UNDERREPRESENTATION OF WOMEN IN MANAGEMENT OF SPORT: IMPLICATIONS FOR WOMEN'S PARTICIPATION IN RUGBY SPORT IN POLOKWANE MUNICIPALITY OF LIMPOPO PROVINCE

by

Thabiso Mapreme Shongwe

Mini-dissertation

Submitted in fulfilment of the requirements for the degree of

MASTER OF BUSINESS ADMINISTRATION

in the

FACULTY OF MANAGEMENT AND LAW
(Turfloop Graduate School of Leadership)

at the

UNIVERSITY OF LIMPOPO

Supervisor: Professor M.M. Kanjere

September 2022

DECLARATION

I, Thabiso Mapreme Shongwe, hereby declare that this study: **Underrepresentation of Women in Management of Sport: Implications for Women's Participation in Rugby Sport in Polokwane Municipality of Limpopo Province**, is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references and that this work has not been submitted before for any other degree at any other institution.

05/04/2023

_____ _____

    T.M. Shongwe Date

DEDICATION

This parchment is dedicated to my two sons; Musa and Shepherd, and of course, my dearest wife, Keneilwe Moabelo, for their continued sacrifices and support. To my late daughter, Nomusa Shongwe, you will always be in my heart, and my father, may your soul rest in power; I am everything you always wanted in a son.

ACKNOWLEDGEMENTS

LIST OF FIGURES

Figure

Pages

LIST OF TABLES

LIST OF ACRONYMS

Acronyms	Definition
SDG	Sustainable Development Goals
SARU	South African Rugby Union
NCAA	National Collegiate Athletic Association
NCS	National Council of Sports
SRSA	Sports Recreation South Africa
WASSA	Women and Sports South Africa
SASCOC	South African Sport Confederation and Olympics Committee
USSASA	United School Sports Association of South Africa
SASSU	South Africa Student Sports Union
USSA	University Sports South Africa
EST	Ecological Systems Theory
LTAD	Lon-Term Athlete Development
LTPD	Long-Term Participant Development
IOC	International Olympic Committee
NDC	National Olympic Committee
UNHCR	United Nations High Commissioner for Refugees
CGF	Commonwealth Games Federation
DC	District Coordinator
REF1	Referee one
C1	Coach one
PLAYR1	Player one

ABSTRACT

The underrepresentation of women in management positions of rugby is a continued unresolved phenomenon not only in South Africa, but across the globe. It has been thirty years since the Brighton Declaration was adopted, which was attended 289 international states. The Brighton Declaration Conference seeks to promote the interest of women in sport; the conference in line with Sustainable Developmental Goals (also called "SDG. World Rugby has over 15 working committees that constitute less than 5 women serving as members in committees. South African Rugby Union (SARU), a custodian for rugby in South Africa, lacks women representation in senior management positions. Thus, a research conducted in women rugby in Polokwane Municipality. The aim of the research is to investigate the underrepresentation of women in management of sport and the implications for women 's participation in rugby sport in Polokwane Municipality, Limpopo Province. The research uses qualitative approach, and 20 participants were purposively sampled to respond to interview questions. The research findings revealed SARU's inadequacy in developing women for management of rugby. Thus, the research recommends women empowerment through various sustainable development programs accustomed to equip women to occupy management and leadership roles. Furthermore, policy review on sport management should be considered, the review brings together women coaches, technical staff and other team officiating from various stakeholders of sports and rugby in particular. SARU has to review their inclusion policies, and implement them. World Rugby's inclusion policies must also be implemented because in many cases inclusion policies only exist on paper.

Table of Contents

CHAPTER 1
INTRODUCTION AND BACKGROUND OF THE STUDY

1.1. INTRODUCTION

Women's sport has not been receiving the same hospitality and publicity as men's sports over the years (Madsen, 2018). The discrepancies in the treatment of men and women in all spheres of life, can also be seen in the wage gap. For example, in Australia, in the period 2009-2010, women were employed to perform the same sports duties as men; however, women were paid an annual wage of 57% of the tuft of men (Forsdike, Donaldson and Seal, 2022). In the early 70s, women used to receive 62 cents for every dollar earned by males, but it was later discovered that this ratio had increased to 80.2 cents for every dollar earned by men (Singh and Naidoo, 2017). This means that, in over a period of 30 years, women's increment has been 17.9 cents only (Posthumus, 2013). Their male counterparts earned 19.8 cents more (Benson, 2017). This is one of the many indications that there is an imbalance between men and women across a variety of spheres, including the workplace.

The underrepresentation of women in the management of sports has become a global phenomenon, as evinced by executive management portfolios worldwide that are still occupied by the majority of men (Madsen, 2018). The National Collegiate Athletic Association (NCAA) of America ensures that positions that men occupy are executive whilst women are placed in departmental divisions and operational positions, such as research and development, administrative, IT, and finance (Singh and Naidoo, 2017). There is only 22.3% of athletic women directors in the US, and 10.6% of these women directors are from universities (Benson, 2017). Over 77% of men still dominate the athletic directorship positions in the whole of the USA (Madsen, 2018), with more men occupying executive positions in sporting institutions (Adom-Aboagye, 2020). As a result, women end up having less influence in sports leadership and management (Ndlovu and Makoni, 2014).
.

1

The underrepresentation of women in the management of sports has left many young girls without role models as women in sports are often treated as second class (Chatziefstathiou, 2012). Women in sports leadership positions find themselves caught between African and Western cultural juxtapositions, both of which covertly and overtly oppress women's rights. This is because sports are associated with men more than with women (Madsen, 2018). Although various governments are introducing policies to change the perception; however, little is being achieved in terms of women occupying executive positions in the management of sports (Whalen, 2017).

According to Roberts (2018), South Africa concentrates on developing boys and men for rugby, whilst doing little to empower women and girls in rugby. For instance, women's rugby at the national and provincial levels is given minimal attention compared to men's rugby (Posthumus, 2013). Women are allocated only one round of matches that has 5 matches, for a period of about 2-3 months (Chatziefstathiou, 2012). Nevertheless, in other parts of Africa, women's rugby is developing at a faster rate (Ndlovu and Makoni, 2014). In the Limpopo Province, like in all the other provinces of South Africa, rugby has always been dominated by men. This is coming from the nature of rugby as a tackling sport and from notions that characterises patriarchal societies, excluding women from what is perceived as a manly sport.

1.2. BACKGROUND OF WOMEN'S SPORTS IN SOUTH AFRICA

In South Africa, the Women's Sport Movement started in 1992 when the National Sports Council (NCS) established a Women's Desk, which later evolved into a National Sports Council subcommittee (Majtényi, Sosa, Timmer, Jain, Caycho, Marinelli, Gunn, Lacuesta, Benjelloun, Killander and Kareithi, 2016). The White Paper for Sport Recreation South Africa (SRSA) made women in sport a key performance area. This resulted in the foundation of Women and Sport South Africa, a national body for women called WASSA (Madsen, 2018).

South African women have a lot to gain from sports, just as sports have a lot to gain from South African women. This statement was made in the report's conclusion, which was released in March 1997 and announced the creation of a new National Steering Council, National Strategy for Women and Sport in South Africa, and National Logo for WASSA (Madsen, 2018).

WASSA's mission is to foster an environment where all women have equal access to, participation in, and support in sport and recreation at all levels and in all roles, including decision-makers, administrators, coaches, technical officials, and participants (Adom-Aboagye, 2020). A Women Sport National Strategic Planning Conference led to the development of the Women and Sport South Africa Strategy, which is a National Coordinated Strategy, organised by the SRSA, in collaboration with the National Sports Council in 1996 (Swart and Martín-González, 2021). The NSC participants included representatives from the South African Sports Confederation and Olympics (SASCOC), the United School Sports Association of South Africa (USSASA), the now defunct South African Student Sports Union (SASSU) and has become University Sports South Africa (USSA), sports federations, and provincial women and sports delegations (Madsen, 2018).

The Strategy is primarily coordinated by SRSA, the NSC and SASCOC, three significant actors in South African sport and recreation. It is considered to be an important step in assuring that South African sport and recreation is gender-inclusive and that women have equitable chances to fulfil their potential (Adom-Aboagye, 2020). WASSA is a vital component of the government's strategy to expand opportunities for women and sports and recreation while also ensuring gender equity. The Minister is directly advised by the National Steering Council on topics of national concern and importance in women's sport and leisure, as well as the implementation of gender-sensitive policies and programs (Madsen, 2018).

The Constitution of the Republic of South Africa, Act 108 of 1996, declares the democratic values of human dignity, equality, and freedom (Singh and Naidoo, 2017). Along with these Constitutional rights, SRSA develops and implements

national sports policies and recreational programmes that seek to address matters formulated within the framework of non-racial, non-sexist, and democratic principles enshrined in the Constitution of South Africa (Engh and Potgieter, 2015). In this instance, sport and recreation are seen as a contributors to the transformation of society (Swart and Martín-González, 2021).

The mission of the White Paper in SRSA is to maximise access, development, the inclusion of marginalised groups, and excellence at all levels of participation in sport and recreation to improve social cohesion, nation-building, and the quality of life of all South Africans (Engh and Potgieter, 2015). The concept 'maximise access' entails the increase in the number of participating individuals in sport and recreation with reinforcement on disadvantaged and marginalised groups, that includes women, children, the youth, the elderly, persons with a disability, and people living in rural areas (Singh and Naidoo, 2017).

The concept 'marginalised groups' refers to unfair discrimination from the rest of the population that entails material deprivation, and segregation of individuals who are excluded from services, programmes, and policies. A practical example is women who are often discriminated from sports executive positions and continue to earn lesser salaries relative to men in upper management positions (Ndlovu and Makoni, 2014).

1.3. PROBLEM STATEMENT

Despite the fast-growing rate of women's rugby globally and in other parts of South Africa, women's rugby in Limpopo Province is the least developed. This is also depicted by the underrepresentation of women in executive positions of the sport. Forsdike, Donaldson and Seal (2022) argues that women have been faced with multiple challenges in sport, amongst which underrepresentation in senior positions is notable. As a result, women fail to have a voice that can drive rugby in the province. This also leads to an incongruent plan to identify, nurture and develop talent in women's rugby. Posthumus (2013) observed that the lack of women's

4

voice in executive positions makes men to overlook the needs and development of women's rugby in many aspects.

Moreno-Gómez, Lafuente and Vaillant (2018) also agree that executive seats in sports structures are mainly occupied by men – a trend that has been argued by many philosophers, on how such biasness dilutes the quality of representation. Thus, challenges in the management of women's rugby in Polokwane Municipality, like in many parts of the province, continue to retard growth and development. Management and developmental challenges include insufficient funds, an uneven distribution of resources, lack of women's rugby awareness, insufficient media coverage, lack of basic facilities, and inadequate rugby development programmes. Posthumus (2013) observed that there is a plethora of research on sports management challenges in many aspects, but, limited research has been conducted on implications of underrepresentation of women in management positions in women's rugby in Polokwane Municipality Limpopo Province; hence, this research is necessary.

1.4. AIM OF THE STUDY

Dougherty (2017) argues that the aim in a research inform action, prove a theory, and contribute to the development of the essential qualities of complex social phenomena. Therefore, the aim of this study was stated as follows;

To investigate the underrepresentation of women in management of sport and implications for women 's participation in rugby sport in Polokwane Municipality of Limpopo Province.

