean management is supposed to be up here and then you've got your players. So, just by the way that they treat management of women's rugby it just shows as a union what they think of women's rugby. (Vanessa, rugby player)

The above scenarios affected continuity, as managers were constantly changing. While most views on management were negative, Coach Adeel believed that there were efforts being made towards improving the situation:

I think there is an attempt for effective management because resources have been placed; I mean I was a product of a resource that was placed there; I was in a professional environment and placed there. So, there is an attempt but I think they can be more – more can be done, you know. (Adeel, rugby coach)

Coach Nadia also believed that there were effective and competent managers in unions but the problem is that they worked within narrow organisational structures where they did not have much administrative support.

We have – we do have a good manager, XXX, but with regards to males there's more people involved which means there's more structures, there's more ways; they're always coming up with new and dynamic ways to develop the game. (Nadia, rugby coach)

Nadia also blamed this on gender and the subordination of women's rugby to men's rugby. Poor resources in women's rugby made it a challenge to hire adequate managers. The above coaches therefore expressed optimism in an area where most participants saw negativity. Alternatively, it is possible that sustainable structures were not in place as evidenced by the high manager turnover rate.

4.3.2 Organisational factors affecting development

The structure of a sports organisation is important because it defines the fit between staff and in terms of “work tasks, decision-making procedures, the need for collaboration, levels of responsibility” and reporting mechanisms (Hoye et al., 2008, p. 505).

Organisational factors affecting development as a theme focused on the relationships between key stakeholders in the implementation of women’s rugby development programmes in the Western Cape Province. These were mainly rugby clubs, rugby unions, schools, coaches and administrators. Four sub-themes are covered under this theme:

1. Organisational and competition structure
2. Women’s rugby as a subset or affiliate of men’s
3. Empowerment of clubs and union dependency
4. Promotion of Women’s Rugby

4.3.2.1 Organisational and competition structure

As stated by Ahmady et al. (2016), the term ‘structure’ refers to the related components between an organised whole, and therefore the concept of ‘structure’ can be used for anything. For example, the rugby union is a structure consisting of the relations between board members, employees, coaches, managers, players and other stakeholders. Organisational structure refers to the framework of these stakeholders, systems and processes and the way in which organisational activities are organised, divided and coordinated to achieve the mission of the organisation (Ahmady et al., 2016). Organisations create these structures to “coordinate the activities of work factors and control the member performance (Ahmady et al., 2016, p. 455). The participants discussed the informal nature of organisational and competition structures in SA women’s rugby from their perceptions. A general pattern, where rugby development started at school level, including primary school then progressed to university and club level, provincial level and national level, was noted. The key stakeholders

in the above were schools that provided players and venues, rugby clubs, provincial rugby unions, and SARU. Unions and SARU were expected to provide funding to facilitate rugby development at the levels above. Sponsors from outside were also mentioned as providing funding and access to equipment and facilities under the auspices of the unions of SARU.

Rugby was also organised by age group (Under 14s, 16s, and 18s) as a way of facilitating succession and paving clear pathways for players. These age groups are further divided into zones as stated by Andrew below:

Divide them into different zones and make sure that we have people that's running it and then play festivals because at the moment we've got about 35 schools that's playing on a week-to-week basis and different age groups; that's under 14s, under 16s and under 18s, but to accommodate them we need to have more fields.

(Andrew, administrator)

Within these organisational levels, players were expected to develop from level to level until some of them reached national level. Players would start at school level, then join clubs, then provincial leagues, and finally national leagues. One participant also mentioned that international level participation was an option, as several women players had succeeded in that sphere. This development is guided by youth development programmes under the auspices of SARU. Coach Phil, however, linked these to the International Rugby Board (IRB, now known as World Rugby) and further argued that they received piecemeal implementation as a result of the need to meet World Rugby expectations rather than to develop rugby:

The development programme is not – for me it's not enough done. It – they do it because I think firstly it's part of the International Rugby Board, the IRB, so a lot of the people just get stuff started because they have to do it; it's part of IRB, the IRB. (Phil, rugby coach)

Coach Robert also stated that all these programmes and structures were not designed for women either at local or international level:

SARU and World Rugby is a men's programme. (Robert, rugby coach)

In these structures, competitions were divided into leagues and tournaments. These took place at school, interschool, interprovincial, provincial and national tournament level under these structures. The largest of these was the schools' rugby festival.

56 teams; the biggest amount I had there was 58 teams on one day, on four different fields, running in different age groups. (Andrew, administrator)

Tournaments were described as a major pool for talent identification and having a major impact on the development of women's rugby. However, there are views that tournaments are not always well managed:

So, like I'm saying, it's like we need better structures overall, we need our girls to play properly organised and managed interprovincial leagues. (Phil, rugby coach)

One respondent even lamented the poor media coverage of national tournaments.

We had a tournament now, a rating national tournament for girls, a big national tournament and there wasn't one TV coverage, not even one game, not even the final which I believe is – it's poor. (Andrew, administrator)

From the narratives above, participants discussed the existing structure of women's rugby programmes in the Western Cape Province. It was noted that sometimes these programmes were not managed well. Players generally started at the junior level and progressed through the ranks with the possibility of representing South Africa internationally.

4.3.2.2 Women's rugby as a subset or affiliate of men's rugby

From the study, it emerged that the implementation of women's rugby structures as affiliates of men's rugby rather than as standalone entities has had a negative impact on the development of women's rugby. This sub-theme is related to the various gender issues discussed earlier, as the affiliation of women's rugby under men's rugby was noted as having gender dominance connotations by the participants. Coach Phil mentioned how almost all women's clubs fell under men's clubs:

I think it will always be the problem when it comes to – because that's why we want women at clubs to run their clubs with – and combined with the other clubs. It will be impossible to find one club here ... that can manage or survive on their own just by being a women's club. (Phil, rugby coach)

The above scenario was a challenge in that women's rugby was subordinate to men's rugby. Men generally focused on growing their own game, while putting less emphasis on developing women's games, and this had a negative impact on women's rugby development:

I believe that women need to be on their own; that's the biggest problem. I believe that boys is obviously running rugby or men is running rugby and through that women's rugby needs to come as well but the focus is not really on girls and in growing the game. (Andrew, administrator)

Mandla believes that this affiliation and subordination factor even occurs at an international level, citing an example where a women's team visited Zimbabwe to play a match that was not even allowed to finish because of a perceived, more important men's match:

At the stadium where they played there was going to be a men's game at a certain time which was televised. For some reason the game of women had to be cut

short because there was a men's game that was going to be televised. So, it didn't mean much to the people who were doing it because what was important to them was the men's game. (Mandla, administrator)

Focus Group 1 participant, Lucy, is one of the many who believe that women's rugby needs to be managed by women as a step towards moving away from its male-led structure:

Yes. I think there aren't enough women on, you know, at the highest levels of rugby. You know I feel like more women should come through the ranks and be able to take over because a man would not really understand the needs of, you know, of a female rugby player; administratively even generally, you know what I mean. (Lucy, rugby player)

It is not surprising therefore, that in both focus groups, the informants and all the coaches advocated an approach where women's rugby should be run as a standalone entity, mostly managed by women, rather than as a subset of men's rugby structures.

4.3.2.3 Empowerment of clubs and union dependency

While the general view was that unions were not doing much in ensuring that the development of women's rugby was as well facilitated as that of men, there were also some views that clubs should not be over-dependent on the union. While the union should provide the strategic oversight of women's rugby, clubs should develop their own implementation capacities and take initiatives towards growing the sport. However, this was only possible if both the union and SARU capacitated such a situation, as the current structures somehow forced clubs to be dependent:

The club should be responsible but the mother body should look after those things and make sure what do women need? And they would put the needs there and

then they will tell the clubs, listen, this is the requirements; to have a women team this is your requirements, this is the safety aspect of it and this is how we should work within those structures, but because there's nothing coming from mother, and the rest of the children just continue doing the things that they think is good.

(Robert, rugby coach)

Thus, Coach Robert stated the mother body should not manage clubs but should provide clear guidelines that enable the latter to grow the sport effectively. He referred to the clubs and management as 'children' who rely on the mother body. Coach Phil underscored how the growing dependencies have incapacitated clubs to implement and manage development programmes beyond those set and led by the unions or SARU:

Okay, that's – like it's not the way I would implement programmes for the women but you must still understand that how things are run at the unions and how things are run at SARU. So, at the moment it's just like the people that's in, they can just do that much. They can't do more than what they get or the support they get from the mother union or SARU. (Phil, rugby coach)

In Coach Phil's view, the risk was that clubs were therefore not able to initiate growth independently. However, these views may also be read in conjunction with financial and sponsorship views, where clubs did not have resources to implement any meaningful programmes.

At the same time, players in Focus Group 2 blamed this dependency for direction, guidance and support from the unions as a major reason behind poor funding of women's rugby as shown by the comment below:

... but why do we always have to wait or why does the management have to wait for something from the union before they can do it. (Naz, rugby player)

The above participant lamented that club management was not taking initiatives to attract any sponsors, despite the players not being paid. This was because the said club was waiting for the union to collectively raise funds and allocate some to it. The above player saw no impediments to the club's ability to raise its own funds, besides management dependency on the union.

However, it was not always the case that clubs, including schools, did not take initiatives outside the union. In the example below, Informant 1 referred to attempts by schoolgirls to set up a tournament.

Because it's a winter sport as well. There is – definitely there's girls in your Model C schools or private schools that want to establish leagues, but unfortunately, they don't have the manpower or the helping and assisting from the school itself in getting and growing girls. (Andrew, administrator)

These initiatives unfortunately were not supported by the union, despite their strong potential in growing the sport. This indicates that it might be challenging for other stakeholders to initiate and implement developmental initiatives outside the union.

4.3.2.4 Promotion of Women's Rugby

Public awareness was also discussed as a development programme implementation issue in women's rugby. As an organisational structure issue, public awareness affected how the public as a stakeholder were involved in the game as players, sponsors, and supporters, among others. The results of the study show there was a view that public awareness and

promotion of women's rugby in general were poorly handled. Poorly handled promotion and awareness had negative growth and sponsorship implications for the sport.

Mandla believed that the media was not giving enough exposure to women's rugby and this was making it difficult for people to get to know the sport:

Because also we lack exposure in the media; that's point number one. If we could do a lot [more], half of the battle would be won, because if you bring about awareness, it's more awareness – people need to be aware. (Mandla, administrator)

Andrew concurred that there was very little media attention on women's rugby in comparison with men's rugby. He cited the media's absence at major women's tournaments as a worrying trend, as the same media always covered men's games, no matter how trivial:

As the under 18s is playing now, the boys' each and every game has been broadcasted. We had a tournament now, a rating national tournament for girls, a big national tournament and there wasn't one TV coverage, not even one game, not even the final which I believe is – it's poor. (Andrew, administrator)

Coach Robert also commented how their team was never mentioned in the media despite its outstanding run and its Currie Cup (Women's Interprovincial League) victory:

Coming back to the Currie Cup team: we won the Currie Cup last year (2017); nothing was done about it, nothing was said, there was no drive telling everybody how good they were. We went to Border to go win it in Border, but there was nothing said. It's like it's not important. (Robert, rugby coach)

This in Coach Adeel's view was because the media did not take women's rugby seriously or think of it as important. Both Coach Adeel and Coach Phil also mentioned that women's

rugby was more of a social media affair. Efforts to get full-time human resources to manage publicity had failed. Social media was a coping mechanism that clubs used in an attempt to increase awareness of the sport and to attract a large pool of players.

We've tried to get people involved, to get spokespersons involved ... I must say I think we're running the best social network page ... I think that's the biggest women's social network page that we're running currently at Western Province basically YTC¹. (Phil, rugby coach)

Focus Group 2 participants said that social media was to some extent effective, as it enabled the teams to receive responses from communities. Generally, however, the issues of awareness and promotion were linked to the general themes of gender and financing.

4.3.3 Subordination of women's rugby

Female subordination, as defined by Cobuild (cited in Nyanta et al., 2017, p. 15), "is a situation where the female human being is made to believe, accept, and acknowledge that someone else is more important than her". Furthermore, this subordination is manifested in the lack of access to available resources and exclusion from taking part in decision-making processes (Nyanta et al., 2017). Subordination experienced by women takes many forms, including but not limited to "discrimination, insult, verbal abuse, control, disregard, oppression, violence, exploitation and misuse at the family, marriage, work place, religion, and educational levels in society" (Nyanta et al., 2017, p. 15).

Results from the study show gender was identified as a major factor that affected the development of women's rugby. Many sub-themes developed from gender. In addition, these sub-

¹ YTC – Youth Training Centre (an SA Rugby development programme)

themes were also linked to other themes that negatively affected development and implementation, in particular, finances. The following sub-themes were identified and discussed:

- a) Gender-role stereotypes
- b) Sponsorship of women's rugby
- c) Coaching in women's rugby
- d) Gender, femininity and masculinity
- e) Facilities and equipment.

From these sub-themes, women's rugby is perceived as an entity whose progression cannot be distanced from the dominance of men's rugby and the overarching influences of the sport of rugby, as well as the gender-related views held by society in general.

4.3.3.1 Gender-role stereotypes

Mihalčová et al. (2015) define gender-role stereotyping as the different expectations society places on gender and assigning roles to them. These roles are seen as typical for men and women, and through childhood to adulthood, humans adopt gender roles as a result of their immediate surroundings such as their family, schools and television (Mihalčová, et al., 2015). These gender-role stereotypes usually result in discrimination, especially to the detriment of women, which is evidenced by unequal pay and access to opportunities in sport for men and women (Mihalčová et al., 2015).

There were strong perceptions that a large part of society viewed rugby as a sport for men and held negative, unsupportive views on women playing rugby. Coach Robert stated that the common mind-set is that women belonged in the home and not on a field playing rugby. Unfortunately, this perception was common, even among some stakeholders in rugby clubs, as explained by Robert:

They need to be in the kitchen, they need to, you know, be the mothers of children – that type of thing. And that is the perception that I'm picking up all the time amongst clubs, amongst men. (Robert, rugby coach)

In Coach Phil's view, these stereotypes were mostly driven by men:

Again, men are intimidated by women that play physical sport because they have stereotypes that oh, she's acting like a man but that's on the field. Off the field they're still women, they're still female, very much beautiful and they live normal female lives; there's no discrimination in that way. (Phil, rugby coach)

Andrew asserted that society at large drove these negative stereotypes and needed to change its mind-set towards a greater acceptance of women playing rugby. The informant classified gender stereotypes as the biggest challenge in the implementation and development of rugby among women:

The biggest problem is the mind-set of how people is thinking or how men is thinking about girls also playing rugby. (Andrew, administrator)

Among the gender-role stereotypes, was the view that women simply could not play rugby because of its rigour, aggression and perceived physical demands. Coach Phil confessed to previously holding the same view about women being incapable of playing rugby until he was exposed to a women's rugby team.

I mean like I came from that, from the same situation, I mean like women can't play. For me it was more like funny until I started working, I really started working with them and spent more time with them and see like, you understand. (Phil, rugby coach)

These gender-role stereotypes, which placed men and women into specific boxes, hindered the development of the sport as some women shied away from rugby for fear of being stereotypically labelled.