1.5. RESEARCH OBJECTIVES

Walliman (2011) states that the objectives of a study are formulated to achieve what the researcher stipulated at the beginning of the research project as they are used to guide the study. Therefore, the objectives of this study were stated as:

5

1.5.1. To identify challenges affecting women rugby in Polokwane Local Municipality.

1.5.2. To probe factors leading to underrepresentation of women in management of rugby sport.

1.5.3. To suggest ways of improving women participation in rugby sport in Polokwane Municipality.

1.6. RESEARCH QUESTIONS

Research questions are posed at the beginning of the study to answer a particular area of concern or an issue of general interest through a systematic inquiry Therefore, the following are the research questions that guided this investigation:

1.6.1. What are the challenges that affect women rugby in Polokwane Municipality?

1.6.2. What are the factors that lead to underrepresentation of women in management of rugby sport?

1.6.3. Which ways can be suggested to improve women participation in rugby sport in Polokwane Municipality?

1.7. SIGNIFICANCE OF THE STUDY

The study will assist the Polokwane Local Municipal Management in Sports by equipping with the strategies on how to allocate the available resources in an equitable manner. The study will also benefit policymakers when reviewing sports policies. It will help communities and society at large with different ways of managing women's rugby. It is envisaged that the study will lead to debunking the myth of rugby being perceived as a man's sport. This will, therefore, pave a way for the development of women's rugby. The study will also be of great significance to the federations, agencies, trusts, NGOs as well as sports academies, and institutions of higher learning. Academics will also find topics for further research. This will be achieved through the publication and stated recommendations.

1.8. MOTIVATION OF THE STUDY

The researcher lives in Polokwane Local Municipality and does not manage woman's rugby club, however have concerns about the development of women rugby in Polokwane. The Springbok team has won at least three world Cups in rugby. He believes that it is time for women to be put on the map as well. There is a wide gap in resource provision between women and men in rugby. The researcher believes that being investigative and prescriptive will eventually create a plateau for both genders in sports to receive an equal share of entitlements.

1.9. DEFINITION OF CONCEPTS

The important concepts in the study were identified and defined as follows:

1.9.1. **Underrepresentation**: to represent in numbers that are fewer, or in a proportion that is less than is statistically expected or warranted (Plaut, 2010).

1.9.2. **Women**: An adult female human being (Mill, 2018).

1.9.3. **Sport:** Sport is a broad phenomenon that encompasses all physical activities that promote social interaction, mental health, and fitness. These consist of entertainment, play, organised, casual, or competitive sports, and native sports or games (Jarvie, 2013).

1.9.4. **Management:** "Management is what management does. It is the task of planning executing and controlling" (Walker, Buehner, Wood, Boyer, Driscoll, Lundy, Cancio and Chung, 2015).

1.9.5. **Rugby**: Rugby is a game played with an oval ball. It is divided into rugby union and rugby league. Rugby teams are different, in the union, there are 15 players and in the league, there are 13 players (Mužek, 2015).

1.9.6. **Gender:** A social and cultural construct that recognises the differences between the characteristics of men and women, as well as between girls and boys, and, as a result, the duties and obligations of men and women (Bradley, 2013).

Chapter 1: Introduction and background of the study

Chapter 1 provides a complete overview of the present inquiry. It presents, by way of introduction, a short overview of the literature relevant to this inquiry. The goal

and research questions are highlighted, and the key terms of the research are defined to coordinate the reader's understanding throughout the research report.

Chapter 2: Literature review

Chapter 2 explains the theoretical framework that undergirded this inquiry and reviews available studies on the subject under scrutiny. Moreover, the chapter examines the theories used in this research to identify potential areas for future studies. Subsequently, the chapter covers the research strengths and weaknesses of the subject examined.

Chapter 3: Research Methodology

In Chapter 3, the research methodology, approach and procedure are thoroughly described. Collection of data, assessment, and interpretation methods are described. Throughout the chapter, the constraints and advantages of the research methodology are discussed. The chapter also discusses the measures taken, the methods used, the interpretivist paradigm and the way it was contextualised in the research and the required results, and which data collection techniques were used, as well as explanations of how the research met the physical demands of truthfulness and dependability. This same chapter also describes how the sources of data were selected and describes how the analysis was performed to reach conclusions.

Chapter 4: Research analysis and findings

In Chapter 4, the themes that emerged from thematic analysis of the crude data are discussed; it also provides an interpretation of the findings of the study. On the discourse of the themes, exact quotes from the respondents and snippets from a wide range of specially selected data are included.

Chapter 5: Conclusions and recommendations

Chapter 5 serves as the report's afterword and corresponds the research outcome with the information presented in Chapter 1. The chapter describes the obstacles and limitations experienced during the research, accompanied by specific suggestions for thorough analysis, preparation, and practical application.

CHAPTER 2
LITERATURE REVIEW

2.1. INTRODUCTION

The previous chapter provided an overview of women's underrepresentation in the management of sport, with a focus on women's participation in rugby. This chapter presents a literature review with particular focus on how academics think and theorise about concepts relevant to the current investigation. This chapter also includes a discussion of the study's conceptualisations of key concepts, as well as a brief argument of the hypothetical backgrounds that have been identified to frame various studies on women's underrepresentation in the management of sport, with a focus on women's participation in rugby.

Due to the underrepresentation of women in management positions, this study assumes that most of the poor women's development in sports on the grassroots level going up to the professional level could be a cause. This chapter will also reveal that women's underrepresentation is not only a South African issue in Polokwane Municipality, but generally a global challenge. The chapter will then focus on the global challenges of underrepresentation of women in executive positions of management, then move to national and finally to provincial and municipal level.

2.2. WOMEN'S RUGBY UNDERREPRESENTATION ON GLOBAL SCALE

World Rugby's vision characterises itself as a sport for all, however, women in rugby leadership is approximately 25% (Jacobs and Sellars, 2019). Therefore, it is within this premise that women's involvement should be taken into consideration to maintain a balanced scale in terms of representation (Archard, 2013). Women's representation in management and leadership roles will create strong role models for young girls who aspire to leadership roles in the future (Benson, 2017). Women

who have been coached and managed by women are highly likely to follow suit (Tovia, 2014). Women who have committed their lives to being professional players in rugby should be allowed to stay in a sports career path. This will also help them share to their experiences with the young generation of women players; it will create a template of 'sportsmanship', not only for them, but for other women in the world who intend to pursue sport as a career (Archard, 2013).

In a sport that is labeled as masculine and male-dominated, women's rugby confronts stereotypic perceptions of femininity and masculinity, as well as the hegemonic power of institutions that have attempted to exclude women (Tovia, 2014). Although women's rugby is a component of regional and national rugby programmes, they are still positioned in a lower social strata than men's rugby and sometimes, even in an intermediate to secondary boy's rugby (Connell, 2019). If one browses the websites of rugby clubs, they will see that women's rugby is profiled after the under-21 boys' teams, or in some cases, there is no section for women's rugby at all. This is an illustration of the institutional hegemony that certain organisations wield over the administration of the game, the union, and the clubroom (Connell, 2019).

King IV on corporate governance promotes diversity in leadership. This is because a well-balanced governance structure creates a balance in representation, with the result being that the quality of decision making improves, including in the co-operative and imaginative dimensions (Omenta, 2019). It is important to promote gender equality as part of social corporate responsibility (Amran Lee and Devi, 2014). In a survey conducted in September 2018, a distribution of questionnaires was circulated to the top 15 women's unions and six regional associations (Madsen, 2018). The surveys were completed by four out of the six regions and 11 out of the 15 unions. The total response rate was 71% (Joy Taylor Novak, Chen Fink and Porucznik, 2013). The findings revealed that 100% of the respondents felt that women coaching at high-performance centers was an issue (Benson, 2017). The Hong Kong Rugby Union was discovered to be the only union that has a woman as a head coach of a senior national women's team (15s or sevens) in

11

the entire sample space (Joy et al., 2013). This reality indicates that women's underrepresentation in leadership positions, such as coaching women national teams, is still a challenge on a global scale.

2.2.1. Underrepresentation of women in World Rugby structures

The objectives and functions of the World Rugby are to promote, encourage, grow, expand, and manage the game by developing the bye-laws, regulations, and game laws (Posthumus, 2013). The World Rugby regulates and coordinates arrangements to ensure that all Council Member Unions' Senior National Representative Teams have access to a fair and equal schedule of matches, tours, and tournaments (Joy et al., 2013). It controls any other foreign matters that have an impact on the game, to eliminate all forms of discrimination against a country, a private person, or a group of people on the basis of ethnic origin, gender, language, religion, politics, or any other factor (World Rugby, 2014).

The governing body of World Rugby has 15 strategic committees, including the Council as the custodian. The Council comprises 19 male representatives from all 19 nations (World Rugby, 2014). The Council does not have a woman representative. The Executive Committee constitutes 10 male representatives (Posthumus, 2013). The Audit and Risk committee has 6 male members only (Madsen, 2018). The Regulation Committee has only 11 male members (Benson, 2017). The Rugby Committee has 12 male members (Posthumus, 2013). The Anti-Doping Committee has 10 males and one female member (Madsen, 2018). The Budget Advisory Committee has 4 male members (Posthumus, 2013). The Regional Advisory Committee has 6 male members (Madsen, 2018). The Sevens Strategic Group has 5 male members, the Council Member responsible for medical matters has only one male member, the Designated Member with Clarifications in Law has only one male member; and, the Judicial Panel has only one male member (Benson, 2017).

This statistical information illustrates the inequalities in World Rugby as far as women's representation is concerned in management positions. In the 2014

Handbook for World Rugby, the objectives and functions point number (f), state that World Rugby exists 'to eliminate all forms of discrimination against a country, a private person, or a group of people on the basis of ethnic origin, gender, language, religion, politics, or any other factor'. Studying the structure and composition of the committee in terms of gender balance in the governing body, it is clear that women are least represented, if represented at all (Madsen, 2018).

2.2.2. Development of women's sports globally

Dr. Nicole LaVoi, a renowned expert on women's coaching who works at the Tucker Centre for Research on Girls and Women in the United States, employs an Ecological Systems Theory (EST) model to categorise the issues that women coaches face (LaVoi and Dutove, 2012). A coach is nested within a system of relationships and structures, according to the theory. At the human, interpersonal, organisational, and social levels, there are a variety of dynamic forces that have an impact on the coach (Scase and Goffee, 2017). The EST Model is described in greater depth in the report's Appendix. Stakeholder feedback on problems and impediments has been aligned to the EST Model for the purposes of this evaluation. It should be observed, however, that many of the hurdles and challenges raised across all four categories have an impact on one another (Wasend and LaVoi, 2019).

2.3. Underrepresentation of women's rugby in the Local Municipality of Polokwane

The Limpopo Province is predominantly a rural province (Akpalu, 2013). It has five districts, with the Polokwane Local Municipality classified under the Capricorn District (De Cock et al., 2013). Polokwane Municipality is the capital city of the Limpopo Province, which suggests that this is where most of the sports activities take place. There are currently no women representatives in the management structures of the Provincial Union of Women's Rugby. The women rugby coordinator is a man who has served for over ten years without any women representative or women assisting in that office.

There are currently eight women's rugby teams in the whole province, because few teams participate in the provincial league games. The women's rugby league starts mid-May every year and ends around August. This is the only tournament that women play in, in preparation for Annual Provincial Championships held in Cape Town. Most of the teams in Polokwane constitute students and young women who started playing rugby after the age of 18. Most of these women have no proper coaching from grass roots level. Women's rugby in the Polokwane Local Municipality is faced struggles with poor infrastructure, maladministration, unequal resource allocation and misappropriation of funds (Jacobs, De Bosscher, Venter, and Scheerder, 2019). These factors could be associated with poor performance, at their national level championships.

2.4. LEGISLATIVE FRAMEWORK GOVERNING SPORT IN SOUTH AFRICA

Following the poor performance of South African athletes at the Sydney Olympics in 2000, the Ministry of Sport formed a ministerial task force to assess the situation of high-performance centres of sport in the country (Benson, 2017). The team's mission was to provide recommendations to address factors that contribute to the poor performance of rugby in particular (Adom-Aboagye, 2015). The task force discovered a number of fundamental flaws, the bulk of which arose from the dysfunctional fragmentation of governance structures in sport and recreation, which resulted in duplication and repetition of functions as well as squandered funds, gender imbalance in representation (Jacobs et al., 2019). It was noted that the SRSA faces challenges in terms of delivery, particularly with regard to the White Paper's mass participation programme that entails, infrastructure, inclusivity and facilities (Ekholm, 2018).

The South African Sports Commission was replaced by SASCOC on January 1, 2004. In 2005, the South African Sports Commission Repeal Act was passed, which aided this process. SASCOC has served as the country's supreme sports regulating authority since April 1, 2005 (Grundlingh, 2015). SASCOC and SRSA have now been assigned particular responsibilities; the SRSA is largely

14

responsible for grassroots, community-based, mass-based sport and recreation activities, while SASCOC's responsibilities includes high-performance centres, sports programme (Swart and Martín-González, 2021). Section 2 of the Amendment Bill suggested amending Section 2 of the Act to clarify the function of SASCOC in sports regulation (O'Leary and Khoo, 2013).

SASCOC may, from time to time, develop guidelines for the promotion and development of high performance sport and recreation in the Republic; SASCOC will be the only recognised national coordinating macro body for the promotion and development of high performance sport and recreation in the Republic (Jacobs De et al., 2019). SASCOC as the only macro body that is a custodian of sports in South Africa is tasked with the duty to develop a guiding framework for the promotion and development of sporting activities and programmes at high performance centres. (Richli and Scheeder, 2019). Through a formal requisition in writing, SRSA may request SASCOC to conduct development programmes that involve active nation, that is predominantly mass participation; these activities include all programmes that are run by local Municipalities, schools, federations and clubs (Jankowitz, 2020).

2.5. SOCIETAL AND ORGANISATIONAL BARRIERS TO THE DEVELOPMENTAL OF WOMEN RUGBY

This part of study explores the sociological and cultural factors that lead to the underrepresentation of women's rugby in the Polokwane Local Municipality. These factors constitute the following impediments, poor administration and management, lack of media coverage during women's sports events, lack of sponsorships for women, facility and resource allocation relative to their male counterparts, absence of women's professional leagues, absence of inclusivity sports academies as well as the lack of women sports empowerment programmes (Posthumus, 2013). These are subsidiary factors to the under-development of women sports in the Polokwane Local Municipality.

The perception is that women lack role models because most of the management team constitutes almost 100% men on grassroots levels. There is also the lack of diversity in management positions, creating the impression that rugby management roles are reserved solely for men (Tanner, 2018). The lack of women deployment opportunities for women also plays a part. Some of the malpractices on organisation recruitment processes also make it challenging for women to perceive sport as a career (Williams, 2019). Women who are involved in rugby are marginalised in society because of cultural traditions and patriarchal ideologies and practices, and they are chastised for displaying masculine features by playing sports like rugby (Hall, 2002). The exhibition of aggression, an analytical approach, assertiveness, toughness, and competitiveness, all of which are associated with rugby, are not considered appropriate for women (Tovia, 2014).

Those both inside and outside of rugby circles are critical of women's active participation as players in the sport (Posthumus, 2013). This rejection stemmed partly from the belief that women should retain their femininity and poise by participating in sports that reflect the feminine and heterosexual image of a healthy woman (Hall, 2002). Women rugby players, critics claimed, would not be able to fulfill these qualities if they played the sport (Tovia, 2014). One of the narrow thinking by most stereotypes is that due to the aggressive nature of rugby as a sport, it was created by men for men, as expressed by rugby players, who are female. Therefore, women will struggle to play the sport because of their physique and for participating in a team sport that has historically been controlled by men (Tovia, 2014). Furthermore, numerous scholars recognise the perceived requirement for women participating in masculine sports to exhibit heteronormativity to avoid being labeled as lesbian, butch, or overtly manly (Posthumus, 2013). Male rugby players are likewise influenced by heteronormativity (Anderson and McGuire, 2010). Anderson and McGuire (2010) examined the evolving forms of masculinity and maleness, arguing that masculinity reflects changing times in society and that homophobic panic in macho sports has subsided.

2.6. DEVELOPMENT OF WOMEN RUGBY IN SOUTH AFRICA

Women's rugby in South Africa is still in its infancy. Hence, SARU's major goal is to provide participation and competitive frameworks for all age groups, from U16 to senior rugby (Posthumus, 2013). According to Balyi and Hamilton's (2004) model, men and women have unique long-term athlete or participant development (LTAD or LTPD). SARU is working on a comprehensive LTPD strategy for women participation (Madsen, 2013). The perceived poor development of women's rugby in South Africa is due to the underrepresentation of women in management positions. Women rugby in South Africa continues to be plagued by frequent problems and controversy, which are often seen on the front pages of newspapers (Woodsand and Butler, 2020). These teams in all of the major codes have lost a lot of their luster on the international stage in recent years due to their consistently poor performances and a failure to deliver on frequent promises of spectacular success; poor governance and reports of maladministration, corruption, and controversy in the boardrooms of major corporations (Taylor, 2013).

Women rugby coordinators from each Provincial Union were asked to document the current structures within each organisation over the phone (Posthumus, 2013). Women play rugby in all of South Africa's provincial unions, at varying degrees and conditions; several provincial rugby federations and schools participate in structured league matches on a regular basis (Posthumus, 2013). There is no set method for introducing young girls to rugby and improving their core rugby abilities in South Africa at the moment (Madsen, 2018). Some provincial unions introduce young girls (U6-U11) to rugby through Tag rugby, Mini-rugby, or touch rugby; however, this is not standard, and many unions provide no structure for their introduction participation (Posthumus, 2013). Mixed-gender participation with males is common in most beginner rugby systems for girls. Furthermore, when young girls are introduced to rugby, participation declines until they reach the U16 age group (Benson, 2017).

Most South African provincial unions have a structured plan in place for women in the U16 age bracket, owing to a SARU-run U16 inter-provincial girl's rugby

17

tournament (Posthumus, 2013). The number of girls playing rugby in each union determines how structured U16 girls' rugby is (Madsen, 2018). Border Union has a considerable number of school and club teams (about 80) that compete in regular rugby tournaments, whereas other unions have no clubs or schools that compete, the number of girls playing rugby in each union determines how well structured U16 girls' rugby is in that Province (Posthumus, 2013). Other unions do not have well-structured clubs and school leagues, whereas Gauteng, Free State, and the coastal provinces have a high number of school and club teams (about 80) that compete against each other at regular rugby leagues (Madsen, 2018). Women's rugby unions without clubs and school leagues choose their provincial team from a small number of girls who train together to represent their union in the inter-provincial U16 tournament (Posthumus, 2013).

2.7. DEVELOPMENT OF WOMEN'S RUGBY IN POLOKWANE MUNICIPALITY OF LIMPOPO PROVINCE

Women who take part in rugby are associated with manly appearance (Scholte, 2011). This lambasting by the society has, however, not stopped women from participating in rugby. The Polokwane Local Municipality purports that its commitment is to break the walls of bias among at least eight rugby teams for women in its five districts (Sedgwick, 2013). Although these teams play in the reserve league or rather unprofessional league, these teams are given an opportunity to participate in an annual league that usually starts around May and ends September every year.

Considering women teams from Western Cape, Gauteng, Free State, North West Province and Mpumalanga have leagues that run concurrently with their men counterparts. The other provinces get enough game-time through league matches and other regional and inter-provincial tournaments scheduled by their unions and federations (Shah and Al-Bargi, 2013). Their approach gives women enough game time in the field in preparations for the annual tournaments that involves all the provinces. The other indicator of underdevelopment in Polokwane women's rugby

is that since the inception of the Women Rugby National Team around 2001, no Limpopo player has ever been featured.

Women rugby gets different resource allocation relative to men (Shah and Al-Bargi, 2013). The men provincial team gets almost everything prepared for them when going for tournaments. This includes transport logistics, catering, hotel bookings, physiotherapists at no cost, medical allowance, all of which is a distinct variance compared to the women's team.

Unlike other provinces, the Limpopo team is only provided with transport money and accommodation when going to participate in a rugby match. The team and the coach must outsource funds for their meals *en route* to Cape Town. The players are expected to fundraise so that they can buy food, and sometimes, the transport money is inadequate. Through an interview with one of the women rugby coaches, the coach explained that in 2017, they could not raise funds for food; so, they could not take the team to Cape Town for the national championships. Furthermore, the coach ascribed this situation to poor resource allocation and lack of sponsorships from various stakeholders.

2.8. MASCULINITY HEGEMONY IN SPORTS GAMES

Hegemonic masculinity and its effect on the relational analysis of gender in sport cannot be underrated (Giazitzoglu, 2020). In plain terms, hegemonic masculinity is the maintenance of men's dominant social roles over women. Men in a particular culture engage in a number of actions that give them male currency and cultural authority over other men and women (Connell, 2019). Connell's concept of hegemonic masculinity arose as a critique of sex role theory, which he saw as rigid and unresponsive to social change (Scholte, 2011). Connell devised a four-part model that allowed for the examination of hegemonic masculinity in several dimensions, including cultural representation, institutional power structures, economic representation, and symbols (Connell, 2019).

Hegemonic masculinity may be practiced, not only through physical exclusion, but also through ideological exclusion, such as the view that boys are more naturally suited to play rugby than women, or that men are more suited to teach rugby at any level than women (Sedgwick, 2013). Some of the participants voiced dissatisfaction with the selection and assignment of coaches in women's rugby, which is dominated by men (Connell, 2019).

Male-dominated sports had and, to some extent, still operate as exclusive male zones segregated from women's presence and involvement, maintaining the patriarchal bond and guarded admission to the sacred site (Benson, 2017). Since 1891, when Nita Webbe's effort to form a women's rugby team was met with public condemnation and a public outcry of unwomanly behaviour, women's rugby has faced its fair share of criticism (Curtin, 2011).