4.3.3.2 Sponsorship of women's rugby

Traditionally, brands have almost exclusively sponsored men's teams and individual sports. However, brands, sponsors and broadcasters have started engaging with more female athletes at the amateur and elite levels (Repucom, 2015). According to Deloitte Center for Technology, Media & Communications (2020), the popularity of women's sports has opened up opportunities for the establishment of new professional leagues, corporate sponsorship, increases in ticket sales, and the establishment of new franchises. However, Deloitte's research also found that women's sports still face a plethora of challenges, including smaller prize pools, lower attendance numbers, less media exposure and low sponsorship deals.

Finance and sponsorship were a major theme in the discussion. The strongest view that emerged was that there was not enough money to implement female rugby programmes effectively. This was followed by another view that money was mostly channelled to men's rugby development, either directly by sponsors themselves or by male rugby structures who took in women's rugby as affiliates. Further narrations that showed that participants generally believed that the sport was underfunded are presented below:

First of all, it's economic. There's no money to get the girls to the fields, there's no – there's even no statement for players playing for clubs to get them there to make sure that they feel I belong here. (Robert, rugby coach)

So, there's not enough players coming through to play club rugby so our clubs is lacking the support from the clubs, from club rugby. In saying that, we – funding has been given to a club which is mostly or predominantly men; they need to filter

as a club money to women's [rugby] and they're not doing that you see. (Andrew, administrator)

If there was enough resources given to women and exposure to know that there is, women's rugby could grow in the future. (Phil, rugby coach)

Participants above expressed that there was a lack of funds to assist players to get to training and that there was a lack of financial support from clubs with regard to women's rugby.

Coach Robert showed how funding from sponsorships was important for the game:

If we can get more people and I mean like people with money, more sponsors on board it will make their development a lot easier because now you get finances to do more stuff, you get finances to develop the girls. (Robert, rugby coach)

However, some coaches, particularly Coach Adeel and Coach Phil, believed that there was meaningful financial support coming through and that there were notable improvements in funding over the years from SARU:

Financial, not that good but I think we're getting the support. I think whatever we ask we normally get. It's not like – okay, it's a small piece of it but I think it's a lot better than two, three years ago. SARU is doing whatever they can, whatever money they can get together they will put it in the women's programmes and I think Western Province is trying to do the same. (Phil, rugby coach)

The coaches above felt that more money meant more opportunities to develop the players and that the provincial and national unions were trying their best with what they had.

In both focus groups, sponsorship as a source of finance was passionately discussed, with participants demanding that sponsors should support women's rugby in the same way they

supported men's rugby. At the same time, Naz in Focus Group 2, blamed poor management planning for the lack of sponsorship, hence financial resources challenges. Management, from their perspective, was not proactive enough in getting sponsors and instead choosing to wait for the union to do its sponsorship bidding:

Why do we have to work with this union, if we can go out and get a sponsor and just get the permission from the union then we are sorted, but why do we always have to wait or why does the management have to wait for something from the union before they can do it. (Naz, rugby player)

Overall, financing and sponsorship challenges were widely discussed among all groups. There were stronger negative perceptions and sentiments on how financing and sponsorship were managed in both the junior and senior development programmes as well as at club level.

Because of the mind-set that rugby was a sport for men, even sponsors sometimes refrained from supporting women's rugby initiatives as emotionally stated by Lucy in Focus Group 1:

A woman who hit like a man hit. So, why is there a difference in terms of support, in terms of finances ... why can't we all have sponsors, why can't we -- be able to drive these cars as well? (Lucy, rugby player)

Andrew also stated that the low sponsorship for women's rugby could be part of a cycle. Because women's rugby was comparatively smaller than men's in terms of popularity, it attracted comparatively fewer sponsors. Fewer sponsors meant it could not grow at the same pace and could therefore not attract much interest from publicity-driven sponsors which in turn contributed to a lack of growth in terms of promotion which was attributed to the low sponsorship. In this way, the cycle of low sponsorship and promotion continued:

Sponsors don't want to obviously get recognised against women's [rugby] because they believe they can't give them the mileage which boys do – they get recognition through boys because it's more – it's a professional game; women's is not there, it's amateur so why will I invest in women's if I can invest in boys and get the mileage as a sponsor? (Andrew, administrator)

I mean we are also a team; I don't care if we're women or not, we're playing the same sports, good, and that's the misinterpretation about everything in life. The people want to split us by women and men but we're playing the same sport, good. (Naz, rugby player)

It was therefore much easier to get sponsorships for men's rugby because of its popularity:

To get sponsors for boys is much, much easier. (Andrew, administrator)

Overall this was a demotivating factor for current women rugby players who felt they needed support too.

Generally, financial challenges and sponsorship were issues among participants. The majority felt that more financial backing and support from clubs and unions alike were needed in order for the game to progress. This sentiment was shared across stakeholder groups. On the other hand, it was noted that sponsors preferred backing men's teams, and this was publicity driven.

4.3.3.3 Coaching in women's rugby

Statistically, female coaches are the minority in nearly all sports at all levels (Huyton, 2019). Huyton's research also found that female coaches face many challenges and barriers which have a negative effect on their well-being. These negative effects included "alienation, feeling highly visible, [being] subject to scrutiny, having to over-perform to gain credibility, feeling

pressure and suffering an increased risk for gender discrimination in the forms of sexual harassment, wage inequities and limited opportunities for promotion” (Huyton, 2019, p. 3).

Gender perceptions and stereotypes also affected how the sport was managed and therefore how programmes were implemented. This included the coaching department. As in the player scenario, there were also negative views on the capabilities of women to manage their own sport, as asserted by Coach Phil:

There’s a stereotype that women can’t really coach because it’s a male sport and the males coach better than women. (Phil, rugby coach)

Stereotypes also proliferated in the game’s coaching philosophies, because in Coach Robert’s view, most of the coaches were male. Female coaching practices and demeanour were considered inappropriate and inefficient by male coaching colleagues:

Because this is a men’s sport you should act like a man and coaches who’s coming in and helping are coaching men’s side, bringing that same mentality into women’s rugby and you cannot do that because you’re working with females (Robert, rugby coach)

In Focus Group 1, it also emerged that the domination of men in women’s rugby coaching was a matter of concern. One participant in this group stated that the system discriminated against female coaches, blaming the same stereotypes discussed above as being behind this.

Ja, because what they observe now is like they say there must be a woman in a women’s team but the other side it’s like why is men taking over women’s rugby? So, there is a lot of players who play international, so now they’re just sitting at

home and do nothing because when they apply for a job they say they must be experienced like a man in – so then what is the use you do all your levels and there's no one at women's rugby? There's no girls at women's rugby who's doing coaching. (Caryn, rugby player)

The negative effect of male domination in women's rugby was noted as a limited understanding of how best to motivate, inspire and develop female players – a factor that negatively affected women's rugby development. As stated by Coach Robert:

You need to look for, especially for girls there's other needs that men doesn't have. There's needs like their monthly period stuff, there's needs like how to get there, what makes them tick, what makes them want to play rugby, what makes them want to get to a training session, what drives them. (Robert, rugby coach)

Women coaches, as shared by the participants, generally had a better capability to understand other women. Additionally, they had the skills and capacity to coach teams effectively and provide positive results. From the above views, gender stereotypes translated into gender discrimination, which also affected the players' developmental pathways. According to Coaches Robert and Caryn above, women were therefore prevented from becoming coaches once their playing days were over.

My aim is when I'm done playing rugby I'm straight – I'm moving straight into coaching. So, I'm busy with coaching so if I stop playing rugby then I'm going to start coaching. (Caryn, rugby player)

The above code is strongly linked with the developmental pathway sub-theme that deals with the perceptions of how rugby players progress from the time they enter the system to the time they exit. In this case, their exit can lead into coaching. Gender obviously affected

this path, as shown from the above perceptions. Interestingly, coaches did not discuss the use of coaching frameworks such as the South African Coaching Framework which outlines the Long Term Coach Development Plan as well as the Long Term Participant Development Plan (SASCOC, 2012), or reference to World Rugby's women's development action plan (World Rugby, 2019).

4.3.3.4 Gender, femininity and masculinity

Bakar (2014, p. 748), defines femininity and masculinity "as one's gendered identity, which refers to the degree in which individuals see themselves as being masculine or feminine, given what it means to be a man or woman in a specific community".

Furthermore, these behaviours are defined and constructed by culture, and therefore femininity and masculinity are fluid and malleable (Bakar, 2014).

Results show there were also views that women had different physical (biological) and emotional needs that affected how they adapted to and played rugby. These were described as body weight factors, pregnancy-related factors, different emotional reactions, and social bonding. These factors on their own did not result in their not being able to develop as rugby players. Rather, it was the fact that coaches and male administrators often failed to understand or consider them.

Coach Adeel stated that women rugby players experienced a lot of emotional strain from their social life and this affected how they concentrated on the game:

Look, I mentioned in the previous question I think ... unemployment challenges [are] dealing with their emotions; their emotion is big, emotion is big (Adeel, rugby coach)

Adeel also mentioned unemployment and financial challenges but also referred to the general social situations that women faced, including abusive relationships.

So, I've had a lot of bad experiences ... and this is obviously confidential, dealing with boyfriend issues; abusive, you know, very seldom that a male player's abused, you know, but you deal with that from time to time. I mean I've had players that I coached at different levels that have been physically abused and they're in that relationship spiral. (Adeel, rugby coach)

He also discussed how emotional situations from their socio-economic environments stressed women players and how coaches needed to stand in to try to resolve various situations. One way of dealing with this was to create an emotionally supportive environment:

For me it's like more like a father, a parent type of relationship I want to create and a family type of environment we try to create or I try to create when it comes to the girls. (Adeel, rugby coach)

Mandla below believed that a more supportive environment is one that promotes his perceived communal nature of women:

Women are communal by nature so they thrive in an environment where there is a lot of people because they always put on a high pedestal friends and family; that's why it's very important to them. (Mandla, administrator)

The rugby playing environment, in Mandla's view, needed to have that type of communal atmosphere that in his perception, naturally fits with women. Biological and physical differences with men were sometimes not considered in the development of the sport and this

was noted by the perceived absence of some equipment that physically protected women in one coach's view, which is discussed in the next chapter:

The stuff that you put on your body for the contact so that it's not so heavy on the girls; there is absolutely nothing and I can assure you can go to any other clubs they will only have a shield or a tackle bag but the stuff to protect women, you know, because they've got breasts, they've got all those things that needs to be protected; nothing, it is non-existent. (Robert, rugby coach)

At the same time, some male coaches also failed to consider the differences in the physical nature of women when planning training regimes. In Phil's view there were differences in physique between men and women that should not be taken as a weakness in women but should be appreciated in training. Phil stated that:

The only difference is their physicality; men are bigger than ladies and the speed of the game; guys are generally faster so that's a difference between the two.

(Phil, rugby coach)

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However, Coach Adeel also saw pregnancy as having a potential risk to one's career as a female rugby player, although he believed more studies were needed on such issues.

If they get pregnant, if they have children, how does that affect, you know, and you need that type of studies done as well. (Adeel, rugby coach)

While the physical conditioning of women players can be improved, it was a challenge to do this in the absence of adequate gym equipment and access, as stated by Lucy below:

You can't play rugby without gyming, because rugby's a contact sport; you need to condition your body to be able to absorb such contact, you know what I'm

saying? So, that then leads to injuries and then once you're injured you just don't play anymore, you know, or it takes longer for you to recover. (Lucy, rugby player)

The safety risks associated with poor conditioning of the female body to meet the physical demands of the sport had the potential to affect player development negatively. Coach Robert therefore discussed the need to ensure that women got the best out of their physical potential:

Before we go into contact, before we go into gym, before we went to make sure that the physical body is up for the challenge. (Robert, rugby coach)

This also helped to reduce injuries and keep women safe during matches and trainings.

So, you need to start there at the first step: get them to pass right, get them to tackle right, make sure their head and all those things is in the right places for especially the safety of the girls because the body is not the same as the men. (Robert, rugby coach)

Linked to the sub-theme of gender-role stereotypes, sexual orientation was associated with the perceptions of how women rugby players are viewed as being masculine and the perceived loss of femininity from the sport's physical and contact nature, as stated by Mandla:

You will find it in football as well that in football girls that are playing football are perceived in the community as people with a certain sexual orientation; that kind of thing ... in fact the masculinity in women's rugby is a factor that is driving other people away instead of attracting them. (Mandla, administrator)

From the results, there was a general view that failing to take full consideration of women's physical and emotional factors had a negative impact on how they performed in the game.

It therefore affected the success of the implementation of various women's rugby development programmes.

4.3.3.5 Facilities and equipment

According to Ekuri (2018), facilities are the fixed or permanent structures used in sports arenas and spaces. He also states that equipment comprises the temporary structures or supplies brought to sport arenas and spaces. Additionally, equipment is used and returned or taken away after use (Ekuri, 2018).

Access to quality facilities and equipment emerged as important factors to success or failure in the development of women's rugby. There were diverging views on how well current access to facilities supported the development of the sport in women, with some participants describing access to facilities as positive, while others viewed it as negative.

It was also not possible to separate the facilities challenges from the issue of gender. Mandla, for example, asserted that the current rugby facilities, including the change rooms, toilets and the general environment were designed with male players in mind:

They were designed for men – that's the biggest thing. And the access to those facilities by women – those facilities are always favouring the men's activities. So, women battle to find a place where they – decent places where they could play the sport. (Mandla, administrator)

As women rugby players increased and began using the same facilities, these facilities were not upgraded to meet women's needs.

There's no women's club that can say that they started like 100 years ago or even 20 years ago but they're playing – some of them play rugby that long but there's

no women's club like say this is our club; everything here, the structures and stuff like that. (Phil, rugby coach)

The facilities that women did not have access to were very basic and critical to the sport, and without these, some participants failed to see how development programmes as well as player pathways could work:

There are things like I don't know people can't – don't really have access to training facilities like gyms and so on because honestly you can't play rugby without gyming. (Lucy, rugby player)

Focus Group 1 participant, Lucy, associated facilities challenges with personal financial challenges discussed as an independent theme. She believed that while they had access to facilities at provincial level, these were not as accessible because of travelling costs.

We are offered training facilities but then there are challenges of getting there.

We are offered – we do get match fees, you know, but it is really not enough considering what we put in as individuals. (Lucy, rugby player)

Thus, women players failed to use available facilities as a result of their not being able to afford to travel to them.

Coach Nadia associated equipment and facilities challenges with junior rugby, particularly at school level. She believed that club-level rugby for women generally had better access to the requisite equipment:

... but when you come to club rugby there's more for the girls. They can use the facilities, there's balls available for them, there's cones available, everything they

need; there's even scrum machines available. So, if they really want to play, there is access to those things. (Nadia, rugby coach)

Coach Robert, however, offered a view that the challenges were even prominent in national rugby programmes. Robert blamed this state of affairs on the subordination of women's rugby by men's rugby:

SARU and World Rugby is the men programme first, so they will first look after the men and whatever is left over will then be cascaded to the girls. Sometimes when we do get to the training field the cloakrooms are dirty and hence females come into this cloakroom and it's dirty, so it's like there's no respect, man. (Robert, rugby coach)

In addition to the appalling conditions discussed by Robert above, the current training facilities, particularly gyms, were not psychologically friendly towards women and most of them felt unwelcome and out of place there:

This is what we do and this is how we do it, but getting to Western Province in Bellville it's like you're going into a men's empire and you feel like intimidated and people look at you and coaches -- and that environment is looking down on you. (Robert, rugby coach)

Andrew acknowledged the equipment and facilities challenges, particularly in respect of sports fields, and attributed these to the increasing popularity of the sport versus a limited resources budget:

It's difficult for us because the numbers has been growing now and we need to get more fields now ... We've got about 35 schools that's playing on a week-to-

week basis and different age groups: that's under 14s, under 16s and under 18s, but to accommodate them we need to have more fields. (Robert, rugby coach)

Thus, results from the study indicated that at all levels – school, club, provincial, and national – women were not well supported by the necessary equipment and facilities needed to develop the game.

4.3.4 Socio-economic factors

LaMarco (2018) describes socio-economic factors as “the social and economic factors that shape and determine the dynamics a society will experience”. Socio-economic factors include an individual’s education, environmental conditions, geographical location, and relationships with family and friends (LaMarco, 2018). He contends that socio-economic, ethnic and racial factors have an effect on an individual’s ability to progress in a career. As a result, those from poorer backgrounds, women, people of colour, sexual minorities and the disabled are the most affected (LaMarco, 2018).

The coding process revealed the existence of various socio-economic factors that affected the implementation of development programmes in women’s rugby in the province. The following sub-themes were discussed under the socio-economic factors theme:

- a) Personal financial challenges
- b) Nutritional support challenges
- c) Discipline-related issues
- d) Socio-cultural factors
- e) Competition with other sports

4.3.4.1 Personal financial challenges

Personal financial challenges related to the struggles faced by players as a result of their participation in rugby. These challenges caused financial burdens and stress, and negatively influenced their quality of life and financial stability (Odahowski et al., 2019).

Results from this study show that financial commitment is required by rugby players undergoing development. The participants discussed the need for transport costs, supplements, sporting attire and general subsistence. From the study's findings, most players, especially those from poor communities, did not always have the funds for these. Eventually, this led to their reduced participation, militating against the development of the sport.

Players who came from disadvantaged economic backgrounds found it difficult to afford to travel to training and games because of financial problems. Additionally, they were often not able to afford rugby attire.

And then the financial strain on them because they need to travel by taxi and I think it's taxi and train and it's difficult for them and some of them don't even have food for the whole day and so it's more social. (Phil, rugby coach)

In Phil's perspective, the junior players even needed to be supported with basic meals, indicating how desperate the financial difficulties of these players were:

I think if we can improve just our social development, then I think we don't do enough from my side. I mean like it's – I think it's nothing to go out and get a few veggies and a few – make some soup for the girls or whatever the case is. (Phil, rugby coach)

Lucy in Focus Group 2 also discussed how players left as a result of money issues:

Just like, for example, we lost a lot of good players that we had last year just because ... they don't have money to come to the gym, ... they don't have boots.

(Lucy, rugby player)

If you make the – for example you make the Western Province team, you don't have a cent; you don't have a pair of boots or takkies or a sports bra or stuff like that. (Phil, rugby coach)

Focus Group 2 participants and Coach Phil discussed the challenge from a club-level perspective, indicating that the problem was widespread and was not only confined to juniors who were starting out. From the same focus group, it emerged that the current structure, where women's rugby was not always treated as a full-time profession, could be blamed for this. For instance, women rugby players had to hold other jobs in order to get by. Andrew agreed with this sentiment:

If women's rugby becomes professional and girls doesn't need to go work before playing rugby, or to go make money and play rugby, or – because rugby is a passion for some ladies and they believe that exactly the same as boys they must get recognition as well, but unfortunately for them they need to work; it's not professional, there's no money in it. (Andrew, administrator)

SARU CEO, Jurie Roux, confirmed the non-professional status of women's rugby in South Africa: "Women's 15-a-side rugby is still an amateur sport in South Africa, mainly due to the lack of sponsorship and funding" (SARU, 2020).

In the respondents' view, if women were contracted as players, even for as small an amount as R6000 per month, they could afford to improve themselves first financially, then physically. This would also be positive for the development of the sport:

The R6000 is just for cost of living; to get to training, to eat and to get to training but if you, I don't know, if you contract the girls there's more time for them to improve themselves, there's more time to build something and not just pulling in girls when they fall out because there is no other girl to pull in; we only have so much girls. (Naz, rugby player)

If women's rugby becomes professional and girls doesn't need to go work before playing rugby, or to go make money and play rugby ... unfortunately for them they need to work; it's not professional, there's no money in it. (Andrew, administrator)

Overall, all the participants and both of the focus groups discussed money challenges affecting the players. Among the participants there was thus a shared perception that more should be done to capacitate women rugby players financially.

4.3.4.2 Nutritional support challenges

Good nutrition can counter the negative effects of injuries through exercise (Tipton, 2015). Spriet (2014) contends that performance is affected by diet and diet affects athletic performance; a comprehensive nutritional plan gives an athlete a competitive edge. Nutrition also plays a critical role in “training, adaptation, and preparation for competitions and in the recovery from training and competitions” (Spriet, 2014, p. 1). In an Australian study on female Australian Rules Football players' knowledge about nutrition (Condo et al., 2019), it was found that sports nutrition knowledge of female Australian football players was low, and especially with regard to dietary information. This study presented similar findings.

As a result of personal financial challenges stated above and other factors, particularly unemployment, lack of sponsorship, and limited dietary knowledge, women rugby players failed to develop to their maximum potential. Nutrition as a problem was mostly linked to

poor financial support, which saw women players at junior and club levels unable to afford food, as stated by Coaches Adeel and Phil:

It's a challenge, ja, and obviously I think there can be more financial incentive to take away some of the challenges like the transport and unemployment and just girls coming hungry to training. (Adeel, rugby coach)

... some of them don't even have food for the whole day and so it's more social. (Phil, rugby coach)

This view is substantiated by Mandla, who saw supplements not only as a source of additional nutrients needed to develop the required body mass and strength, but as a solution to hunger.

Those supplements are mainly to close the gap between malnutrition and coming up to the level where they are sure of decent food that is a balanced meal, for example. (Mandla, administrator)

Secondly, nutrition as a challenge was associated with failing to meet the sport's physical capacity needs, namely weight and muscle. Lucy, from Focus Group 1, also included lack of adequate knowledge as an additional factor to nutritional challenges:

You know those types of things. Nutrition-wise we are – our requirements are not the same as males, you know, so we have certain nutritional requirements which in my opinion are not met. That is the reason why you will find that some players, off season, they gain a lot of weight because they don't know – they don't really know how to go about the nutritional part of this whole thing. (Lucy, rugby player)

As with most challenges faced in the sport, the above participant also cited gender-related issues, citing that male players were nutritionally supported while women were not. Another participant from the same group reiterated that nutritional support was a basic requirement in rugby and found it surprising that players had to struggle to get supplements when they had active management teams:

Like – it's things like – oh my God, it's things like nutrition you shouldn't struggle to get a supplement or, you know, a proper eating plan or, you know, that type of thing; it should be there, it really should be there. (Lucy, rugby player)

Likewise, Naz in Focus Group 2 believed that nutrition as an issue was supposed to be taken care of by management, especially when they had the resources to do so:

Why must I go every month and go buy my own supplements, pay 3, 4, R500 for supplements that they have that they can give but they're not willing to give? I mean that's stuff that works with nutrition and they've got the resources to give us. (Naz, rugby player)

As a theme, nutritional challenges were mostly raised by Focus Group 1 and 2 participants. This can be attributed to the fact that they are players who require good nutrition to support their development. They were closely linked with financial and management problems, although they formed a distinct problem area.

4.3.4.3 Discipline-related issues

Discipline, in a sporting context, is defined as individuals' ability to work towards their goals and resist temptations (Hagger et al., 2018). It is instrumental in an athlete's quest for excellence. Discipline was among the factors that affected the development of women's rugby,

particularly youth development programmes. Younger players were affected negatively by discipline-related social challenges as mentioned by coaches Phil and Robert:

Social, our social development is very poor, so we're sitting with undisciplined girls. (Phil, rugby coach)

So, something is not right. There's no morals, there's no standards, there's no personal coaches, there's nobody looking after these girls. (Robert, rugby coach)

Coach Robert linked some of the players' lack of discipline and professionalism to male rugby coaches who had illicit affairs with some of the youth development girls. The lack of discipline and professionalism was shown by coaches and officials too. In this coach's views, this had gone so far to the point of girl players being impregnated by some officials:

Because at this point in time there's a lot of coaches touching girls and, you know, getting girls pregnant and things like that and it's not supposed to happen. But the best thing that's actually needed for women's rugby is to be coached by women. (Robert, rugby coach)

Robert links the lack of discipline with the previously discussed sub-theme on the dominance of male coaches in women's rugby. Like Coach Adeel, Coach Nadia, and Caryn from Focus Group 1, Robert believes that women's rugby should be predominantly coached by female coaches.

Coach Adeel further emphasised that female disciplinary issues were different from men's, and therefore required a female hand. Some of the so-called disciplinary issues, in his view, were the result of social challenges that female players faced:

I'll discipline you in the same way but I had to evolve my coaching style because there's another emotional component which you have to consider. (Adeel, rugby coach)

Indiscipline was mostly discussed by coaches Robert and Adeel above. In the two focus groups it did not feature as a matter for discussion. This could be attributed to the fact that players mostly discussed how programmes were implemented and managed, and not their attitudes towards them.

4.3.4.4 Socio-cultural factors

Closely-related to stereotypes, socio-cultural factors affected the implementation and development of the sport in some communities. The factors discussed were religion, race, and community orientation, and from these, positive or negative issues concerning the sport emerged. With regard to religion, women's rugby was not accepted in some circles, as stated by Mandla.

There is certain ways that have got to be done, for example, to bring in the Muslim community. They are coming in now after some time because people have strategized to see how do we break into the community and ensure that none of the customary things will be affected? (Mandla, administrator)

The same informant also discussed how marriage and customs affected player development and continuity in the game. In most local cultures, it was not expected and, in fact, not customary for women to continue with the sport once married:

... about it versus the performance on one hand and also talking about when they get married because they are women. When they get married, they are not allowed to participate. (Mandla, administrator)

This therefore meant that unlike men, marriage was a cut-off point beyond which their careers could not be developed.

Community and family-related views and beliefs, among others, femininity and masculinity issues discussed under the gender sub-theme, also affected women's rugby development. Coach Adeel mentioned how family members' views on rugby affect development, a view also linked to the masculinity and femininity question:

The father's already, 'no man, why must my child play rugby?' and you know what I'm saying, rather let them play netball. (Adeel, rugby coach)

Socio-cultural factors discussed were mostly negative and were seen as reducing the willingness of women to participate in rugby. The above respondents all believed there was a need for a change of mind-set in society.

4.3.3.5 Competition with other sports

There is a lack of relevant literature on the landscape of women's sport in South Africa. However, South African women enjoy success on the global stage in netball, cricket, and football (Keohane, 2019). There were views that the development of rugby at junior level was negatively affected by other competing sports, especially netball, which was considered more appropriate for girls and women. Netball was generally perceived by schools and communities as a female-centric and appropriate sport for girls, as stated by Andrew:

So, that's the biggest thing we're struggling with in getting girls to play rugby. Also, the interference in other sporting codes, especially our white schools. They believe if they're going to establish girls playing rugby it's going to interfere with netball. (Andrew, administrator)

Netball was considered a priority sport due to custom, and women's rugby still was not. This view was also shared by Mandla:

Well, it's something that is put forward; when you go to the schools they will tell you rugby is played at the same time as netball. (Mandla, administrator)

Mandla further stated that this view was, however, dependent on schools and communities, as some accepted both rugby and netball:

But you find in instances where parents decide that their girls are going to play rugby as well during the same time and it happens because between netball and rugby there is a lot of common factors; they are not conflicting. I've got a girl that is a captain of a netball team in the Eastern Cape; she plays for the national team.
(Mandla, administrator)

The above views were mostly discussed by sport administrators (Mandla and Andrew). They indicate that society's acceptance of women's rugby as a sport that has equal or even higher status than traditional sports like netball is still low. This viewpoint has a negative developmental effect, as the sport needs to be prioritised for it to grow. However, women's sport in general has developmental issues and it is ultimately up to the individual to decide which sport to play.

4.3.5 Growth and transformation

The Sport and Recreation South Africa (SRSA) Strategic Plan 2015–2020 describes the Transformation Charter as “a guideline for each part of the sport sector to ensure change in seven strategic transformation areas. The aim of the Charter is to guide the establishment of an accessible, demographically representative, sustainable and competitive sport system on the basis of an orchestrated redesign of the sport system” (Sport and Recreation South

Africa, 2015, p. 39). Furthermore, the transformation process “endeavours to level the playing field so that the majority of South Africans have an opportunity to participate and achieve equitably in sport at all levels” (Sport and Recreation South Africa, 2015, p. 40).

Participants discussed sustainability and transformation factors in the growth of women’s rugby as a sport. Two sub-themes emerged: growth and sustainability, and growth and transformation

4.3.5.1 Growth and sustainability

The relationship between women’s rugby development programmes implementation and sustainability was also briefly discussed by participants. Although discussed by a smaller section of the sample, particularly Coaches Adeel and Mandla, the views that women’s rugby was being made to grow at a faster pace than resources can manage emerged clearly. Coach Adeel stated that the growth in female rugby was “exponential” in comparison with existing resources:

The growth at junior level is growing like I said, exponentially, but it’s not really growing into a formula that’s totally sustainable. (Adeel, rugby coach)

Growth was not sustainable, given the fact that it was dependent on external resources that were not always there. Coach Adeel further explained that real growth should result in the sport being able to sustain itself without much donor support, and whose withdrawal could signal the collapse of the sport. The sport needed to generate revenue to support itself in a similar manner to other sports like soccer:

Like football, it runs itself, the unions don’t run everything; they do the overview of the structures, etc., but at the moment it’s like personally I feel they’re a bit spoilt for lack of a better word, man. (Adeel, rugby coach)

Andrew previously stated that this inconsistent growth trend could be noted in the manner in which school tournaments were being run in relation to shortages of sporting fields at festivals. He referred to the number of schools with girls' teams playing on a weekly basis, and the need for extra fields to accommodate all comfortably.

At club level, Andrew also talked about the annual growth inconsistencies that occurred, depending on funding levels. These are also linked to the transport issues mentioned earlier. In some years, women's rugby participation would be low, and in others, high in response to funding, hinting at the unsustainable nature of funding discussed by Coach Adeel:

So, I mean like they must travel; a lot of them don't have cars, it's public holidays so -- but we had like -- for many years we had like 12 strong clubs that were playing regularly. Last year we were -- maybe took a dip; there was a few clubs that I think the players weren't enough but we're busy this year again, we're getting up to 10, 12 clubs again. (Mandla, administrator)

Overall, the above respondents believed that growth was positive for women's rugby. However, there was a need for sustainability and consistency in growth patterns if the sport were to develop in the long term.