2.8.1. Women's participation in sports

There are a variety of reasons why women prefer to play rugby as a sport, including the socially acceptable non-contact part of netball and the brutality of rugby (Madsen, 2018). The evidence shows that these female rugby players display 'diversity', as defined by Saussure, in their social interaction, culture, and language (Marfell, 2012). These female rugby players participate in the sport, not only because they enjoy it, but also because they want to stand out from the crowd by selecting rugby over a traditionally female sport like netball (Gerdin, 2017). Rugby was compared to games usually played by women, such as netball, as a measure of their femininity and sexuality, and the participants objected (Musekiwa, 2017).

Women's participation in sports has largely concentrated on women playing in the elite and higher levels of amateur status (Bennett, Scarlett, Hurd Clarke and Crocker, 2017). However, little is known about the self-identity of the everyday women rugby player in relation to their perceptions about their own femininity (Amesbury, 2013). The participation of women in sport has a long history, one that is marred by segregation and discrimination; however, women records in sports still prevail (Musekiwa, 2017). History will never erase the first American woman

20

who swam 100-yard in one minute in 1932; and in 1958, the first woman to compete in European Grandprix from Italy was Maria-Teresa de Filippis; another remarkable woman was Nawal El Moutawakel from Morocco who won a medal in a 400m-hurdle coming from an Islamic religion in 1984. In 1994, Tegla Loroupe from Kenya was the first woman to win a major marathon (Picariello and Dzikus, 2020). These are some of the many attempts that have proved women's contribution as leaders in sport athleticism (Scholte, 2011).

There are undeniable scholastic proofs that women have taken top leadership positions in the sport fraternity and management, such as Presidents and Secretaries-General of National Olympic Committees (Pike, White, Matthews, Southon and Piggott, 2018). These achievements by these women were attained after overcoming many red tapes (Musekiwa, 2017). There were also certain sports that women were prevented from playing such cycling, bodybuilding and powerlifting (McCrone, 2014). The assumption behind this was that this sport will tamper with the reproductive system of women (Turpin, 2018).

2.8.2. Underrepresentation and leadership of women in sport

Role modelling has played a significant part in shaping and building sportsmanship in most athletes; take, for instance, the world's number one current footballer Christiano Ronaldo (Shah and Al-Bargi , 2013). This athlete has compared himself with legendary footballers such as Pele, who was and still has a highest number of goals scored in this lifetime of football. Diego Maradonna, who was also an excellent soccer player, has become Christiano Ronaldo's role model (Singh and Naidoo, 2017). This is just a tip of an iceberg. There is a voluminous number of athletes who have used role modelling to uplift their performance in the field and outside the field (Sedgwick, 2013). The American who is now an international idol in the basketball field has been quoted many times saying despite his mega achievements in the court, he has not come close to becoming the world's greatest because Michael Jordan is the godfather of basketball (Scholte, 2011). In the same vein, women athletes, especially rugby players, lack role models in the same sport (Shah and Al-Bargi, 2013).

2.8.3. The sixth Brighton Declaration principle is about leadership in sport

Women are under-represented in all aspects of sport and sport-related organizations, including leadership and decision-making (Omenta, 2019). Those in charge of these sectors should create policies, programmes, and procedures to increase the number of female coaches, advisers, decision-makers, officials, administrators, and sports employees at all levels, with a focus on recruiting, development, and retention. It is well acknowledged that women are underrepresented in sports decision-making and leadership positions (Bowman, 2022). The International Olympic Committee's activities, as well as the Norwegian Olympic Committee and Confederation of Sports' Women's Sport Project, are examples of where substantial progress has been made (O'Leary and Khoo, 2013).

In 1995, the International Olympic Committee (IOC) made important advancements for women in sport (2019). To advice the IOC Executive Board and President on ways to expand women's engagement in sport and its organisational structures, a Working Group on Women and Sport, was established in December 1995 and is led by Ms Anita DeFrantz (Shah, and Al-Bargi, 2013). At its initial meeting in March 1996, the Working Group established a number of key areas of interest, including conferences on women and sport, exhibitions, partnership with international federations, and educational programmes and seminars for women in leadership, coaching, and administration (Kivunja and Kuyini, 2017).

Women in leadership, including participation within the Olympic movement, was one of the main areas considered by the Working Group (Shah and Al-Bargi, 2013). Ten women were members of the International Olympic Committee at the time, out of a total of 113 (Oliveira, Altmann and Marques, 2019). There are eight Olympic international federations and recognised international federations with women officials, 28 National Olympic Committees with one woman official, Fiji and the Cook Islands with two women officials, and eight Olympic international federations and recognised international federations with women officials, according to the

1997 IOC Working Group report to the International Working Group on Women and Sport (O'Leary and Khoo, 2013).

"Wow," said Mr. Juan Antonio Samaranch, President of the International Olympic Committee, "we have achieved some significant progress, but there is still much more to be done" (Mužek, 2015). "Obstacles of all kinds exist, whether they be cultural, technical, or economic. As a result, the IOC, International Federations, National Olympic Committees, sports organisations, governments, inter- and non-governmental organisations, and the media must all work together (Kivunja and Kuyini, 2017). The Olympic Movement is committed to making a difference and ensuring that the twenty-first century marks the start of a new era for women in sports" (Madsen and Farrell, 2021).

There are calls upon the International Olympic Committee (IOC), International Federations (IFs), and National Olympic Committees (NOCs) to consider gender equality in all of their policies, programmes, and procedures, and to recognise the unique needs of women so that they can participate fully and actively in sport (Mužek, 2015). The calls recommend that all women involved in sport, whether as athletes, coaches or administrators, be given equal opportunities for professional and personal advancement, and that the IFs and NOCs form special committees or working groups comprising at least 10% women to develop an important plan of action aimed at promoting women in sport (Engebretsen and Steffen 2015).

There are demands that national and international commissions specifically focused on women's issues in sport be established (Madsen and Farrell, 2021). The recommendation is that NOCs form athlete commissions that include women as a means of preparing women to be leaders (Kivunja and Kuyini, 2017). London, Lohmann, and Moyle (2021) aver that the IOC should continue striving towards the objective of having an equal number of events on the Olympic schedule for men and women, which will require a special budget to be allocated within the Olympic Solidarity for the promotion of women's sport at all levels, as well as the education

of female administrators, technical officials, and coaches, with a concentration on developing countries (Noble and Smith, 2015).

Recommendations have been made that the IOC set up an annual training programme for women in one of the following professions on each of the five continents: coaching, technical activity, administration, or media/journalism (Madsen and Farrell, 2021). IOC proposes that one factor be considered when deciding which towns will host the Olympic Games be their proven ability to meet the needs of female athletes (Norman, Donnelly and Kidd, 2021). IOCs need to support and promote the increased generation of research and statistical information on issues pertaining to women and sport, as well as the dissemination of this information to all parties involved in the sports movement, including success stories on the sporting accomplishments of women and girls (London et al., 2021).

The UN urges on national and international sport federations to facilitate and promote sport for women with disabilities in view of the fact that they face a double fight in the world of sport (Muzek, 2015). The IOC is encouraged to work with non-governmental and international organisations, particularly those that focus on girls and women, to develop global programmes of physical education in schools and communities to promote health and quality of life (Kuyini and Kivunja, 2017).

IOC dictates its working group on women and sport to take into account concerns specific to the requirements of women and children in sport and to take into account the significance of family support in the development of young female athletes (Mužek, 2015). The IOC Working Group on Women and Sport Commission continue to keep creating educational resources to help advance chances for women in sport (Noble and Smith, 2015). Women's rugby has a limited history due to the fact that it has functioned for so long behind closed doors and away from public scrutiny (Norman et al., 2021). Although various people have written about specific parts of early rugby, it remains a mostly unexplored subject (Mužek, 2015).

Women's teams were formed as early as 1903 in France, 1913 in England, and the 1970s in North America, according to rugby history from the northern hemisphere (Mužek, 2015). Emily Valentine of Ireland, approximately 1887, is recognised with being the first woman to play rugby at any level (Crewdson, 2010). Nita Webbe's effort to form a women's rugby team in New Zealand in 1891 failed due to public outcry and accusations of unwomanly behaviour and this is in the public record (Curtin, 2011).

The LTAD Model, which is based on physiological concepts that categorise players into particular stages of growth, has been adopted by several international rugby unions, including the South African Rugby Union (Mužek, 2015). Within each stage of development, the original model recommends different age groupings for boys and girls (Kivunja and Kuyini, 2017). This review examines the current state of junior female rugby in South Africa; (ii) examines the evidence for gender-specific differences in the LTAD Model; and (iii) recommends a future LTAD strategy for female rugby in South Africa, taking into account other international unions' current approaches (Noble and Smith, 2015).

In South Africa, there is currently no uniform organisation for female rugby, the female rugby coordinators from each provincial union were called and interviewed over the phone to document the current systems in place within each union (Posthumus, 2013). Despite the fact that girls and women play rugby in all of South Africa's provincial unions, their involvement varies substantially, some provincial rugby unions have multiple clubs and schools that play structured league matches on a weekly basis throughout most age groups (O'Leary and Khoo, 2013). Meanwhile other clubs have no female participation or only a small group of girls and women who practice together to preparation for, say, the U16 inter-provincial week (Noble and Smith, 2015).

There is no set method for introducing young girls to rugby and improving their core rugby skills in South Africa at the moment (Norman et al., 2021). Some provincial unions introduce young girls (U6-U11) to rugby through Tag rugby, Mini-rugby, or

25

touch rugby; however, this is not standard, and many unions provide no structure for their introduction participation (Madsen and Farrell, 2021). Mixed-gender participation with males is common in most beginner rugby systems for girls (Lebow, Chambers, Christensen and Johnson, 2012).

2.8.4. Challenges relating to prejudice

"If we truly believe in sport for all, then women should have a fair portion in the sports world, and that means more than just playing or competing," Anita White once stated. More female coaches are needed to serve as role models for young women and girls (Lebow et al., 2012). Girls may be more likely to stay interested for longer if they see women actively involved as coaches and occupying managerial positions (Litchfield and Osborne, 2020). More women in high-ranking jobs are needed. If there were more female coaches, administrators and strategic management positions, girls and women would be more likely to aspire to follow suit (Liu, 2021). Today's male management and leadership dominance tends to exclude future female leaders. There is little doubt that reversing the pattern of male dominance in leadership and management will be difficult (London et al., 2021). The first stage is to raise awareness of the problem and persuade people that action is required to analyse views, attitudes, openness and honesty about such prejudices (Marsters and Tiatia-Seath, 2019).

Given that sport has traditionally been a male domain, women and girls participating in sports defy a slew of gender preconceptions, not just regarding physical ability, but also regarding women's position in local communities and society at large (London et al., 2021). Integrated sport programs aim to minimise discrimination and widen the role ascribed to women by directly confronting and debunking stereotypes about women's potential (Malik, Sheikh and Yousaf, 2022). An increase in the number of women in sports leadership roles can have a substantial impact on public perceptions of women's leadership and decision-making abilities (Adriaanse and Claringbould, 2016).

26

Women's participation in sports has a long history. It is a past rife with conflict and discrimination, but also with tremendous achievements by female athletes and significant improvements in gender equality and women's and girls' empowerment (Adriaanse and Claringbould, 2016). Despite various obstacles such as gender discrimination, women in sports still prospered. Women were generally thought to be too weak for athletics, especially endurance sports like marathons, weightlifting, and cycling, and this was frequently debated in the media (Adriaanse and Claringbould, 2016). Other critics discouraged women's participation in sports by associating sport with the women's ill-health, particularly reproductive health. "No matter how robust a sportswoman may be, her organism is not cut out to tolerate certain shocks," said Baron Pierre de Coubertin, the founder of the modern Olympics, in 1896 (Mohapatra, 2021). Gender-based discrimination in recreational and competitive sport, sporting organisations, and sport media was fueled by such prejudices.

Gender-based discrimination in all fields and at all levels limits the positive effects of sport for gender equality and women's empowerment (Lebow et al., 2012:32; Tejkalova and Kristoufek, 2021). An involuntary segregation of women into various groups is common in sports, tournaments, and events (Tejkalova and Kristoufek, 2021).

2.8.5. Challenges relating to resources

Title IX mandates that women have an equal opportunity to participate in sports, that female athletes receive athletic scholarships proportional to their participation, and that female athletes receive equal treatment in areas such as equipment and supplies (Wiersma-Mosley and DiLoreto, 2018). Game and practice scheduling, coaching, practice and competitive facilities, tutoring, publicity and promotions, and student athlete recruitment, coaches' pay for women's teams have also grown as a result of Title IX (Tejkalova and Kristoufek, 2021).

Despite the fact that barriers to women's and girls' access to and involvement in athletics have existed throughout history, progress has been made (Mohapatra, 2021). The first 19 female athletes competed in the modern Olympic Games in Paris in 1900. Tennis, golf, and croquet are the only three sports available for women; women competed in 26 of the 28 sports at the 2004 Olympic Games in Athens, accounting for 40.7 percent of the total number of participants, a historical high (Wiersma-Mosley and DiLoreto, 2018).

Some physical barriers to women's participation in sport are universal, such as a lack of proper facilities and resources, it is also crucial to remember that participation varies through time and space, and many limits are context-specific (Litchfield and Osborne, 2020). In some nations, for example, specific restrictions on women's mobility can make it impossible for them to participate in public activities (Liu, 2021).

Women athletes, as well as governments and civil society organisations, have pushed for gender equality in sport, addressing the numerous physical and societal hurdles that prevent women and girls from fully participating (London et al., 2021). Sport attire has long been a source of contention and opposition to women's participation in sports (Malik et al., 2022). In 1931, Lili delvarez (Spain) defied social convention by competing in Wimbledon in shorts rather than the long gowns that women tennis players were expected to wear traditionally, whereas sporting equipment have been created for males to utilise (Marsters and Tiatia-Seath, 2019).

When dress regulations ban Muslim women from wearing Western-style athletic gear, sporting attire might be a particular concern (Hextrum et al., 2022). This is a problem that affects not only local community sports, but also Muslim women competing in international tournaments; for instance, following the 1992 Olympic Games, Algerian Hassiba Boulmerka, who won the 1,500 meters in shorts, was forced into exile due to death threats (Tejkalova and Kristoufek, 2021). Iranian women, on the other hand, competed in kayaking while wearing the hijab at the

28

1996 Olympic Games in Atlanta (Mohapatra, 2021). The Women Islamic Games, organised by the Islamic Federation of Women Sport, aim to offer acceptable conditions for women to participate in sports activities while adhering to Islamic norms (Wiersma-Mosley and DiLoreto, 2018).

Women playing volleyball at a camp for displaced Somalis in Kenya have received a lot of criticism from their peers; as a result, the United Nations High Commissioner for Refugees (UNHCR) are in collaboration with the Nike sports company and other private companies to develop sporting wear that is acceptable to the religious culture, which is also both comfortable and functional for sporting activities (Muhiddinovich, 2022).

Gender inequality in sport must be addressed for sport to fully achieve its potential as a vehicle for gender equality and the empowerment of women and girls (Wiersma-Mosley and DiLoreto, 2018). The presence of gender-based discrimination in sports fosters gender inequality by mirroring established gender stereotypes (Mohapatra, 2021). Women and girls may have less opportunities to participate in sports, even when participation is permitted, gender dynamics and perceptions of masculinity and femininity may lead to gender segregation in certain sports and physical education activities (Tejkalova and Kristoufek, 2021).

Inequalities exist in terms of accessibility to resources, salary, and fiscal incentives, as well as female athletes' representation in media (Hextrum et al., 2022). In sport and the commercial athletic sector, there is a shortage of women and girls in decision-making and leadership positions, as well as exploitation, harassment, and violence against women and girls (Marsters and Tiatia-Seath, 2019). Women's sports are frequently undervalued, resulting in insufficient funding and unequal earnings and prizes. Women's sport is not only ignored in the media, but is also frequently presented in a different way that reflects and perpetuates gender stereotypes (Malik et al., 2022:32). Men's dominance, physical strength, and power are typically depicted in masculine athletics, and violence against women, exploitation, and harassment in sport (London et al., 2021:45).

A number of key aspects for combating gender discrimination and unequal gender relations, as well as creating an enabling environment for gender equality and women's empowerment, have been identified in many different domains, including women and sport (Muhiddinovich, 2022). Increasing women's access to and control over opportunities and resources such as employment and economic assets; enhancing their agency and leadership positions; preserving and promoting their human rights; and ensuring their security, including freedom from violence, are among the goals women in sports have set for themselves (Liu, 2021).

Official regulations of international events and guidelines of major athletic venues continue to discriminate against women (Litchfield and Osborne, 2020). The Augusta National Golf Club in the United States, which hosts the annual Masters Tournament, maintains its men-only membership status, which has enraged national women's organisations and women's rights activists (London et al., 2021). In recent years, there has been a greater emphasis on the positive role that men and boys can and do play in fostering women's empowerment (Litchfield and (Osborne, 2020). Men's notable dominance in sports, their participation and contributions to achieving gender equality in this area are critical in a variety of settings, including the home, community, and workplace (Muhiddinovich, 2022).

Sport has historically been a male domain, thus, women's and girls' participation in sports contradicts a variety of gender stereotypes, not just regarding physical ability but also regarding women's place in local communities and society at large (Muhiddinovich, 2022). By confronting and dispelling gender preconceptions, integrated sport programmes seek to reduce discrimination and expand the role that is accorded to women (London et al., 2021). The perceptions of women's leadership and decision-making abilities in society can be significantly impacted by an increase in the number of women in sports leadership roles (Malik et al., 2022).

The International Paralympic Committee hosts Women in Sport Leadership Regional Summits and National Trainings throughout the world to promote the full participation of women with disabilities and acknowledge their right to leadership within the Paralympic Movement (Marsters and Tiatia-Seath, 2019). A framework for action on gender equality in paralympic sport has been developed, and it includes commitments to take initiatives to encourage more girls and women to compete. Leadership gatherings have taken place in Africa in Tanzania (2005), Kenya (2006), and Niger (2007). A regional summit for Asia was held as a pilot in Tehran, Iran, in 2004. The inaugural European Summit was held in Bonn in 2007 (Hextrum et al., 2022).

Across the globe, there are still a few women in positions of authority and decision-making in organisations devoted to sport (Adriaanse, 2018). Women are underrepresented in all levels of decision-making bodies, including coaching, management, commercial sporting activities, and the media, as well as at the local, national, regional, and international levels, including the International Olympic Committee (Bhardwaj, 2019). Women have always been members of the military. In the 105-year history of the Czech Olympic Committee's executive board, only 21% of elite athletes are female (Kariuki, 2019). The Olympic Committee is the governing body of the Olympic Games, 8% of the population (33 women) is female; Members of Czech executive boards only have three-sport federations that are run by women (Adriaanse, 2018).

2.9. BEST PRACTICES IN THE MANAGEMENT OF WOMEN'S RUGBY

These are some of the best practices initiated by the Americas and European regions to promote equality, inclusion, and non-sexism in rugby sport (Gibson, Benson and Brand, 2013). However, one will argue that given these circumstances, in countries like South Africa where social biases such as masculinity hegemony are still rife, it will take years for transformation to take place (Bhardwaj, 2019). Other scholars argue that rugby in South Africa still needs more retired players in rugby so that those players can come back with their experience to the table to effect change (Thelwall-Jones and Stockdale, 2016).

31

In the past ten years, there has been a rising understanding that participation in and access to sport and physical education are not only fundamental rights in and of themselves, but may also help to further a number of significant development goals by promoting democratic values (Amesbury, 2013). Allen and Jaramillo-Sierra (2015) encourage the growth of leaders, promote tolerance and respect, and give people access to opportunities and social networks, among other things. Health, education, employment, social inclusion, political development, and peace and security are just a few of the development-related factors that sport may affect (Adriaanse and Claringbould, 2016).

The International Paralympic Committee's Sport Technical Department pushed women's participation in the 2000 Paralympic Games in Sydney, putting a special emphasis on women when allocating sport wildcards (Amesbury, 2013). Allen and Jaramillo-Sierra (2015) suggest expanding the number of women's competitions and sports, as well as educating national Paralympic Committee leaders on challenges affecting women's participation in sport. The Female Coach Leadership Development Programme (RFU) has come up with an action plan to recruit six women annually into the RFU for a level 4 coaching award, twelve coaches per year into the RFU level 3 coaching award, and a recruit 100 women annually into formal educational programmes to complete the England Rugby Coaching Award (Thelwall-Jones and Stockdale, 2016).

In the USA, Rugby Women's coaching initiatives are from community clubs to high-performance centers (Hall, Gray, Martindale, Sproule, Kelly and Potrac, 2021). There is a developed programme that is targeted to only train women coaches and managers as well as a project called Project Soar that trains both men and women (Gibson, Benson and Brand, 2013). Project Soar has short, medium, and long-term training programmes that seek to empower both genders equally. The levels of the Project Soar range from foundation, talent identification toolkit, and performance to elite and eventually master level (Hall, Gray, Martindale, Sproule, Kelly and Potrac, 2021). Despite all these improvements initiated by the USA Women

Coaching Organisation, it is notable that the programme caters to both men and women relative to the one that caters only for women, it has a lot of development stages (Madsen and Farrell, 2021).

The Commonwealth Games Association in New Zealand nominated Victoria Grant to be the Head Coach of the Youth Olympic Team that won a gold medal at the Youth Olympic Games (Hamilton and Ryan, 2021). This initiative was a result of a Commonwealth Games Federation (CGF) Women's Coaching Internship Programme (Hollander, 2019). The programme was aimed at building women's coaching capacity across the Commonwealth (Hall, Gray, Martindale, Sproule, Kelly and Potrac, 2021). Therefore, the National Commonwealth Games were also invited to integrate their programmes to meet these standards through partnership programmes on national sports (Hurst and Leberman, 2015).

Major policy recommendations on women, gender equality, and sport are found in the Beijing Platform for Action, which was adopted in 1995 during the Fourth World Conference on Women (Hamilton and Ryan, 2021). The Platform calls for educational institutions to provide accessible recreational and sports facilities (Hall, Gray, Martindale, Sproule, Kelly and Potrac, 2021). The creation and support of programmes in the educational system, workplace, and community give young girls and women of all ages the opportunity to participate in sport and physical activity on an equitable platform that establishes and strengthens gender-sensitive programs for all age groups in educational and community institutions (Gibson, Benson and Brand, 2013).