4.3.5.2 Growth and transformation

SARU's Strategic Transformation Development Plan 2030 states that "women's representative teams are more transformed than men's teams in terms of the 60% Charter requirements" (SARU, 2019, p. 26). The quest for transformation in rugby was discussed as a common practice in women's rugby. Transformation hinged on the need for inclusivity, namely, to increase the number and percentages of previously disadvantaged players in the game. Transformation-related practices were discussed from both a positive and negative perspective.

From a positive perspective, there was a general growth in inclusivity, as the sport targeted players from previously disadvantaged communities, including townships. Coach Phil commented on how the sport had transformed, although not as a result of any direct transformation programmes but increased cohesion among communities through the schooling system, which demonstrated the value of sport as a vehicle for social change:

I mean, like if you say if we took it maybe now ten years or 20 years ago, we're actually lucky when it comes to the cultural part. Of course, there will be that cultural part like, you know, they're young; coloureds will mix with the coloureds at first and the blacks with the blacks and the whites with the whites, but I think we're lucky because the girls and the boys at the moment is growing up in very mixed-culture schools and stuff which makes it a lot better. (Phil, rugby coach)

Andrew, on the other hand, implied that transformation was retarded by financial hardship, with disadvantaged communities failing to afford to play rugby as it's a sport which requires certain types of equipment, dedicated coaches, and extra commitment from already stressed teachers:

Starting off with development, we kept on visiting schools, promoting rugby in schools and making it work. And as you know, to start off rugby at certain schools, especially in your townships and your communities, it's very difficult because teachers have been loaded with work, so it's something extra. (Andrew, administrator)

Disadvantaged communities did not have adequate resources to absorb development programmes, and this was exacerbated by the general low funding of women's rugby as discussed earlier.

The quest for transformation was also discussed as having a negative effect on the implementation of programmes and the development of the sport. Coach Robert cited cases where focus was put on the colour of players rather than on their developmental needs and commitment to the game:

Because of race, we're looking at the other side and we don't look at quality and commitment. (Robert, rugby coach)

In Coach Robert's perspective, transformation had transformed the sport into a game of numbers, as some clubs focused on increasing the number of non-white players rather than on quality. He attributed this to transformation concerns in the game of rugby in general:

It's not about the rugby; it's about transformation, it's about looking kwaai², it's about getting the numbers up there – the BEE numbers. (Robert, rugby coach)

Mandla however, does not believe that transformation has taken a toll on the development of quality players and programmes. In his view, it was society that expected this level of transformation; however, unions did not abide by it while there was a threat to player and programme quality:

You know that when a team appears, the first thing that people look for [is] how many whites and how many blacks. It's a South African paradigm, but we're not driven by that. The first thing, our first focus is to make the game accessible, but along the way our strategy has got to ensure that we've got the rainbow nation reflecting what we're doing. (Mandla, administrator)

² 'Kwaai' – Afrikaans: slang, colloquial term for 'cool'.

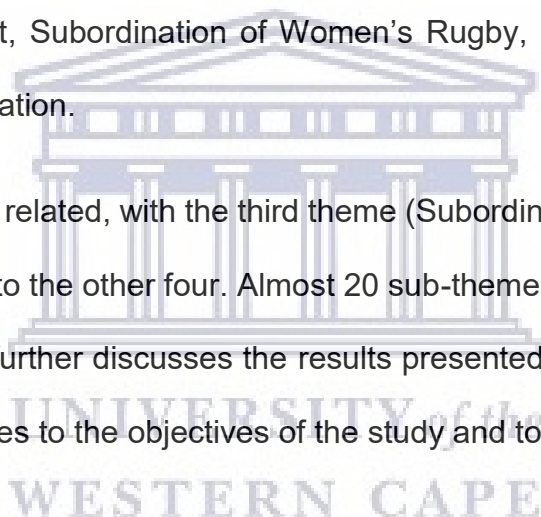
Mandla therefore insisted that strategy rather than the mere quest for transformation drove women's rugby programmes implementation.

This sub-theme was discussed by a few of the participants and dealt with a highly contested topic. Some participants felt that transformation negatively affected the growth of women's rugby, while others did not feel it had a significant impact.

4.4 Chapter summary

Thematic content analysis identified five major themes from the data analysed. These were: Management and Administrative Issues in Development Programmes, Organisational Factors Affecting Development, Subordination of Women's Rugby, Socio-Economic Factors, and Growth and Transformation.

The above themes were all related, with the third theme (Subordination of Women's Rugby) showing the strongest ties to the other four. Almost 20 sub-themes were found under these themes. The next chapter further discusses the results presented above and also links the themes and their sub-themes to the objectives of the study and to the literature reviewed.



CHAPTER 5: DISCUSSION OF THE FINDINGS

5.1 Introduction

In this chapter, the qualitative data analysis findings from the previous chapter are discussed further and commented upon. The discussion focuses on comparing this study's findings with the results from previous studies as well as various theoretical and conceptual views from the past. To review, the study's objectives were as follows:

1. Explore stakeholder perceptions of organisational structures and implementation of women's rugby development programmes in the Western Province Rugby Football Union (WPRFU).
2. investigate the physical, economic, social and other factors that influenced the management and implementation of women rugby development programmes in the WPRFU, as perceived by stakeholders;
3. explore the management and implementation practices of women rugby development programmes in the WPRFU from the perspective of the stakeholders; and
4. provide recommendations related to management and implementation of women rugby development programmes in the WPRFU.

The first theme, *Management and administrative issues in development programmes* is related to the first and the third objectives of the study. In relation to the first objective, the theme explores the management and implementation of women's rugby development programmes.

5.2 Overview of findings in relation to stakeholder theory

In the study, various stakeholder groups in the development of women's rugby were identified. As discussed in Chapter 2, the key stakeholders were the managers, coaches and players. Similarly, Mendizabal et al. (2020, p. 362) identified stakeholders of sport clubs as the "local community (city and citizens), municipality, management, fans, media, employees (players and coaches), sponsors, suppliers, police headquarters and shareholders". In the discussion, the roles of rugby unions, the media, sponsors and surrounding communities were also outlined. The diagram below illustrates the different stakeholder groups identified in the study from the findings.

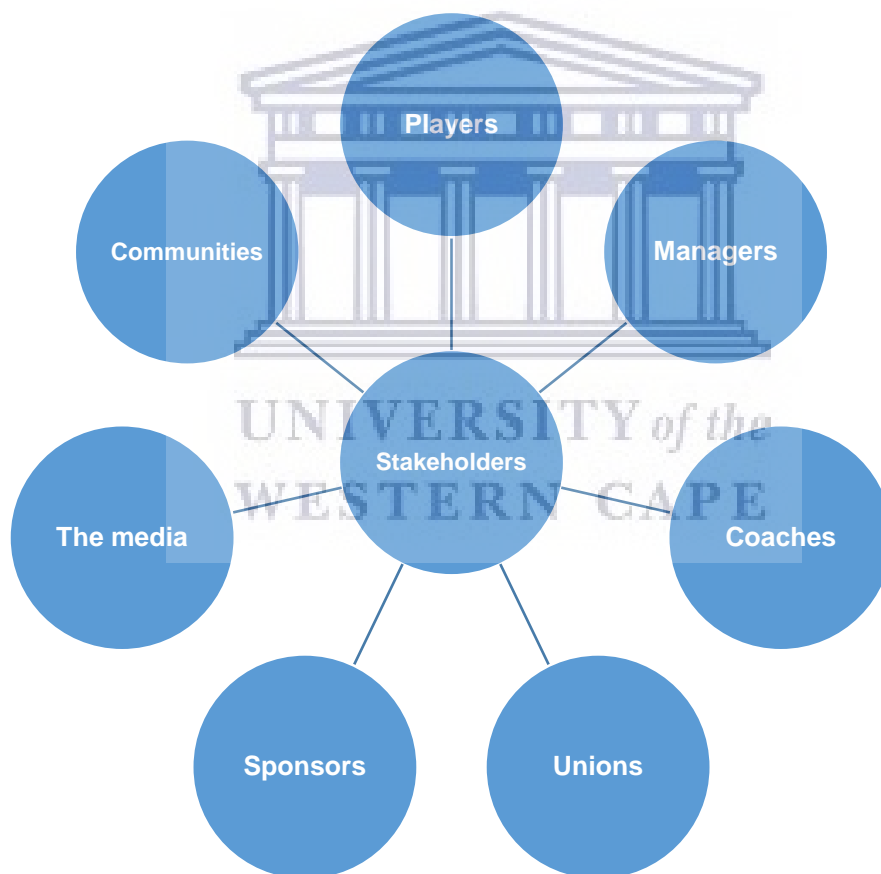


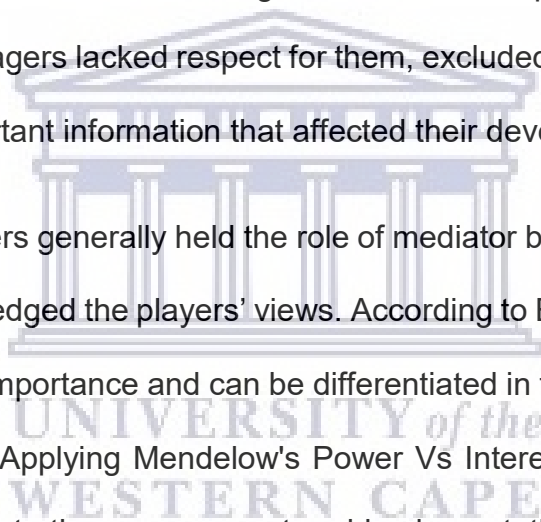
Figure 5.1 *Women's rugby development programmes' stakeholders (adapted from the findings of the current study)*

The stakeholder groups at the opposing ends were identified as communities and rugby players; communities held the general view that rugby was mostly a masculine sport that

was not appropriate for women. The femininity–masculinity dynamics and existing socio-cultural stereotypes held by communities at large in turn affecting the interest of sponsors are perhaps the strongest forces affecting the development of women’s rugby. Unions and communities were grouped together for their shared male-centric views on rugby.

At the same time, managers and coaches believed that the excessive dependency on unions for guidance was slowing down the growth of women’s rugby. Therefore, there were views that the power of unions, as stakeholders, should be reduced indirectly through limiting the dependency of clubs on these entities. Additionally, players and managers expressed opposing perspectives on the management and development of women’s rugby, with players believing managers lacked respect for them, excluded them from planning, and rarely communicated important information that affected their development.

The coaches as stakeholders generally held the role of mediator between players and managers, and mostly acknowledged the players’ views. According to Elsaid et. al. (2016) stakeholders do not hold equal importance and can be differentiated in terms of their interest and power over organisations. Applying Mendelow’s Power Vs Interest Matrix to the research question (Mendelow, 1982) to the management and implementation of women’s rugby development programmes in the Western Cape Province, the stakeholders above were grouped in terms of power and interest as shown in Figure 5.2



Power	High	Communities Media Sponsors	Managers Unions
	Low		Players Coaches
		Low	High
		Interest	

Figure 5.2 Women's rugby stakeholders Power–Interest Matrix (Mendelow, 1982)

As stated in Elsaid et al. (2016), the stakeholders' position on the grid reveals the following:

- High power, high people: these people must be fully engaged and require the greatest efforts to satisfy. Managers and unions fall under this group.
- High power, low interest people: require enough effort to keep them satisfied but not so much that they become bored. Communities, media and sponsors fall under this group.
- Low power, high interest people: need to be adequately informed, communicated with to ensure that no major issues arise. They can be helpful and useful to the organisation. Players and coaches fall under this group.
- Low power, low interest people: these people need to be monitored but not overwhelmed with excessive communication.

In line with the above, managers and unions were identified as having a significant interest as well as power to influence and impact women's rugby development. Unions and managers drove the strategies and policies on women's rugby development and had a relatively larger access to resources than players and coaches. Players and coaches, as perceived from the findings, were highly interested in the development of the sport but did not have enough power. The power in question is being mainly driven by the much-needed financial resources.

Sponsors had a considerably high power to influence the development of the sport as a result of their capacity to finance development and to potentially end several of the funding-related challenges that affected women's rugby at the organisational and personal levels. Communities, as the holders of strong opinions on women participating in rugby, had a strong ability to influence change through the acceptance of women's rugby. At the same time, however, communities did not have as much interest in the development of the sport as the other groups. The media was also in the same high-power, low-interest quadrant. It had the power to influence a positive view of women's rugby, fight stereotypes that marred the development of the sport, and potentially unlock funding streams.

Zdroik (2016) asserts that it is important to understand the role of stakeholders being served by the organisation (unions) as they may not have the high levels of power, legitimacy and urgency as the key decision makers. The respondents did not discuss other important stakeholders in the development of women's rugby, particularly the government. In the researcher's view, this was because the respondents centred their discussions on the organisational level of the sport. The role of the government in the development of the sport was only hinted at in discussions on the transformation of the sport.

5.3 Management and administrative issues in development programmes

The first theme highlighted the participants' views and interpretation of the management of women's rugby development programmes. This examined administrative issues and how management handled these programmes. This was presented through the following sub-themes: Management and administration of development programmes; management and player acknowledgement, and changing management teams.

Key findings:

1. The focus for women's rugby development was on junior teams.
2. The relationship between players and management was strained and communication was severely lacking.
3. There were inappropriate relationships between some male coaches and players, with a perceived lack of professionalism and discipline from both parties.
4. Management teams had a high turnover rate, and this affected players.

5.3.1 Developmental focus area conflicts

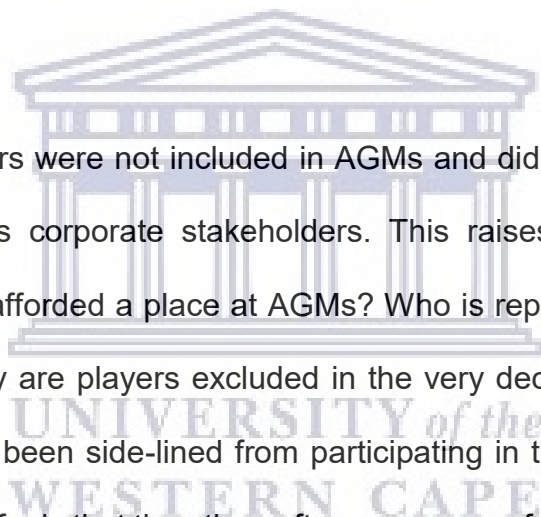
Under this theme, one issue that was extensively discussed was that management focused too much on youth development and neglected senior teams also in need of growth. There were, however, contradictions to this view, as another group argued that focus was placed on senior players at the expense of the youth. The debate on which age groups to focus on in terms of player development, as found in the study, is not unusual for SARU. A report by World Rugby – the Women's Rugby Plan for 2011–2016 – asserts that greater emphasis was placed on senior women than on younger players, and this created a progression risk where there might not be enough skilled players in the future. Posthumus (2012) discussed the long-term athlete development (LTAD) model that focuses on developing younger athletes because of their greater agility in training. This approach, and others that put age as a

major training regime determinant, created risks of neglecting older players (Posthumus, 2012) as perceived by a section of the participants.