States that have ratified the Convention on the Elimination of All Forms of Discrimination Against Women have an obligation to do so when it comes to sports and physical education. According to Bhardwaj (2019), States Parties are obligated under Article 10 to take all necessary measures to end discrimination against women in the field of education, including making sure that women have the same opportunities as men to actively participate in sports and physical education (Amesbury, 2013). The International Olympic Committee (IOC) is the world's most

powerful sporting organisation, with regulations that govern international, regional, and national sporting events and procedures (Allen and Jaramillo-Sierra, 2015). Action on women and sports must be reflected in the current Olympic Charter, which states that one of the Committee's responsibilities is to "promote and support the promotion of women in sport at all levels and in all structures with a goal of achieving the concept of gender equality." According to Sotiriadou and De Haan (2019), in 1994, the Olympic Charter was summoned to be revised, so that gender inclusivity clauses could be added.

A Working Group on Women and Sport was established by the International Olympic Committee in 1995; it was given Commission status in 2004 (Achu, Lekgau and Bob, 2022). The Women and Sport Commission tracks female Olympic participation and representation in decision-making (Hamilton and Ryan, 2021). The Commission meets once a year. To assess the Olympic Movement's development, identify key initiatives, and increase women's participation, the Commission hosts quadrennial IOC World Conferences on Women and Sport (Sotiriadou and De Haan, 2019).

A non-governmental organising group, the International Working Group on Women and Sport, strives to be a global catalyst for the advancement and empowerment of women in sport (Hall, Gray, Martindale, Sproule, Kelly and Potrac, 2021). The First World Conference on Women and Sport was organised by the British Sports Council and supported by the International Olympic Committee and held in Brighton, United Kingdom, in 1994 (Benson and Brand, 2013). The Brighton Declaration was accepted and endorsed by 280 delegates from 82 nations who represented governments, non-governmental organisations, national Olympic committees, international and national sports federations, and educational and research institutes at this meeting (Bhardwaj, 2019).

In 1998, Windhoek, Namibia, hosted the Second International Working Group on Women and Sports World Conference on Women and Sport (Amesbury, 2013). The Brighton Declaration's goals were expanded upon in the Windhoek Call for

34

Action, which called for the development of sport as a method of achieving greater goals in health, education, and women's human rights, the Montreal Communiqué bolstered this notion (Hamilton and Ryan, 2021). The Asian Working Group on Women and Sport was founded in 2001 after the first Asian Conference on Women and Sport in (Aljehani, 2021). The Asian Women and Sports Action Plan 2001 was prepared by the Working Group to increase equal opportunities for women and men, as well as girls and boys, to participate actively in sports in Asia (Sotiriadou and De Haan, 2019). The "Doha Conference Resolutions," established at the second Asian Conference in Qatar in 2003, encouraged all parties to aggressively support women and sports (Hamilton and Ryan, 2021).

A number of initiatives are being started to provide women with the chance to be leaders, to increase their confidence and self-awareness, and to improve their capacity for making decisions, engaging in critical thought, and bargaining (Hall et al., 2021). During the organisation's yearly tournaments in Kenya, which mix football and peer-led health education for rural teenage girls, trained women referees officiate all games (Gibson, Benson and Brand, 2013). A project "The Go Sisters!" in Zambia seeks to empower girls through sports through the provision of peer leadership training, scholarship opportunities, and participation in decision-making at all levels (Bhardwaj, 2019).

2.10. CONCLUSION

According to Tanner (2018), during a 2022 statistical approximation, there is currently an estimation of about 49, 6% of women in the globe, and 50, 4% is men. This indicates the ratio approximation of women to men (Amesbury, 2013). Women are as many as men in population size (Gibson, Benson and Brand, 2013). However, their relevance to get at least half of what men are getting is still a figment of imagination. This includes salaries, leadership positions in management and executive boards; women are still way too small in numbers, despite the statistical fact that women are almost the same in population size as men. The irony is that there is data to suggest that women make better leaders than men. "Women's empowerment" was found in a study of more than 900 top-level executives in the

35

United States (Sotiriadou and De Haan, 2019). The Brighton Declaration in 1998 made it clear that all women must at least have a seat in all executive management, and the South African Constitution promotes gender equality. The White Paper for SRSA also puts more emphasis on the marginalised groups, that include women, to be empowered.

CHAPTER 3
RESEARCH METHODOLOGY

3.1. INTRODUCTION

The purpose of the study was to investigate the underrepresentation of women in management of sport and implications for women's participation in rugby in Polokwane Municipality, Limpopo Province. The chapter discusses the design of the research, the population, sample and sampling processes. The study also discussed the research paradigm, research area and data collection instrument.

3.2. RESEARCH PARADIGM

A paradigm is a set of fundamental assumptions underlying a theoretical framework (Rehman and Alharthi, 2016). The current study investigated the underrepresentation of women in management of sport, with reference to women in rugby sport. Causal factors that contribute to women's marginalisation in sport are associated with societal and cultural barriers (Joncheray and Tlili, 2013). The interpretive paradigm was employed in this research and was chosen because it permits the respondents to interpret their social environment according to their own understanding. Mbepera (2015) states that interpretive research paradigm allow participants to interpret the social conditions of their environment based on the respondents' personal understanding.

Sometimes in the interpretive paradigm, observations which are brought the worldview, concepts, and backgrounds of the researchers. Thus, such observations are perceptions which are active thoughts produced rather than a passive, receptive process of representation or interpretation (Kivunja and Kuyini, 2017). According to Rehman and Alharth (2016), people engage in social interactions, identify and provide meaning to a variety of social occurrences. Therefore, in this study interviews were conducted with the coordinators of women rugby, coaches, referees and players, to fully understand the implication of women management of women rugby at varying levels of operation, 20 participants were involved in the study.

The respondents were purposively selected (Reybold, Lamment, and Stribbling, 2013). Emerging themes were articulated to develop a spectrum of varying realities within the different portfolios handled by the respondents. Themes created a platform to discuss varied schools of thought, using scholarly literature to appreciate and contradict social phenomena about the role of women and how society perceives gender in association with sex.

3.3. QUALITATIVE RESEARCH

This study used the qualitative research, which is non-numerical data to gather information. Bhattacherjee (2012) state that qualitative research helps the researchers to evaluated, understand concepts, viewpoints, or experiences of the respondents on the area under investigation. Respondent replies were audio-recorded for the study, because recordings can be played back and subsequently analysed until saturation is reached. An audio recording was also utilised to gain a thorough understanding of the subject under study and to generate new study ideas.

3.4. RESEARCH DESIGN

A research design is a flexible set of principles that connect theoretical paradigms to inquiry methodologies (Shah and Al-Bargi, 2013). Research entails using a theory-based and methodical methodology to produce ideas by recording potential intervention tactics, evaluating their effectiveness, and distributing findings (Brown, Kahn and Toh, 2013). The study employed the case study design. "A case study is an in-depth description and analysis of a bounded system" (Merriam, 2015). Hence, a case study design was employed in the study to gain insight into management challenges affecting women's rugby in Polokwane Municipality. In comparison to a case study research, other qualitative approaches such as grounded theory or phenomenology cannot offer as much freedom as a case study to draw information from participants (Shah and Al-Bargi, 2013). Case studies are customised for the circumstance and research question, and published case studies display a variety of study methodologies (Allen and Jaramillo-Sierra, 2015).

The study was able to dismantle the societal 'glass ceilings' that have dwarfed women's contribution to the society of sports, especially rugby.

3.5. THE STUDY AREA

Limpopo Province has five districts in total, namely; Mopani, Vhembe, Capricorn, Waterberg, and Sekhukhune. This research took place in the Capricorn District at the Polokwane Local Municipality. Polokwane Local Municipality is one of fast developing Municipalities in the Province.

Figure 3.1 The map of Capricorn District Municipality depicting Polokwane Municipality
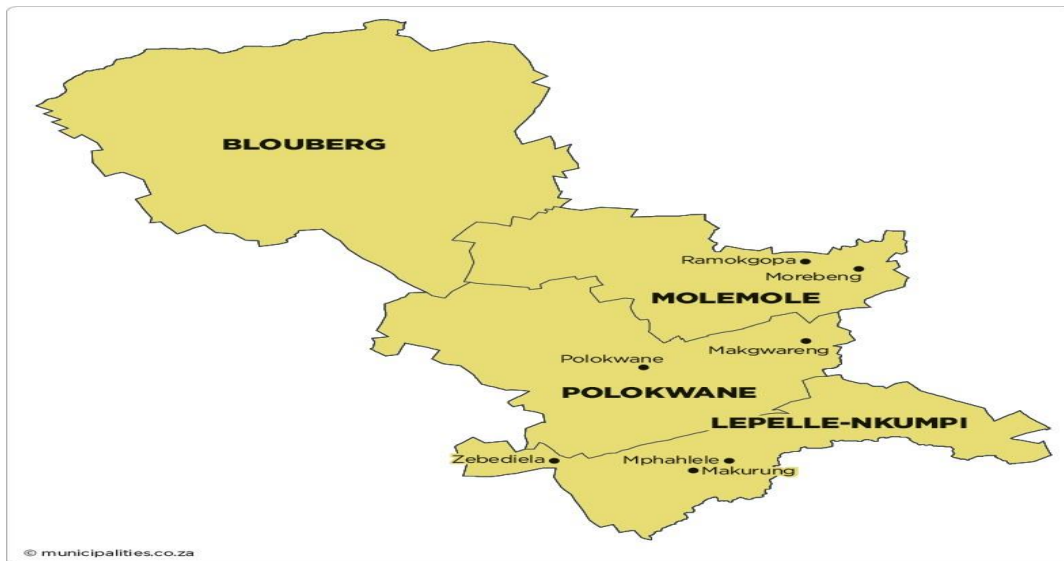
Figure 1 (Engebretsen and Steffen 2015)

3.6. POPULATION

A population is a larger group of people who, when combined, can be useful in research (Creswell, 2014). As a result, the total population for the study includes the Polokwane Municipality officials working with women rugby teams, team management executives, and Limpopo BlueBulls federation officials.

Bhattacherjee (2012) explains that a totality of all the elements in the study makes up its population; the elements should, however, conform to the detailed specifications. The study targeted BlueBulls as a Union and a federation for rugby

39

in the Polokwane Local Municipality. The participants in this study involved the district coordinator, referee, coaches and players for rugby clubs and teams and BlueBulls management staff and municipal employees from two different sectors.

Table 3.1 The detailed presentation of the target population

Designation of the participant	Number
Women rugby coordinator in Polokwane Local Municipality	1
Referees in the women's rugby	3
Coaches	8
Players	200
Total:	212

Table 3.1

3.7. SAMPLING

A sample is "a subset of measurements taken from a population in which we are interested, or it can be interpreted as a subset of the population selected for actual inclusion in the study" (Malik et al., 2022). To choose participants for this study, the purposive sampling technique was used.

Rugby officials were purposively chosen based on their current portfolios and the study's objectives (Etikan, Musa and Alkassim, 2016). The Polokwane Municipality required the participants to engage in the research. The participants were chosen based on the portfolios they manage and their involvement in decision-making. One of the advantages of purposive sampling is that it saves money and time, because researchers get to choose their own participants based on the objectives of the study (López, 2022). The limitation of purposive sampling is that, to produce

40

valuable data, purposeful sampling depends on the presence of pertinent individuals within a demographic group; otherwise, it will be a waste of time and resources if the researchers are unable to locate sufficient individuals or groups that fit their criteria (Malik et al., 2022).