5.3.2 Management and player acknowledgement

The player–management relationship was discussed as cold and distant, and characterised by limited communication. The player–coach relationship was discussed as warm and likened to that of a family. One coach in particular considers himself a father figure to the players, and on many occasions provided food and transport money for players in need out of his own pocket. Under the stakeholder theory, poor relations that come out as a result of different roles and goals among stakeholders can affect overall performance (Miragaia et al., 2017).

The study found that players were not included in AGMs and did not participate in the development programmes as corporate stakeholders. This raises the question, why are women rugby players not afforded a place at AGMs? Who is representing women’s rugby at these meetings and why are players excluded in the very decision making that affects them. These players have been side-lined from participating in their own futures. Conflict may arise when one group feels that the other, often more powerful stakeholder groups, are taking it for granted. Such perceptions are also noted to exist between athletes and their managers. Sotiriadou (2009) discussed the view that perceptions of not being valued or respected as well as poor communication can harm the team spirit in sports teams and can result in low sporting development and general team underperformance. This view is strongly mirrored in the findings of this study. This further revealed a gap in the research which could be studied further, as it relates to the level of involvement of players in the implementation, organisation and management of their development programmes.



5.3.3 Discipline-related issues

In the study, discipline was noted as a significant management challenge in women's rugby. Disciplinary issues involved affairs between male coaches and players – some of which resulted in pregnancy, as narrated by one of the male coaches. In the literature, the pregnancy problem and discipline issues in women's rugby are not well highlighted. This leads to a lack of professionalism from both players and coaches, but particularly coaches as they are in a position of power and authority and seem to be abusing this power. Coetzee (2016) gives an example of a player whose success was shattered by the lack of discipline and this could be a reason why some players are lost in the system.

5.3.4 Changing management teams

The view that management teams in women's rugby were always changing is not widely discussed in the literature. However, there are views in general sports management that regular changes in management teams can have adverse effects on athletes' performance. The concerns raised relate to the findings of Kattuman, Loch and Kurchian (2019), who associate poor succession planning and increasing conflict between managers and other stakeholders as potential reasons for lack of team stability. Overall, this hinders effective programme development as new managers arrive with new initiatives, and in the process, distract the long-term planning continuity (Covell & Walker, 2013).

The study revealed that coaches, key informants and players viewed the management of teams differently. Coaches and key informants generally had positive experiences about the management and believed an effort was being made. On the contrary, findings show that players were more critical and vocal about what they were unhappy about. Players had perceptions of management as they related to their perceived observation of engagement with unions and other stakeholders and structures. They felt neglected as senior players

and disrespected by management. Coaches, however, believed there was not enough administrative support but that management was doing a good job. Notably, the perceptions of the frequent changes to the management team were mostly driven by the players, while one coach did not acknowledge it to be a major challenge to the development of rugby. Another stakeholder group brought into this debate were rugby unions that were blamed for these changes. This again highlights different perspectives on similar or related issues among the different stakeholders in women's rugby.

This difference in opinion could be due to some sort of bias, as coaches were employed by the union, whereas players were not contracted and therefore had no loyalty to the rugby fraternity. This is quite interesting to note as the coaches were working with the players, knew the players' struggles and thought of them as family, but sympathised with the same union players felt disrespected by. The coaches did not really recognize or acknowledge the players' feelings. This supports the research of Rima et al. (2019) that found female players related more to female coaches than male coaches, as it was more comfortable to speak to them about any issues they were struggling with.

5.4 Organisational factors affecting development

The second theme referred to the structural issues that affected the performance of the sport and how different stakeholders perceived the impact of these issues on the development of the sport. Posthumus (2012) asserts that women's rugby in South Africa is less structured than men's rugby, with provincial leagues and unions adopting different organisational structures and development models. The study revealed that tournaments were one-off events, with coaches lamenting the lack of a proper structure with organised leagues as seen in the men's game. It is challenging for women's rugby to thrive and progress to a higher level without consistent competition. This is an area where countries like England, New Zealand

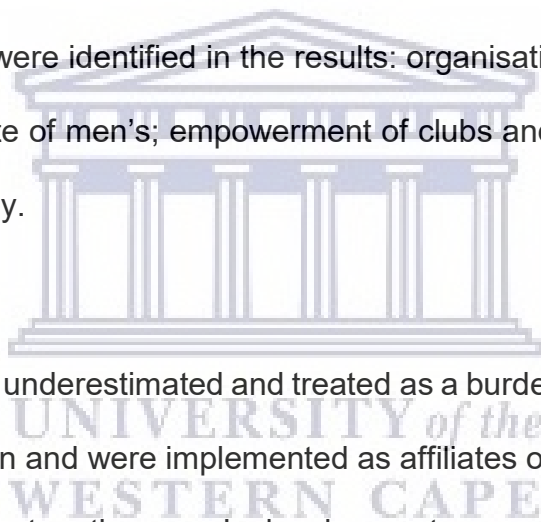
and Australia have great made strides. With England's establishment of the Women's Premiership in 1990 and its rebranding as the Premier 15s more recently (Rugby Football Union, 2019), England showed their sincerity and commitment to the women's game. These one-off events present themselves as a show instead of a concerted effort to provide consistent access to rugby for the masses.

As noted in this study, organisational structure issues are perceived to be major obstacles in the development of women's rugby. Six stakeholder groups were mentioned as having an interest in or influence on the organisation of women's rugby: players, rugby clubs, rugby unions, schools, coaches, and administrators.

The following sub-themes were identified in the results: organisational structures; women's rugby as a subset or affiliate of men's; empowerment of clubs and union dependency; and promotion of women's rugby.

Key findings:

1. Women's rugby was underestimated and treated as a burden. The programmes were not tailored to women and were implemented as affiliates of men's, which had a perceived negative impact on the game's development.
2. Participants agreed that clubs were too dependent on unions and could do more for women's rugby.
3. Participants noted that the public was not aware of women's rugby and unions/clubs did not do enough to remedy this.
4. Facilities, specifically change rooms, were left in a messy state for the women. Additionally, availability of fields was another pertinent issue.



5.4.1 Women's rugby as a subset or affiliate of men's

Structurally, players and coaches believed that women's rugby was not treated as a standalone entity but as a minor subset of men's rugby. There were examples of important female rugby matches being cancelled because of the need to accommodate male sports, for example. This presents an issue of visibility and is strongly connected to the sub-theme of promotion of women's rugby. The perception that women's rugby is structured as a less important affiliate of men's rugby is also shared by various scholars, including Mordaunt-Bexiga (2011), who argues that gender dynamics remain at the forefront in hindering the growth and development of women's rugby. The focus is on men's rugby, and men tend to determine how women's rugby is run as well as the level of importance it is given. The findings from the study also share a similar view to the Women's Sports Foundation (2019) that women's leadership in sport encourages and develops girls and women to explore their potential and capacity in a given sport fully, encouraged by the support of other women. Additionally, in 2016, the Parliamentary Monitoring Group lamented the low representation in rugby leadership structures, seeing this as a challenge in developing gender equality in the sport.

Participants recounted experiences where they had been made to feel inferior as a result of their involvement in women's rugby. However, participants did not mention how they reacted to or dealt with subordination and lack of respect. This raises the issue of activism and who is standing up or fighting for women's rugby. Increased activism may lead to change and a shift in attitudes.

5.4.2 Empowerment of clubs and union dependency

Clubs were members of various provincial rugby unions supposed to represent the interests of the sport as well as to support the development of women's rugby, among other functions.

Players and coaches shared the view that clubs had, however, become too dependent on unions and this dependency negatively affected their innovation and self-development capabilities. The Parliamentary Monitoring Group (2016) found that provincial rugby unions generally struggled to obtain sponsorship and attain financial stability. This strengthens the view by the respondents that solely depending on unions for funding and sponsorship was not a practical strategy. In the literature, over-dependency on unions, as a development limitation to the sport, is not well covered. It therefore is a unique finding that needs further exploration.

According to the study's findings, coaches implied that women's rugby programmes were only implemented because a mandate had been given to unions by World Rugby. This presents a problem, as the aspirations and livelihoods of the female players are at stake. Women's rugby, and any sport for that matter, should be led by a committed workforce. In support of this notion, Irefin and Mechanic's (2014) study revealed that there was a relationship between employee commitment and organisational performance. The common goal should be to grow and improve the women's game, increase awareness, and give players an opportunity to stay in the system and progress through the ranks (Woolf et al., 2016), and ultimately play at a national level or acquire contracts where they can earn a living.

5.4.3 Promotion of Women's Rugby

The public was noted as an important stakeholder, but poorly included in women's rugby structures. Another stakeholder group, the media, was indicated to be behind this state of affairs through affording the sport very limited coverage, compared with men's rugby. The view that women's rugby is not afforded as much coverage in the media is shared and supported in other findings (Owton, 2016; Wong, 2018; Abraham, 2020). While Petty and Pope (2018) assert that there has been a tremendous improvement in women's sports coverage,

Govender (2010) and Keohane (2019) argue that the coverage of women's sports, including rugby, is poor, and favours men's sports. This, in their view has a negative impact on public support for the sports as well as on sponsorships. Furthermore, Fajak and Frawley (2016, p. 208) assert that media coverage provides a critical incentive to attract sponsorship; this links to sponsorship of women's rugby, under the subordination theme. The implication of biased media and lack of public awareness is that there are fewer promotion and development opportunities, which in turn continue the cycle of less visibility, less demand for content and decreased financial investment (Murphy, 2016).

5.4.4 Facilities and equipment

One of the most important facilities when discussing sport is the change room or cloakroom. According to participants, cloakrooms were left in a sorry state, and women were expected to use these rooms after the men had left. This further illustrates the clear lack of respect for women players. An investigation by *The Daily Telegraph* (Rowan, 2020) supported the experiences of women rugby players of unkempt changing rooms. Their investigation found that problems with facilities and equipment in the women's game were widespread. The issues players in the investigation faced included, but were not limited to, a lack of sanitary bins in change rooms, dirty change rooms, wrongly sized playing kits, and being given clothing that was cut for men. Moodie (2021) also discussed how a women's team was getting dressed for a warm-up and were chased out of the change rooms in order for a men's team to have a half-time team talk. It begs the question of whether change rooms are also left dirty for the male players and whether male players are given ill-fitting kit. Male players were prioritised, while the women had to be content with or accept the bare minimum. This however, is not unique to women's rugby as many sport federations around the world have invested in the development or upgrading of women's sports facilities and equipment (Carney, 2019; Giannini, 2021; Liberal NSW, 2021).

With regard to the accommodation of women's teams on rugby fields, the implementation of the programme is as follows – teams were divided into different zones and different age groups, then played at festivals at a central venue. However, owing to the increased number of teams, Andrew stated that in order to accommodate these numbers, more playing fields were required. Since many of these schools did not have playing fields, they converged monthly to play at festivals. As a result, a great number of teams had to share 3–4 fields. This in turn led to shorter games in order for players to go home early, and only a small number of festivals were held per year owing to their cost. Male teams were accommodated by their schools as they had fields, or were able to afford to book and pay for fields for their leagues. They did not have to share fields in the way the women did. If there were venues with more fields, the festivals could host more women's teams comfortably without sacrificing the length of matches. This concept of 'sacrifice' came up a few times in the study, where women and girls had to give up something or accept it in order to continue playing. England's Women's Sport and Fitness Foundation (2008) found that sport facilities prioritised men's sport, which allowed them to use spaces at will, while women had to accept inconvenient times. Women players in the Western Cape Province felt unwelcome in rugby facilities as environments were not conducive to their development. However, this did not stop them from continuing to participate in these programmes as their love of the game outweighed the obstacles.

5.5 Subordination of women's rugby

The respondents widely discussed the impact of gender on the development of the sport. Gender-related matters were discussed under four related sub-themes. Female subordination, as defined by Cobuild (cited in Nyanta et al., 2017, p. 15), "is a situation where the female human being is made to believe, accept, and acknowledge that someone else is more important than her". Furthermore, this subordination is manifested in the lack of access

to available resources and the exclusion from taking part in decision-making processes (Nyanta et al., 2017). Subordination experienced by women takes shape in many ways, including and not limited to, “discrimination, insult, verbal abuse, control, disregard, oppression, violence, exploitation and misuse at the family, marriage, workplace, religion, and educational levels in society” (Nyanta et al., 2017, p. 15).

Key findings:

1. Most of the participants believed gender stereotypes to be the biggest threat to the implementation and development of women’s rugby.
2. Players felt that coaches did not consider their inherent biology in their coaching strategies and advocated for more women coaches.
3. Former players were discouraged from becoming coaches after retirement as a result of gender discrimination and lack of support.
4. Participants in the study acknowledged that women’s rugby was subordinate to men’s rugby in terms of funding and sponsorship.

5.5.1 Gender-role stereotypes

The findings that broader society views rugby as a male sport due to its physical demands were not new to the literature. Stereotypical roles were mostly associated with the public as a stakeholder. This also linked with an earlier view that the public was not widely exposed to women’s rugby and therefore was prone to understand it poorly.

The major stereotype was that rugby was too physical a sport for the perceived soft nature of women and therefore that women could not handle it. This stereotype is also associated with the history of the sport, with men being the major stakeholders in the sport. Many researchers have discussed the role of stereotypes in impeding the growth of women’s rugby. Harrisberg (2019) protests the view that rugby is not safe for women, with an interesting

perspective that in South Africa, a woman is more likely to be killed or injured in the street or at home than when playing rugby.

One respondent affirmed that such stereotypical views are sometimes held by male administrators in the sport, including coaches. Thus, the problem of stereotypes emanated from both within the internal stakeholder groups and the external groups, particularly the public at large. Norman (2016) discusses a similar scenario, where stereotypical views of women rugby players are held within unions, including by coaches. In particular, a key informant described women as “communal by nature”. One could argue that he was creating a stereotype of women by referring to them in this manner. This unfortunately contributes to the marginalisation of women, specifically in sports. The use of gendered language when referring to how men and women participate in sports may be damaging. Using terms like ‘communal’ implies that women only play rugby to socialise, which further implies they may not take it seriously, when this may not always be the case. Norman (2016) blames some coaches for the stereotype that women players are not as good as their male counterparts. These views are noted to be more damaging, coming from groups that are expected to have a better understanding of women and the sport. Additionally, internal stakeholders are expected to lead and influence society in understanding the appropriateness of the sport for all genders. This, as argued by Joncheray and Tlili (2013), could demystify women’s rugby to society.

The finding that stereotypes discourage some potential players from taking up the sport or some current players from excelling was also similar to the views expressed by a sample of female rugby players in a study carried out in France by Joncheray and Tlili (2013). Joncheray and Tlili (2013) further pointed out that immediate family members, especially mothers, were the strongest drivers of stereotypical views. The findings indicated that participants

experienced stereotyping in women's rugby on and off the field. Gender-role stereotyping was mostly experienced by players and women coaches.

5.5.2 Femininity and masculinity

The views that women rugby players were perceived as persons who were mostly aligned with the male form, as discussed in the study, is popularly discussed in literature. Joncheray and Tlili (2013) found that female rugby players were most likely to be viewed as lesbians – a view that many women in contact sports are faced with, further contributing to gender stereotypes.

The respondents discussed developmental programmes in rugby as being more masculine-centric than feministic. They did not fully take account of the female form and this affected both performance and interest in the sport. Specific factors discussed included:

- Failure to take female biological conditions, strengths and weaknesses into the training and development regimen.
- Limited consideration of the psychological nature of women players, including their emotions.
- Limited consideration of the socio-economic environments of women players.

The first two factors above are discussed as part of a common challenge associated with the different developmental regimens between female and male rugby athletes. Posthumus (2013) stated that South African rugby training is modelled around long-term athlete development. This generally puts players into different age-developmental groups, where age-optimum training is administered (Mharakurwa, 2016). The LTAD also factors in gender-specific physical development traits in athletes. Posthumus (2013) asserts that in provincial rugby unions, there was no standard application of LTAD or other developmental regimens. This lack of standardisation created risks of gender- and age-inappropriate training and developmental processes. Without

mentioning the LTAD, respondents in the sample hinted at the possibilities of inappropriate or inconsiderate developmental regimens as discussed by Posthumus (2013).

There are also views that gender differences between coaches and players contributed to the masculinity–femininity dynamics discussed by the respondents. Some respondents believed that having more male coaches exposed women players to more male-centric training and development regimens that did not take full consideration of their femininity. This view agrees with findings by Norman (2016) that while male and female athletes share various common features, there are embedded biological and psychological differences that male coaches need to consider. Norman encourages “gender-responsive” coaching, in a manner advocated by some of the respondents. In addition, Haan and Sotiriadou (2018) assert that a coach’s approach cannot be divorced from the coaching environment. With South Africa’s coaching environment being gender divisive and skewed towards male coaches who have practised in an environment that believes in male dominance and male superiority, it would take female coaches to give women players the required level of support needed to enhance increased participation of women.

5.5.3 Coaching in women’s rugby

Like women players, female coaches also felt discriminated against and were subjected to stereotypes of being less competent than their male counterparts. This discrimination also led to women players not considering coaching as a viable option after their playing days had ceased. Male coaches shared that women players have additional needs that need to be considered with regard to coaching, while women coaches were preferred by players as there was a common understanding. From these findings, a link between former players

moving into coaching women's rugby and the developmental pathways sub-theme was identified. This illustrated the effect gender had on this progression from their start in rugby to their exit. Additionally, respondents saw male domination in the coaching field as a sign that the sport was still male centred, a view shared by Roberts (2018). The comments by Norman (2016) that women coaches were more likely to support gender-responsive developmental regimes are also shared by the respondents.

Another significant finding was the view that women had biological and emotional needs that had an impact on how they adapted to rugby. Participants felt that coaches and male administrators did not understand or consider these needs in their coaching methods. The needs were described as body-weight factors, pregnancy-related factors, different emotional reactions, and social bonding. The study of Reel et al. (2013) revealed that female athletes feel pressured to change their body weight to fit particular athletic ideals. They found that this pressure may come from coaches or teammates and society at large. This was not an issue that players discussed, but one coach believed it was important to consider. Even though male coaches meant well, it seemed that they were still under outdated beliefs about women's bodies and carried stereotypical notions about pregnancy and how it affected women as evidenced by some of the coaches' feedback.

Many studies have shown that sportswomen who returned to sport after childbirth came back stronger and fitter owing to physiological changes. Sundgot-Borgen et al. (2019) studied pregnancy and postpartum participation of elite female athletes, and found that most athletes returned to their sport or exercise within the first six weeks after childbirth. They also found that these athletes felt that their performance levels stayed the same or had improved postpartum. This does show that there are some men involved in women's rugby

who still stereotyped women and held outdated views. This links to gender-role stereotyping (see Section 5.5.1).

The emotional needs of women in sport have been well documented. (Pritchard & Wilson, 2005; Mosewich et al., 2011; Mosewich et al., 2013). According to Gummelt (2017), women's emotional experiences and needs are unique and different from men's, especially in respect of self-consciousness. His study also found that women athletes are more prone to increased feelings of guilt than non-athletes, and that self-conscious emotions are heightened. Similar to the findings in this study, Gummelt (2017) suggests that women athletes are more susceptible to negative effects due to these emotions, as they are related to poor mental health and overall well-being. Furthermore, this reinforces the importance of rugby coaches, managers and administrators to address the emotional needs of women rugby players.

Social stressors in the women players' lives, such as unemployment, affected their performance, and coaches had to act as mediators in the players' lives. Community and a supportive environment were attributed as factors which helped women's rugby thrive. According to coach Adeel, women rugby players experienced emotional strain from their personal lives and this had an impact on their performance on the field. It is unclear whether the assumption is that he, as a male coach, cannot deal with these 'emotions' or whether male rugby players do not face emotional strain. However, one can assume that women rugby players deal with more societal issues which can contribute to the emotional strain mentioned.

According to the results, it seems as if unions were implementing the men's blueprint to coaching women's rugby. This is supported by the fact that the literature review found no women's rugby development plan for SA Rugby or for the WPRFU.

5.5.4 Sponsorship of women's rugby

The interviews and focus-group discussions uncovered poor sponsorship as a factor that affected the growth and development of women's rugby. These financial challenges affected the game from the amateur level to the provincial level. Compared to men's rugby, women's rugby gets very little in terms of sponsorship and support from major sports supporting brands. In a study conducted in Australia, Tovia (2014) also came to a similar conclusion that women's rugby was ranked lower than men's in terms of funding priority and was subjected to institutional discrimination at union and national level. This therefore shows that the experiences of female rugby players, as captured in the study, were not limited to South Africa alone, but were also notable in other major rugby-playing countries like Australia.

The findings in the literature, therefore, contrast the views of some respondents that sponsorship for South Africa's women's rugby was improving. However, in some countries, particularly England, such views could be true. Ellis (2018) and Grimely (2019) report growing sponsorship for women's rugby in the UK, although Grimely states that despite this growth, it remains lower than the sponsorship afforded to men.

In the study, one respondent discussed women's rugby problems from a cyclical perspective. In previous studies and concepts, the concept is discussed in relation to other sports and activities as well. This cycle can be illustrated as follows:

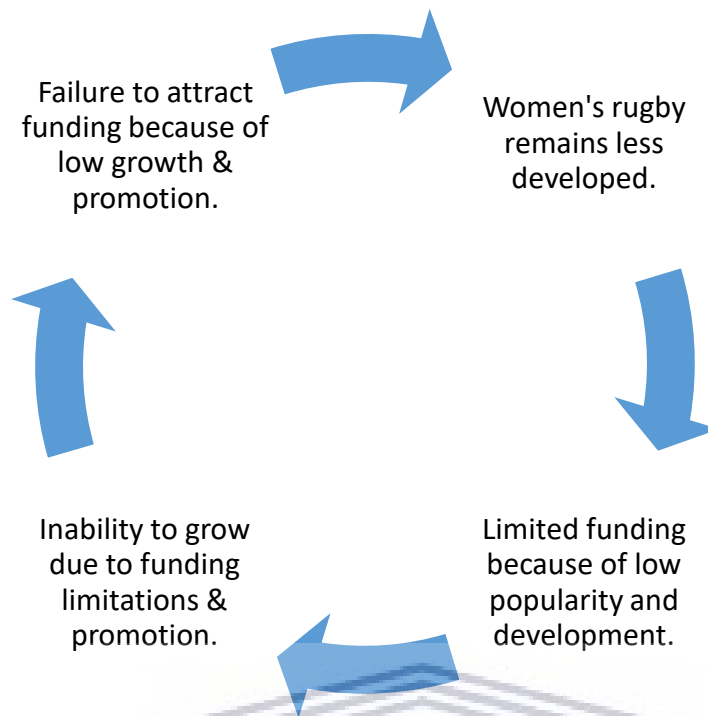


Figure 3.3 The cycle of women's rugby underdevelopment (adapted from the findings of the current study)

Allah (2017) and Phaswana (2018) assert that in sports, poorly funded demographic groups tend to lack growth and development, and this lack of growth further impedes future funding, creating a never-ending circle of underdevelopment. This study, therefore, confirms that this cyclic view also applies to women's rugby. While players were frustrated with the level of financial support offered to them by the unions, coaches felt particularly satisfied with the little money that was received to develop woman's rugby. This, in their perception, was justified by the fact that contributions had increased over time, even though by men's standards, they were still inadequate and grossly insufficient. Players expressed resentment and frustration at the way they were treated. They had to hold their full-time jobs in addition to their full-time training and match schedules. The lack of sponsorship and financial support meant that training had to be sacrificed for fear of losing their jobs, or their remuneration was not sufficiently adequate to cover transport for training sessions. Players argued that

they could obtain sponsorships on their own, and therefore questioned management's inability to do the same. They also questioned why management always had to wait for the union to source funding. This mirrors the lack of involvement from players in the planning and organisational structures. If there were communication and involvement of players with regard to decision making, there would be more clarity on issues such as sponsorship acquisition and support.

5.6 Personal and socio-economic factors

The findings from the study showed that socio-economic factors outside the field of training affected stakeholders' perceptions of the nature and development of women's rugby. From the data analysis, women's rugby was influenced by macro, meso and micro factors that all integrated to affect how the sport was viewed. This strongly corresponds with Haan and Sotiriadou's (2018) multi-level factor approach to understanding women and the sport. Haan and Sotiriadou point out that at a macro level, coaching and player relations are affected by socio-cultural factors that represent how general society interacts with the sport. On a meso scale, sports management and administration (organisation) come into effect, while the micro level involves women players as individuals.

These factors were explored through the following sub-themes: personal financial challenges; nutritional support challenges; discipline-related issues; socio-cultural factors; and competition with other sports.

Key findings:

1. Women's rugby is not yet fully professional in the Western Cape Province. As a result, many players hold full-time jobs and experience financial and emotional strain.

2. The biggest challenge facing women rugby players is a lack of adequate sustenance and education on nutrition for players.
3. Players were expected to stop participating after marriage owing to local customs and traditions.
4. Inappropriate relationships between coaches and players were an area of concern.

5.6.1 Personal financial challenges

The socio-cultural effects of the macro environment have been discussed under stereotype-related subthemes above. The economic aspect of the macro level, however, was not well discussed by Haan and Sotiriadou (2018). Players noted the overall economic conditions of South Africa, including poverty and unemployment, as factors that cannot be divorced from the development of the sport. Players reported suffering financial strain and anxiety, and not being able to afford their involvement in the sport. Similarly, Phaswana (2018) found that personal financial challenges impeded the growth of sports and the realisation of full sporting capacity among low-income South Africans. This was again linked to the issue of poor sponsorship (see Section 5.5.4). It also emerged that women rugby players were not assumed to be full-time professionals like their male counterparts, and this resulted in their not obtaining any meaningful continuous income from the sport.

5.6.2 Nutritional challenges

Strongly related to financial challenges at a personal level, women rugby players interviewed also mentioned that they failed to get adequate nutritional support and therefore failed to meet their respective targets. Nutritional challenges discussed by the participants are confirmed by other sources, including Gallan (2015), who mentioned that the performance and potential realisation of elite athletes from low-income communities was seriously hampered

by nutritional challenges. Gallan placed nutritional challenges on the macro level, where a significant proportion of low-income communities went to bed hungry. Gallan's view is also shared by Phaswana (2018), who associates poverty and malnutrition with poor sports development.

5.6.3 Family, religion and community issues

This subtheme was closely related to the gender stereotypes subtheme. Religion, customs, communities and families influenced participation in rugby. Women players' continuity was compromised by being part of families that usually did not accept the fact that a married woman or a mother could be a rugby player. Such customs were also discussed by Walter and Du Randt (2011), who found that among Xhosa and Tsonga women, wearing sports attire such as pants and shorts was seen as unacceptable in their culture. This finding was further supported by Kanemasu and Johnson's (2019) study which revealed how Fijian women experienced stigmatisation, severe punishment and ostracization by their families and communities for playing rugby.

Findings showed that family members and the community at large held outdated views on women rugby players and their participation in the sport. The notion that women could not or should not play rugby after marriage was archaic. Many sportswomen today are married and continue to be successful athletes. Players were pushed to play more traditionally accepted sports like netball and hockey. This was mostly related to stereotypical views that there were sports for women and sports for men. Joncheray and Tlili's (2013) study found that 80% of respondents said that their families (mostly mothers and grandparents) advised them against playing rugby. Their findings also revealed that fathers influenced players' decisions to play rugby, but that they did not explicitly advise their daughters to play or not play

rugby. It is unclear from this study's respondents which of their family members may have been against their decision to play rugby.

Lastly, there were views from coaches and informants that rugby was in competition with and threatened by other sports such as netball. However, the study's findings indicated that women's rugby was growing in the Western Cape Province and there was no evidence to suggest that competition from other sports had a significant effect on women's rugby development.

5.6.4 Inappropriate player-coach relations

Relationships between coaches and their players are not a new phenomenon. Participants discussed coaches' impregnating players and how some players were favoured over others who were perceived to be having inappropriate relations with coaches. Vollenhoven (2018) found similar experiences where coaches were flirtatious, spoke in a sexual manner to players, held them, or massaged them to the point where they felt uncomfortable. Coaches believed that the best way to address the issue of inappropriate relationships between players and male coaches was to employ women coaches. However, this appears to shift focus and blame from the offending parties. The insinuation is that women coaches would put an end to inappropriate relations, which may not always be the case. Male coaches, players and all parties should be educated about these situations and how to avoid or prevent them, especially the coaches who are in a position of power. There also comes a point where young players may be involved, and in this case, it becomes an issue of criminality.

5.7 Growth and transformation

Growth in women's rugby was widely discussed, with participants agreeing that numbers of new players were steadily increasing every year in comparison with previous years. Transformation was not widely discussed, but it is important to mention its place in women's rugby in a South African context. Two sub-themes were explored under the main theme: growth and sustainability, and growth and transformation.

Key findings:

1. Participants agreed that there were not enough resources to sustain the growth of women's rugby.
2. Transformation did not feature prominently on the agenda of women's rugby clubs and unions.

5.7.1 Growth and sustainability

Owing to a lack of resources, the number of players in the programmes fluctuated at any given time and there were not many opportunities for those wanting to play women's rugby professionally. This growth was dependent on external resources. The number of players fluctuated owing to funding, player commitments with regard to their jobs and studies, lack of certain sporting prospects in the future, and transport issues. Participants felt that in order for growth to continue, the sport needed to sustain itself. A coach even remarked that women's rugby clubs were "spoiled" as a result of the union's involvement. This is the complete opposite to the players' experiences and further illustrates a disconnect between them. It was clear that women's rugby was severely underfunded, as with most women's sport, and the progress it had made with little funding was due to the commitment of players and dedicated coaches. It is difficult to imagine women's rugby sustaining itself with communities

and sponsors still holding stereotypes which discourage more girls and women from participating. The few available opportunities for professional contracts are not sufficiently adequate to make a change in the long term at present. Possible solutions are presented in the next chapter.