3.7.1. Sampling method and sample size

All individuals that satisfy a given set of requirements or characteristic are referred to collectively as the population. The term "element" refers to a single person within a population. Whenever only a portion of a population is chosen, it is called a sample (Taherdoost, 2016). Participants were purposively selected in lieu of the problem statement (Bhardwaj, 2019. There are women and men rugby in the Polokwane Local Municipality. This study focused only on women rugby to investigate the implications of women rugby in management.

Table 3.2. Sample of participants in the study.

Designation of the participant	Number
Women rugby coordinator in Polokwane Local Municipality	1
Referees in the women's rugby	3
Coaches	8
Players	8
Total:	20

3.8. DATA COLLECTION

Data collection is an activity that involves gathering information relevant to the study to address the research questions (White, 2017). In this study, data were

collected through semi-structured questions and interviews. All twenty (20) participants were invited to interviews. Respondents were allowed to express themselves freely during the google meet. This afforded the researcher the opportunity to gather as much data as possible, and it was during this period that new themes began to emerge. This also enabled the researcher to probe the underlying factors that could contribute to the problem that this study sought to address. Instruments that were used for data collection included the use of telephones, and google meet. This mode of communication was motivated by the spread of the deadly pandemic COVID-19 pandemic. The Government instituted new regulations such as the lockdown and social distancing to prevent the spread of the airborne virus.

3.9. RESEARCH INSTRUMENTS

Research instruments are necessary tools for gathering data. They also assist the researcher in achieving research aims and goals. The research instruments that were appropriate for this study were chosen by the researcher. The researcher employed appropriate techniques for gathering and analysing data. The audio recordings, notepad, pen, and, interview schedule abetted the data collection process (Mohamad, Sulaiman, Sern and Salleh, 2015).

3.10. INTERVIEW SCHEDULES

As part of the research tools, interview schedules were employed to gather data in this study. This was the most efficient and straightforward method of data collection. The respondents were also able to speak freely without any restrictions imposed by the line of questioning (Creswell, 2014).

3.11. THE ADMINISTRATION OF INSTRUMENTS

For the research study, the researcher created and conducted semi-structured interviews with some members of the BlueBulls in the Limpopo Province where the research was to be conducted. The semi-structured interviews were conducted with the participants of the research. The participants were advised to take time to comprehend what was being requested to be able to respond accordingly.

The participants were then informed that the interviews were being recorded and informed consent was obtained. Collected data was thematically analysed. Furthermore, the findings of the study or anything that emanated from the study could not be disclosed to anyone other than for research purposes.

3.12. DATA ANALYSIS

Data collected through semi-structured interviews served as a source for data analysis. Data analysis was derived from the data set collected. The researcher tried to find out if there were any commonalities or differentiations in views and opinions on the underrepresentation of women's rugby in management positions. The study adopted the inductive approach for data analysis (Zalaghi and Khazaei, 2016). This approach allows a free flow of reasoning. Emerging themes with a commonality were coded and grouped together to identify new findings. The same approach was applied through all the semi- structured interviews until a point of saturation was achieved. When this stage was reached, interpretation allowed an understanding of the underlying implications of the underrepresentation of women's rugby management portfolios (Fusch and Ness, 2015).

3.13. VALIDITY AND RELIABILITY

3.13.1. Validity

Validity reveals how well the information gathered corresponds to the subject under examination. In essence, it measures what is intended to be measured. Validity refers to the correctness of the conclusions drawn regarding an assessment's results (Duke, Hamidi and Ewing, 2020). Validity strives to explain whether the questions asked in the questionnaires were geared to address the study's goals and objectives. The validity of the research questions in this study was achieved (Creswell, 2014). The research used interview schedule design tools with open-ended questions to get in-depth information about the subject under scrutiny. These tools allowed the respondents to express themselves without limitation. This created an atmosphere of freedom and openness to the participants. The study achieved its internal validity, because all the stakeholders who manage women rugby in the Polokwane Local Municipality were interviewed. External validity was

also achieved because the results of this study replicate the underrepresentation of women rugby in management positions on a global scale, not just in Polokwane.

3.13.2. Reliability

The study addressed its objectives and targets, with the chosen research instruments for gathering and analysing data making it more reliable. Participants were assured that the results will be kept confidential; so, honesty in answering the questions remained a requirement (Noble and Smith, 2015). In achieving reliability, the researcher was consistent in using the same questionnaire for all the 20 participants. Responses illustrated a uniform continuum as the participants answered the same questions, yielding almost the same answers.

3.13.3. Trustworthy

Trust is the relationship between the researcher and the participants, in which the researcher has a duty not to spoil the field for others in the sense that potential research subjects become unwilling to continue with participation should that trust be bridged (Du Plessis, 2012). The researcher checked the whole document to make sure the research participants did not feel they were being misled or tricked in any manner. The researcher always told them the truth, which sparked a developing a mutually trusted relationship.

3.13.4. Ethical Considerations

Hammersley and Traianou (2012) proffer that ethics are principles that guide certain conduct and behaviour. The researcher has to act ethically to follow the prescript of a particular field of study. Participants were also informed that should they feel uncomfortable or rather decide to stop being part of the respondents, they were free to quit without probable implications.

3.13.5. Ethical clearance

Clearance was acquired from the University of Limpopo Research and Ethics Committee, before undertaking the study. Permission through a formal written

letter was sent to the BlueBulls Federation in the Limpopo Province to conduct the study in the Polokwane Local Municipality.

3.13.6. Informed consent

Before the study commenced, all the participants signed a consent form. Each of the participants were advised that their participation in the study was on a voluntary basis. They were also informed that they could decide to withdraw from the study at any given time (Creswell, 2014).

3.13.7. Neutrality and non-response

Semi-structured interviews were used to collect data. One of the options on the questionnaire afforded the participants in the study to choose 'neutral' as an option on the questions on which they were unsure.

3.13.8. Anonymity and confidentiality

The researcher protected the participants' confidentiality by not disclosing the privileged information or the identity of the participants in the study (Gibson, Benson and Brand, 2013). In ensuring the full confidentiality of each person involved in the study, a coding system was used. For example Mr Shongwe was represented by X1 instead of divulging the real names of the participant. Clark-Kazak (2017) emphasises the protection of the identity of the participants in the study. As such, an alphanumeric system was used instead of using participants' real names. The researcher ensured that all the participants remained anonymous; no names were disclosed. Furthermore, the researcher ensured that all the participants were aware of the research topic, the aim and objectives of the study, before signing the consent form. The coding system was used, instead of divulging the real names of the participants. The participants were aware that the data will assist the Department of Sport Recreation South Africa (SRSA) with policy review.

3.13.9. No harm to participants

The researcher ensured that all the participants in the study were protected from any form of harm, such as physical, mental, and psychological harm (Gibson et al.,

45

2013). Therefore, participants in this study were not exposed to questions that could fuel or promote prejudice. Participants were also advised that, should they feel unsafe during the interview, they may request to dissociate themselves from all the proceedings of the interview at any stage and at any time.

3.13.10. Limitations

The focus of the study was the underrepresentation of women in sport with reference to women rugby in management. Therefore, the study included women rugby coordinators, coaches, referees and women players only. Men rugby was excluded from the study as it does not address the issues in the problem statement. Most of the respondents were still skeptical about meeting face to face due to the COVID-19 pandemic. It was, therefore, impossible to meet everyone face to face. This could have improved the research findings of the study through observation.

3.13.11. Time constraints

Time constraint is the project's timeframe for completion, which details the end dates for each project phase as well as the date on which the finished product will be made available (Hartmann and Briskorn, 2022). The research took more time than expected to be completed because of the TREC Clearance. However, eventually, Clearance was obtained and the letters from the gatekeepers had to drag because the federation that runs rugby in the province had problems with their emails. Thus, no one could give the researcher permission to conduct the research. However, the researcher finally received permission and the research was conducted successfully.

12.3.12. Finance

This research project had no funding, all financially incurred transactions such as travelling fees, telecommunications and online communication were funded by the researcher. The study was a success because finances did not disturb the study in any way. Telephone calls and data bundles were relied solely on the researcher's personal budget. This made the research to go on undisturbed. Some respondents could not be reached by researcher in person because of their busy

46

schedules. Hence, the researcher used telephone calls and communication via emails and WhatsApp messaging.

3.13. CONCLUSION

This chapter elucidated the technique, paradigm, and research design used for the study. The methodological decisions were supported by a discussion of the study's possible benefits. The researcher listed potential obstacles and a plan of attack for overcoming them. The researcher also covered the relevant ethical issues and standards for meeting the rigours of quality criteria. The next chapter presents the outcomes and discussions of the study.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

4.1. INTRODUCTION

The researcher reviewed the research techniques and methodology that underpinned the analysis the data in this study. Themes that emerged from the analysis of the dataset are presented in this chapter. Before every theme, there is a brief discussion that highlights the key issues presented under each theme. These discussions are enriched by including, not only direct quotations from the responses of participants, but also scholarly excerpts from a different range of data sources.

4.2. PRESENTATION OF DATA

Table 4.1 Analysis of scheduled interviews

Semi-structured interviews	Additional responses	Analysis
What is your understanding of gender inequality in rugby sport?	Gender inequality refers to the disparities in gender. This includes an unequal allocation of resources.	The respondents have indicated in their responses that gender inequality exists and how it affects the overall balance in the management of rugby.
Why do you think men occupy more positions in rugby management than women?	Rugby management is infested with men only, there are few women if not none, who occupy senior management positions.	Most societies in Polokwane rural and urban areas are still under the patriarchal belief system. Through societal beliefs, men are

		put first and regarded as leaders.
What is your opinion on women managing rugby teams?	Most women are not exposed to rugby management. However, management has similar techniques as relative to any other management position. Women can manage rugby.	The respondents mentioned a few women whom they look up as leaders. The understanding that women are as capable as men does not contradict the assumption that women could manage and have leadership roles in rugby.
What are the factors that contribute to the underrepresentation of women in the management of rugby sport?	Few women pursue careers in rugby, because of the nature of appointment and empowerment.	Most women do not see a career path in rugby. Women's career choice could be influenced by factors such as; lack of opportunities, and lack of resources. These challenges could channel their career choices.
What are some of the challenges experienced by women in rugby?	Marginalisation, poor resource allocation, and the absence of development programmes in professional rugby.	It is not a mystery that most women are still facing difficulties, not only in rugby, but in other disciplines in society. The Sport White Paper puts women under the marginalised groups in South Africa. The White

		Paper underpins that women should have equal access to resources.
How can women rugby be developed in the Polokwane Local Municipality?	Establishment of women rugby academy. Prioritising women to rugby technical and official duties.	The respondents indicated that development from grassroots level is still sparse. This poses a deficit in the growth and development of women's rugby in the Polokwane Local Municipality. Improvisation of resources.
How can women rugby be transformed to increase the number of women in management positions?	Media coverage, sponsorships, awareness campaigns, school sports promotion, and branding.	Awareness stood out in their responses a significant factor. Sports stakeholders and media houses should jointly promote women's rugby in general.
Suggest ways that can improve the overall performance of women rugby in the Polokwane Local Municipality	Establishment of annual leagues for school sport, community clubs, regional and provincial tournaments. Training women in coaching and all other related rugby officiating duties and technical matters.	Respondents stated that programmes could be an ideal approach to not only improve participation, but performance as well. Performance will afford women rugby players to

50

pursue a career in professional rugby.