5.7.2 Growth and transformation

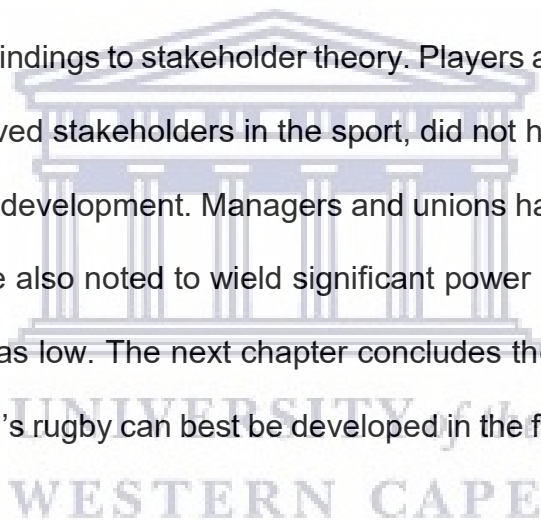
Transformation in women's rugby is problematic. Although the game has always been a white domain in the men's version, women's rugby in South Africa is rooted in women of colour. It is arguably the most representative sport in South Africa at the moment. There were strongly opposing views from the participants on matters related to transformation, highlighting the diversity of perception that exists on this sensitive matter. There were views that transformation was progressing well, and an opposing view that it was very slow. Another view was that transformation had a negative effect on the quality of the sport, while a contrasting view was that player quality was not being negatively affected by transformation at all.

In agreement with the views that transformation was slow, the Parliamentary Monitoring Group (2016, 2018) reported that the sport was at risk of losing support from both sponsors and the government, owing to its lack of transformation. At the same time, there are views that women's rugby has fared much better in terms of transformation than men's rugby (SARU, 2019). According to the SARU Strategic Transformation Development Plan 2030 (SARU, 2019), the Eminent Persons Group (EPG) on transformation target is 45%, which the majority of men's teams failed to achieve in the different competitions. In comparison, women's rugby teams at both the provincial and national levels had achieved their targets consistently. This revealed that transformation unexpectedly had no significant effect on the development of women's rugby.

5.8 Chapter summary

The perceptions held by the respondents on the development of women's rugby in the Western Cape Province were generally similar to those some researchers from other parts of the world had encountered. Other findings, however, were unique to the study and could not be related to any previous studies. These included the issues of sports discipline, and competition between rugby development and other sports. There were multiple stakeholders in sports development and their roles and expectations affected the development of the sport at a macro level, at a meso or organisational level, and at a micro or player/coach/manager level.

The discussion related the findings to stakeholder theory. Players and their coaches, despite being the most highly involved stakeholders in the sport, did not have all the power to influence the rate and extent of development. Managers and unions had this power, while sponsors and communities were also noted to wield significant power in development, although their interest in the sport was low. The next chapter concludes the study and gives recommendations on how women's rugby can best be developed in the face of multiple stakeholders with varying interests.



CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

6.1 Overview of the study

In this chapter, the conclusions derived from the findings of this study on stakeholder perceptions of the implementation and management of women's rugby development programmes in the Western Cape Province are presented. These conclusions were based on the purpose, aims, objectives, research questions and findings of the study. The chapter also provides recommendations for current and future studies.

The main purpose of the study was to offer insight into stakeholders' perceptions of the management and implementation of development programmes for women's rugby in the Western Cape Province and to contribute to the existing research in the field. The study examined the attitudes and perceptions of various stakeholder groups, which included current women rugby players, coaches and managers. It also sought to contribute to the lack of research in the field. The research question was: "What were the perceptions of stakeholders in women's rugby about the management and implementation of development programmes in the Western Cape Province?"

The study adopted an exploratory qualitative design in order to achieve the study objectives by gaining insight into stakeholders' perceptions of the management and implementation of development structures in place for women's rugby in the Western Cape Province. Using semi-structured face-to-face interviews and focus groups, sessions were conducted with managers, coaches and players from the WPRFU in Cape Town who were purposively selected as participants. All the interviews were conducted in English and recorded with a mobile phone, then professionally transcribed and analysed through ATLAS.ti Version 8.

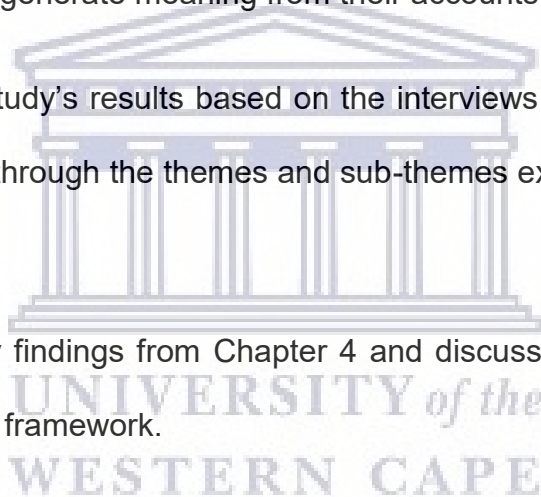
Chapter 1 provided the rationale for and background to the study, and placed it in a South African context.

Chapter 2 presented a literature review of women's rugby programmes and the dearth of literature in women's rugby studies. It presented an overview of the historical factors pertaining to women's rugby globally, in South Africa, and in the Western Cape Province, as well as providing a discussion of current themes in the field.

Chapter 3 presented the research design and study methodology, and the implications of the qualitative approach to explore the perspectives of participants. This was in order to gain insight into their views and generate meaning from their accounts.

Chapter 4 presented the study's results based on the interviews with coaches, managers and women rugby players through the themes and sub-themes extracted from their experiences.

Chapter 5 outlined the key findings from Chapter 4 and discussed their implications with reference to the theoretical framework.



6.2 Key findings and conclusions

This study set out to answer the following research question: "What were the perceptions of stakeholders in women's rugby about the management and implementation of development programmes in the Western Cape Province?"

In doing so, participants were purposively selected and interviewed using one-on-one, telephonic, and focus-group interviews. Some of the interview questions included the following: What is the current management structure like to support the development process? What do you believe are the different factors which hinder women's rugby? What are your

thoughts on how women's development programmes are implemented in the Western Cape Province?

From the findings, the following can be concluded:

- Community stakeholder groups believed that rugby, as a sport, was not appropriate for women.
- The strongest factors affecting the development of women's rugby were stereotypes held by communities, coaching, incompetence of management and the interests of sponsors.
- Managers and coaches believed over-dependency on unions was stunting the growth of women's rugby.
- Players believed that management lacked respect for them, excluded them from important planning processes, and withheld information that affected them.
- Coaches played a mediating role between players and managers.
- Coaches did not take into account the needs of women players in their training regimes and didn't acknowledge the players' feelings towards management.
- Transformation was not a major point of discussion and had no significant effect on the development of women's rugby programmes in the Western Cape Province.

In conclusion, women's rugby development programmes in the Western Cape Province were directly affected by many variables, such as lack of funding, stereotyping, and administrative issues. This is supported by Kanemasu and Molnar's (2015) study which found that women playing rugby struggled immensely to secure financial, emotional and technical support from their families, rugby unions and the community at large and at the same time facing limitations from this pressure. In addition, stakeholders such as the media, coaches, community, and participants themselves played a role with varying influences which contributed

to the development of the women's game. This contribution may have a negative or positive response.

6.3 Study limitations

This study has some notable limitations. The study sampled only a very small region of South Africa, specifically, the Western Cape Province. Furthermore, the sample also consisted of a very small number of officials and women rugby players at only one rugby union (WPRFU). Therefore, it is difficult to generalise and justify any generalisations as such.

Another limitation is the lack of previous studies in women's rugby management. This was circumvented by employing an exploratory research design which identified gaps in the research and justified the need for further research. Finally, this study began in 2016, and data collection took place from 2017 to 2018. New policies may have been implemented during that time and general attitudes may have shifted somewhat. However, the researcher believes the study results and conclusions may still be valid.

6.3 Notable changes since data collection period

Since the data collection period, quite a number of significant strides have been made. Most notably, SA Rugby appointed a new women's rugby high performance manager. The appointment of former Ireland captain, Lynne Cantwell is a sign of SA Rugby's commitment to women's rugby and its development (World Rugby, 2021). SA Rugby also appointed their first female Executive Council member, Ilhaam Groenewald and the first female head coach of a national team (SA Women Under-20), Laurian Johannes (SA Rugby, 2020). It is hopeful that through these appointments, many of the concerns raised in this study's finding may be addressed. This is in addition to the strategic re-focus of their approach to women's rugby in time for the Rugby World Cup in New Zealand in September 2021 (Huge Rugby, 2021).

In 2020, a new pathway for women's rugby in South Africa was charted and the code was elevated to the second most important strategic priority by SA Rugby. By the end of the same year, there were 3421 women's players in the country (SA Rugby, 2020).

Previously, the Women's Premier Division was a one-round affair with teams playing each other once. In 2021, the league was updated to a two-round competition and for the very first time, matches were broadcast live on SuperSport and YouTube (Sibembe, 2021), a huge step for women's rugby in South Africa and on the African continent. This ensures more competition opportunities for players.

6.4 Recommendations for the study

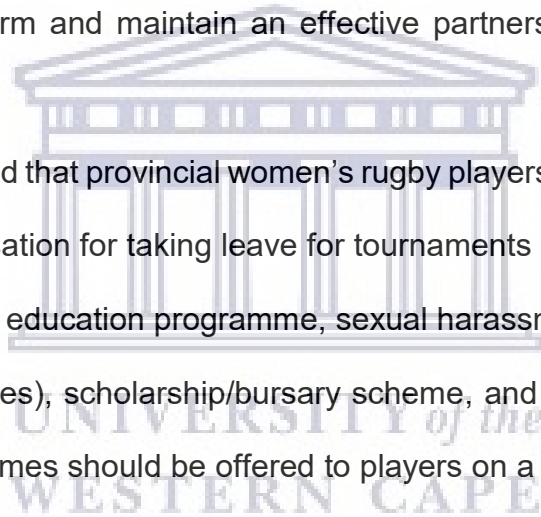
Despite some of the limitations listed, there are some strategies that unions, clubs and other women's rugby officials could employ to improve women's rugby development programmes in the Western Cape Province, and on a broader scale, nationally, where applicable.

These recommendations are:

- It is recommended to increase the number of school-level participation opportunities for all girls and improve access to high-performance structures at an earlier age. A restructuring and tweak of women's rugby at the amateur level is required. England's women's team provides a successful framework to emulate, having participated in every Women's Rugby World Cup and winning two. It would be helpful for age group categories for girls to start earlier, as players mentioned they started playing rugby with boys as there was no age group for them. This will lead up to consistent high-performance structures for both junior and senior players.
- It is recommended that women's rugby be made a priority for SA Rugby, its unions, clubs and schools in order for it to emerge from the shadow of men's rugby. Women's rugby should be co-managed by competent and qualified men and

women. There are many former players who fit this bill and are willing and able to fulfil these roles. While the unions should provide oversight from World Rugby's perspective, women's clubs should be able to develop their own programmes and initiatives which suit and fit those they wish to serve. However, partnerships with existing men's teams and clubs can assist women's teams with opportunities for exposure and sponsorship deals which can overlap. For example, having the Western Province women play televised curtain raisers for the men's teams.

- It is recommended that all stakeholder groups (government, rugby unions, rugby clubs, schools, communities, and players) should commit to transparency and accountability to form and maintain an effective partnership to support and uplift women's rugby.
- It is recommended that provincial women's rugby players with full-time jobs should receive compensation for taking leave for tournaments and matches. In addition, a robust nutrition education programme, sexual harassment course (including officials and coaches), scholarship/bursary scheme, and other life- skills/capacity-building programmes should be offered to players on a continuous basis. Unions should commit to introducing full-time contracts to talented players which ensure better access to players to develop to their full potential.
- It is recommended that unions understand and include players in decision making and formation of strategies. Representatives of the players should be included in meetings and other processes. Players should be afforded the opportunity to co-create development programmes with the unions and clubs.
- It is recommended that a women's rugby plan and a coaches' development plan for women's rugby should be developed and implemented which includes monitoring and evaluation. Both plans should be tailor-made for women and consider



late beginners through the development stages. Included in the women's rugby plan should be the education of administrators working in women's rugby.

6.5 Recommendations for further research

In light of the recommendations for the study and study limitations, the following recommendations for further research are suggested:

- Further research is recommended on a larger scale with women's teams in South Africa at several different provincial and national rugby unions. Increasing the sample could yield more diverse and unique findings.
- Future studies using a quantitative approach for statistical analysis and statistical findings on these programmes are recommended. Such a study can be seen in Adonis' (2011) mixed qualitative and quantitative study titled '*The management of junior football development programmes in selected professional football clubs in Gauteng*'.
- Further research is recommended to explore in more detail how stakeholder groups affect and influence women's rugby development programmes. A typical study demonstrating this is '*A stakeholder approach to performance management in Botswana National Sport Organisations*' (Kasale, Winand and Morrow, 2019).

6.6 Reflective summary of the research process

My journey in sports management began in 2012 on a train ride home, when on a whim, I decided to change my course from architecture to sport management at the Cape Peninsula University of Technology. What followed was four years of study which culminated in my graduating *cum laude*. In my third year at university, we visited Newlands Rugby Stadium, and a few months later, my internship at Western Province Rugby began. It is here where I first learned of women's rugby – a sport I was shocked to discover that women enjoyed

playing and at such a high level. During my internship, I was exposed to women's rugby from primary school to club level. In March 2016, I was appointed as the administrator of the Youth Training Centre for girls, based at Western Province Rugby. I became fully involved with all aspects of management and implementation of this programme and oversaw the development of players who now feature in the Springbok Women's team.

That same year, I applied for the master's programme in Sport, Recreation and Exercise Science at the University of the Western Cape. I initially wanted to investigate the development programmes of women's football in Cape Town, but decided to base my research on women's rugby. My involvement in the game piqued my interest in studying and furthering the existing knowledge. I had seen how players, managers and coaches struggled to keep the sport alive and to convince schools, parents and communities that rugby was a suitable sport for girls and that it presented an opportunity for players to change their lives.

Initially, starting the process of researching and writing felt like a mountain I could not conquer. Being a new researcher who was also working full time meant that I had to double, sometimes triple my efforts to make progress. After my proposal was approved, I then began the data-collection process. This was probably the most arduous part of the process, as it was challenging finding willing participants. I sent dozens of emails to coaches at rugby clubs asking if they would be interested in my study. Some agreed but the majority declined. I also had to request the names and contact details of all the registered women players at clubs. However, many of them did not have working emails or contact numbers.

This meant that I had to consult those closest to me – players, managers and coaches with whom I worked on a daily basis. This was not ideal as it meant that I was unable to collect the data myself. I had to choose someone else to collect the data (via interview) as I didn't want to compromise the integrity and validity of the findings. My supervisor interviewed the

key informants and I was able to conduct the focus groups with players. I would have wanted to collect the data myself, as I think it would have been more meaningful, especially when collating the results and discussion sections. I do feel, however, that the coaches and players I interviewed had the potential to be more honest and transparent, but they may not have felt comfortable enough to give their unfiltered and uncensored perspectives as I was employed by the very people they had qualms about.

The most straightforward part of the study was the methodology. The results and discussion were the most time-consuming, and I found myself frustrated by the lack of progress I was making. However, reminding myself why I was doing this and the potential benefits the research would have for women's rugby motivated me. I am passionate about women's rugby and I formed close relationships with the players, managers and other administrative staff.

As much as I enjoyed the process, I faced some challenges, including working full time, issues with data collection, and my bias. I also feel that because of my inexperience, I may not have interviewed participants as well as I could have. I definitely could have used more probing questions and questioned responses I may not have understood. Despite this, the research process was a valuable and extremely educational one. If I had to redo the study, I would use a quantitative approach with anonymous surveys. Although the qualitative approach I adopted allowed me to gain rich, in-depth views and experiences from the participants, I believe an anonymous survey would yield more honest and open responses which could be analysed into statistics which would further aid stakeholders. The study presents the opportunity for further research. Including all women's rugby clubs at each union and more extensive interviews with participants could be interesting.

During the process I came to realise that there is a strong passion for women's rugby in the Western Cape Province. Players and coaches were dedicated and committed, despite the

many struggles they faced. This motivated me and I believe the best for women's rugby is yet to come. Having not done research of this nature before, I appreciate the lessons I have learned, the people who assisted me, and what is yet to come. Women's rugby has a bright future

6.7 Concluding remarks

This study's research question was: "What were the perceptions of stakeholders in women's rugby of the management and implementation of development programmes in the Western Cape Province?" The study found that different stakeholders had various perceptions and opinions. Coaches and managers held positive views, while players had negative perceptions of the programmes and questioned their management and implementation. Communities were critical of women who played rugby, but this did not stop the players.

Stakeholders faced many challenges. The most significant finding in this study was that the strongest factors affecting the development of women's rugby programmes were the community-held stereotypes, coaching, administration incompetence and lack of interest from sponsors in the sport. This supported studies by Kanemasu and Johnson (2017) who looked into community attitudes towards women's rugby in Fiji and by Oliveira Altmann and Marques (2019) who studied the perceptions of Brazilian national team players on the inclusion of women in rugby. An over-dependency on unions and lack of communication from management were also attributed to stunting the growth of the game, as perceived by stakeholders. The study also uncovered some unique findings with regard to the player-coach dynamic and discipline.

Although the study objectives have been met, it is important to undertake further research to contribute to the existing literature.

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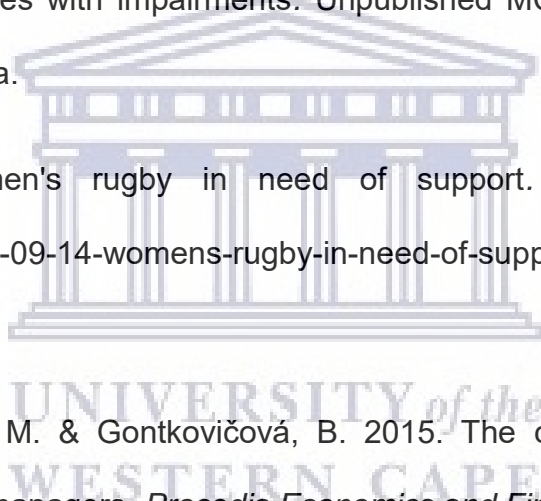
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APPENDIX A

INFORMATION SHEET

Stakeholder perceptions of the implementation and management of women's rugby development programmes in the Western Cape Province.

What is this study about?

This is a qualitative research project being conducted by Melissa Limenyande at the University of the Western Cape. We are inviting you to participate in this research project because you are a potential candidate for the following reasons; a) you are a former women's rugby player involved in management or administration of women's rugby, with at least two to three years in a club structure or development programme under the Western Province Rugby Football Union as a player, b) you are a women's rugby coach with at 3 years' experience and at least a World Rugby Level 2 coaching qualification or c) you are an expert (manager) in the field with no less than 5 years' experience in women's rugby management. The purpose of this research project is to investigate stakeholder perceptions of the implementation and management of women rugby development programmes in the Western Cape Province.

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

You will be asked to take part in an interview in order to gain insight into the topic at hand. You will be asked for permission to record the interviews. All data, recordings and transcripts collected will be kept confidential and anonymous. Interviews will take place at a disturbance-free location convenient for you and will take between 60-90 minutes to complete. If you are unable to meet face-to-face for interviews, Skype and/or Google Hangout sessions may be arranged. Online sessions will also be recorded, kept confidential and participation is anonymous. Participation in the study will positively contribute to the implementation and management of women's rugby programmes and the body of knowledge on the sport.

Would my participation in this study be kept confidential?

The researchers undertake to protect your identity and the nature of your contribution. To ensure your anonymity, participants' names will not be included in collected data and instead, pseudonyms will be used. To ensure your confidentiality, collected data will be stored in locked filing cabinets and storage areas, using identification codes on data forms as well as using password-protected computer files. If we write a report or article about this research project, your identity will be protected as far as possible. This study will use focus groups therefore the extent to which your identity will remain confidential is dependent on participants' in the Focus Group maintaining confidentiality.

What are the risks of this research?

There may be some risks from participating in this research study as all human interactions and talking about self or others carry some amount of risks. The participant may feel uncomfortable or emotional recalling past experiences. You are under no obligation to share any information which may negatively affect you and therefore may withdraw or decline to answer any question. We will nevertheless minimise such risks and act promptly to assist you if you experience any discomfort, psychological or otherwise during the process of your participation in this study. Where necessary, an appropriate referral will be made to a suitable professional for further assistance or intervention.

What are the benefits of this research?

The benefits to you include positively contributing to research in an overlooked area and adding to existing literature. The research may benefit South African Rugby, Western Province Rugby Football Union and women's rugby clubs in evaluating their programmes to improve women's rugby. The results may also help the investigator learn more about the managerial effectiveness of women's rugby programmes in the Western Cape Province. We hope that, in the future, other people might benefit from this study through improved understanding of how management approaches affect the success of women's rugby programmes.

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

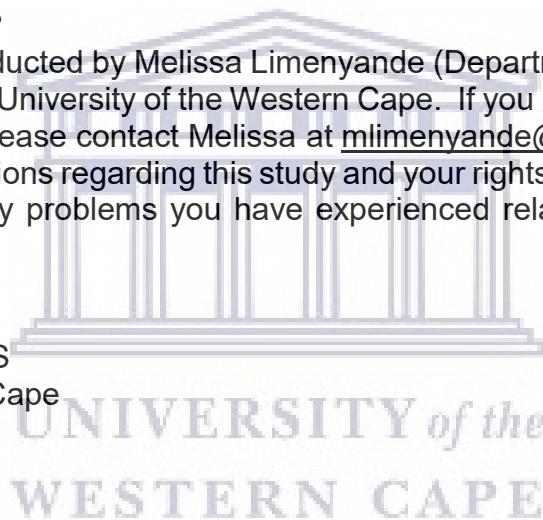
Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized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

What if I have questions?

This research is being conducted by Melissa Limenyande (Department of Sport, Recreation and Sport Sciences) at the University of the Western Cape. If you have any questions about the research study itself, please contact Melissa at mlimenyande@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:

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This research has been approved by the University of the Western Cape's Research Ethics Committee.

APPENDIX B

INFORMED CONSENT FORM

Stakeholder perceptions of management and implementation of women's rugby development programmes in the Western Cape Province.

The study has been described to me in language that I understand. I understand what my participation will involve and I agree to participate of my own choice and free will and that my identity will not be disclosed to anyone. Any questions I have about the study have been answered. 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 full name: _____

Participant's signature: _____

Date: _____

I agree to the audiotaping of my participation in the study.

I do not agree to the audiotaping of my participation in the study.

I agree to the video-recording of my participation – in the case of Skype/Google Hangouts.

I do not agree to the video-recording of my participation – in the case of Skype/Google Hangouts.

To ask any questions, obtain additional information or report any concerns with respect to this study, please contact the research supervisor as below;

Name: Ms Simone Titus

Tel: 021 959 2350

Email: stitus@uwc.ac.za

APPENDIX C

FOCUS GROUP CONFIDENTIALITY BINDING FORM

Stakeholder perceptions of the implementation and management of women's rugby development programmes in the Western Cape Province.

The study has been described to me in language that I understand. Any questions I may have about the study have been answered. I understand what my participation entails and I agree to participate of my own choice and free will. I understand that my identity will not be disclosed to anyone by the researchers and 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 also understand that confidentiality is dependent on participants' in the Focus Group maintaining confidentiality.

I hereby 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.

I agree to the audiotaping of my participation in the study.

I do not agree to the audiotaping of my participation in the study.

I agree to the video-recording of my participation – in the case of Skype/Google Hangouts.

I do not agree to the video-recording of my participation – in the case of Skype/Google Hangouts.

Participant's full name: _____

Participant's signature: _____

Date: _____

APPENDIX D

Key Informant Interview Guide

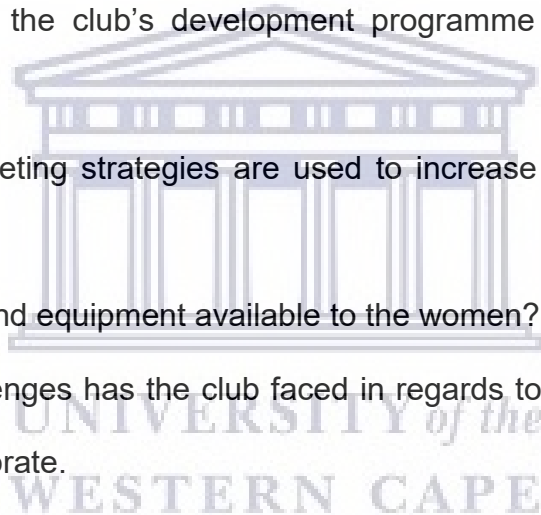
1. How long have you been involved in women's rugby?
 - Involvement in the community
 - Types of activities involved in
2. How long have you been in your current position/role?
3. Do you believe that current management structures are effective in promoting women's rugby? Elaborate.
4. What are your thoughts on the implementation of existing women's rugby development programmes?
5. What do you believe, are the barriers that hamper women's rugby in the Western Cape Province?
6. As an expert in your field, how can women's rugby policies and practices be improved upon?
7. What are the kinds of difficulties you have faced in your current role?
8. What policies are in place to ensure that programmes are meeting the needs of the players they aim to serve?
9. How important do you believe effective management is for women's rugby?
10. In your opinion, what is required to ensure the success of women's rugby in the Western Cape Province?
11. What has really worked and what mistakes have frequently been made in women's rugby in the Western Cape Province? Why do you feel that way?
12. What do you think are the components of an integrated development programme for women's rugby?



APPENDIX E

Coaches' Interview Guide

1. Briefly describe your club's history and your involvement.
2. What are your academic and coaching qualifications?
3. What kind of structure does your club follow?
4. Which schools in your area do you have links with and are considered feeders?
5. Is there a development programme in place at the club for women and how are girls nurtured?
6. If your club does have a development structure, what does it offer players?
7. Briefly explain how the club's development programme is managed and implemented.
8. What kinds of marketing strategies are used to increase public awareness of the club?
9. Are there facilities and equipment available to the women? Which ones?
10. What kinds of challenges has the club faced in regards to developing the women's game? Please elaborate.
11. Does the club get support from WP Rugby or SARU with developing these programmes?
12. Please indicate how many coaches/staff are currently involved in women's rugby.
13. How many girl players in each age group are currently affiliated with your rugby programme?
14. What are the different factors which hinder women's rugby, in your opinion?
15. In your opinion, what kind of training do you think you need to be more effective in your role?



16. What kinds of successes and challenges have you faced regarding your involvement?

17. Lastly, what recommendations would you propose to improve development programmes for women's rugby in the Western Cape Province?



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APPENDIX F

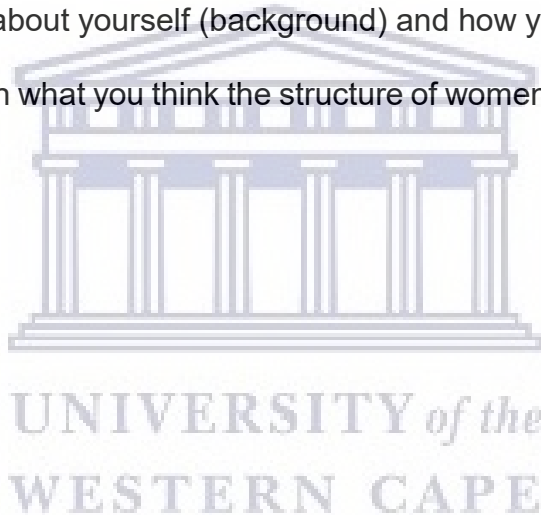
Players' Focus Group Interview Guide

Introduction

Good morning/afternoon and thank you for your willingness in being part of this research. The aim of this study is to explore stakeholder perceptions regarding the management and implementation of women rugby development programmes in the Western Cape Province. Therefore, your input in answering questions on your experiences and views on the management, implementation and development of women's rugby.

Questions

1. Can you tell me about yourself (background) and how you started playing rugby?
2. Could you explain what you think the structure of women's rugby is in the Western Cape Province?
 - Participants
 - Development
 - How many clubs
 - Player pathways
3. Can you tell me your perception on how women's rugby development programmes are managed and what those programmes entail in the Western Cape Province?
4. What you think is required for an effective women's rugby programme? Please elaborate.
5. Considering the previous questions, could you tell me your understanding of what your rugby programme is supposed to accomplish? What are the outcomes and have they been communicated to you?



6. Can you tell me about the current strategy in place for women's rugby in the Western Cape Province?
 - Can you identify the elements of the strategy?
7. Can you explain what your club offers you as a player and in which ways you are supported?
 - Nutrition
 - Medical care
 - Facilities
 - Training
8. Can you tell me whether you believe women's rugby programmes are succeeding or failing and why?
9. Were there any barriers to you becoming involved in the sport? Please give some examples.
10. Could you tell me about any positive experience you have had playing rugby?
11. What are some of the challenges you have faced as a woman playing rugby?
Please elaborate.
12. Could you tell me about any physical, economic, social or other factors that have affected your rugby?
13. Lastly, is there anything you would like to add that might not have been discussed?

Thank you for your patience and time.

APPENDIX G

DECLARATION OF EDITING

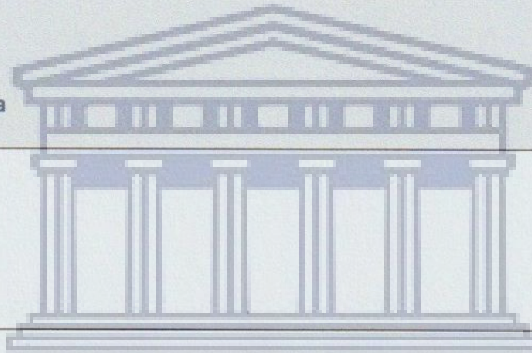
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Language and technical editing | bibliographic citation

DECLARATION OF EDITING

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The MA thesis by candidate **Melissa Limenyande** titled 'Stakeholder Perceptions of the Implementation and Management of Women's Rugby Development Programmes in the Western Cape' has been edited, the references have been checked for conformance with the Harvard style of bibliographic citation, all in-text citations have been checked against the reference list, and all items in the references have been checked for citation in the text. The candidate has been advised to make the recommended changes.

Dr ES van Aswegen
8 December 2020