4.3. RESULTS OF THE STUDY

Table 4.2 Emerging themes through analysis.

Theme 1		
Sub-theme	**semi-structured Interview**	**Findings**
The absence of gender equality in women rugby; gender inequality in women rugby.	What is your understanding of gender inequality in rugby sport?	There are still gender disparities in Polokwane rugby management. Most, senior positions, if not all, are still under the control of men, even the women rugby coordinator is a male.
	Why do you think men occupy more positions in rugby management than women?	Rugby in Polokwane Municipality is male dominated. Men are more resourced and empowered than women.
Theme 2		
Sub-theme	**semi-structured Interview**	**Findings**
Society's barriers towards women rugby. representation in management	Why do you think men occupy more positions in rugby management than women?	Respondents indicated that rugby is perceived as men's sport.

	What is your opinion on women managing rugby teams?	Polokwane is a patriarchal society driven by the traditional and cultural beliefs that exist in the rural settings of Polokwane. Men are seen as leaders.
Theme 3		
Sub-theme	**semi-structured Interview**	**Findings**
3.1 Development of women in rugby management in the Polokwane Local Municipality	What is your opinion on women managing rugby teams?	Respondents indicated that insufficient or the lack of resources, to empower women in rugby hinders the development in question.
	What are the factors that contribute to the underrepresentation of women in the management of rugby sport?	Rugby is a men dominated sports in Polokwane. Few resources are allocated for women, and the majority of professional athletes are men.
Theme 4		
Sub-theme	**semi-structured Interview**	**Findings**
Prescriptive means to overhaul the inequality deficits within the rugby union in the	Suggest ways that can improve the overall performance of women rugby in	Respondents referred to the reviewing of the inclusion policy, to check if implementation

Polokwane Local Municipality.	the Polokwane Local Municipality.	has been successful or still withheld. .
	How can women rugby be transformed to increase the number of women in management positions?	Establishing a rugby academy in Polokwane will also be ideal for the development and empowerment of women's rugby.

Table 4.3 Profile of the Respondents.

Male	Female
12	8

1. Race

African	White	Indian	Coloured	White
17	0	0	0	3

2. Age in years

21-29	30-39	40-49	50-59	60 and above
8	8	2	2	0

3. Designation in rugby sport

Coordinator	Referee	Coach	Player
1	3	8	8

4.4. EMERGING THEMES

Theme 1: The absence of gender equality in women rugby; gender inequality in women rugby.

Theme 2: Society's barriers towards women rugby representation in management.

Theme 3: Development of women in rugby management Polokwane Municipality.

Theme 4: Prescriptive means to overhaul the inequality deficits within the rugby union Polokwane local Municipality.

4.4.1. Theme 1: The absence of gender equality in women rugby; Gender inequality in women rugby

This theme gives a thorough description of the inequalities that exist within the rugby sports fraternity. Postulates are either affirmed or contradicted through arguments using scholarly literature. The term "gender" is frequently used in reference to the constructions that distinguish the two bodies into masculine and feminine classifications (Tesnear and Surujlal, 2012). This is attributed to how society assists in constructing, not just personality and behaviours, but also how bodies display themselves (Coleman, 2020). Sex and gender are therefore not independent factors (Oliveira, Altmann and Marques, 2019).

The idea of inequality, which is the condition of not being equal, particularly in status, rights, and opportunities, is heavily stressed in social justice theories. However, because it frequently has different meanings to different people, it is prone to misunderstanding in public discourse. However, some distinctions are universal (Coleman, 2020). The following responses illustrate the absence of gender equality in the Polokwane Local Municipality.

DC response:

> My understanding is that there is no gender equality, man and women can play the same sport but they will never get the same treatment by sponsorships, government and everyone who is involved in sport either political, economic and otherwise.

REF 1: response:

Gender inequality is the misappropriation of resources to man and woman. Man and women are not the same, why are they supposed to be treated the same way. I believe that no woman would like to be treated like a man. Man are physically stronger than women, men are faster. I think in sports we cannot equate men to women. Man and women are built differently.

REF 2:

Our government is pushing for equality in sports, especially when it comes to gender issues. But, I think there will never be equality, if the government cannot fix their political hypocrisy.

REF 3:

My understanding is that sports has become a political game. Gender equality was started by a group of women in the 1800s who wanted the same rights as men. That was not a problem, the real problem is our society how can we change the society's thinking, it is very difficult.

C1:

I think gender equality simply refers to the equal and fair treatment of both men and women. I personally think that it is next to impossible to witness a society where women are treated the same way as men. This is because their religion and culture are of a patriarchal nature.

C2:

Gender equality in sports is a big problem. I think there is no gender equality in sports generally, because the top structures that facilitate sports worldwide have no women in their structures. So, I think a top-down transformation model must be implemented.

C3:

I think this is a challenging intervention to engage on; however, gender equality challenges the 'man' and his masculinity in the society. Of which I think on paper is doable but in reality is not easy. Gender equality challenges religion and traditional phenomena. The position of a man and a woman in the society cannot be replaced. Man and woman are different organisms, they cannot be equal because their needs and their contribution are not equal.

C4:

The New World Order dictates that women and men should be the same; and this has been accepted by all sports stakeholders worldwide. However, the implementation phase seems to be taking a long time. Gender equality does not exist.

C5:

Rugby sport is perceived as a man's game, considering the robust and strength it portrays. Be as it may, women must play too, and they must be entitled to the same opportunities. As far as am concerned, there is no gender equality in South Africa, I don't talk about Limpopo.

C6:

Gender equality, according to my understanding, is the reciprocation of entitlements with reference to women relative to men. Equal, just and a fairness. In our planet earth, there is no gender equality.

C7:

Gender equality exists in theory, women are marginalised and undermined by our societies. The UN is working diligently to create an environment to empower women in various states in world. The paperwork is almost done. Policies are in place in most states, however, the implantation phase is not done.

C8:

> *Gender equality does not exist in our country. Women always take the second position in our society. Gay rights are prominent than women rights.*

PLYR1:

> *I don't think there is gender quality in rugby, as far as I know, women are not recognised in the game of rugby. Men, on the other hand, are taken care of. Look at development of women rugby relative men rugby, you can even spot the difference.*

PLYR2:

> *Gender equality is the biggest problem in our country, not just in rugby, but in everything, men get more attention than women. For example, advertising women are objectified and men subjectified. What do I mean about that, in a simple advert of maybe a toothpaste, women will appear half dressed, just to keep the public aware that women are objects. It's sad.*

PLYR 3:

> *Gender equality is just a buzz word this days, but there is no action. Previously, our women team was managed and coached by men.*

PLYR4:

> *My understanding of gender equality as far as sports or rugby to rugby in particular is that it does not exist. Men are treated or rather they have more resources than women. There is no equality.*

PLYR5:

> *Gender equality is a hot topic in the South African sports fraternity. Our government has policies and women agencies that seek to empower women but there is no action. Those who benefit are the ones who are in big Metros. Here in Limpopo to start with, there is no academy or an initiative that is on-going to empower women in general.*

57

PLYR6:

> *Gender quality issues are prevalent. I have not seen it in my time, maybe in the next generation. Women rugby has just started. Our first women rugby team played their first world Cup in 2003, but now we are deteriorating as a country.*

PLYR7:

> *Gender equality is possible with all these new policies but it is the implementation process that is dragging. The Ministries that pass these policies have fewer women than men, the same applies to the policy implementers, it is only men that are dominating there; so, women's voice is always shredded.*

PLYR8:

> *Gender equality is a good initiative by all the sports stakeholders, but my question is what is holding back the implementation phase. We, as women, want to see action not policies. People must act on their promises. There is no gender balance.*

Discussion

The socialisation of men into being competitive and women into being cooperative is still prevalent in South Africa (Tesnear and Surujlal, 2012). Most, if not all of the responses provided by the participants in theme 1, indicated that there is no gender equality in women rugby in South Africa. This is seconded by Shuttleworth-Edwards and Whitefield (2007) who state that in South Africa, there are currently 143 women's rugby clubs, with 15,129 registered players in towns, suburbs, and rural areas. Despite the fact that more than 2000 women play rugby and that three women's Rugby Football Union World Cups have involved 12 countries, there is still a gender gap in the sport (Tesnear and Surujlal, 2012). These responses are not far from what has already been researched by other scholars. There is still a

gap that needs to be addressed by all stakeholders and custodians of rugby in the country.

4.4.2. Theme 2: Society's' barriers towards women rugby representation in management

On this theme, the respondents indicated that there are a number of social biases such religion and culture that propel patriarchy in the communities. As a result of this social influence, rugby as a sport is regarded as a men's sport rather than an inclusive one. "Rugby is improper for young girls and women for apparent psychological reasons, It poses a threat to morality and physical safety, I implore you not to support women's rugby", according to a 1969 statement made by the French Minister of Sports (Joncheray and Tlili, 2013: 3). Some respondents also stated that these barriers are a result of geographical demarcation. It was also indicated that rural people are often the ones associated with cultural and religious barriers.

DC:

> *Our society is still having a lot of stereotypes as far as women rugby is concerned. This is fueled by the nature of the rugby game in general. Most people associate rugby with masculinity, this makes them think that rugby can only be played by men.*

REF1:

> *Limpopo as whole is predominantly rural. Rural people are traditional and cultural. Limpopo is even worse because religion also plays a part in grooming the role of women in the society. Women rugby needs more coverage and promotion. Above all rugby is still viewed as a man sport.*

REF2:

> *Society plays a negative part in associating rugby with men. It is not easy for a rural girl who is not exposed to the world of sports to simply choose rugby. Many of our girls think men will think that they are 'manly', it is not a feminine sport.*

59

REF3:

Our society is very good in labelling things and situations. One practical example: where I come from girls that play rugby are called 'tomboys'. This makes other girls to start fearing that labelling, even if they have potential, they still will not play. So, the society can destroy talent through certain biases.

C1:

Our Society controls most of the 'group think' theories in our communities. It is difficult for a woman to play soccer or rugby in rural villages, even parents cannot understand why their girl thinks men games are better than netball or any other feminised games.

C2:

Our society is slowly but surely catching up to the dynamic changes that come with sports in general. Most communities are buying into the notion that women can also play rugby, but the majority are still of a different opinion.

C3:

Our society teaches our children. Children listen more to the outside world than teachings at home. When a society has a particular perception about a phenomena, it is likely for that community to do things a certain way. I come from a community where rugby is played by both women and men without exceptions. But, there are still those who think rugby is a man's sport women are just curious and can never be as good as men. I am saying women must not compete with men in rugby because they are not men.

C4:

I think societies are different, people normally follow a particular pattern in their communities. Role models can also lay a foundation for young women

60

to pursue rugby as sport. If a community has few people or women who played rugby in the past, this could influence how young girls view rugby.

C5:

Rugby is not a man's sport anymore, but certain societies, especially the ones that are from rural communities still stigmatise rugby and view rugby as a masculine sport.

C6:

I have over 30 years coaching experience. Personally, I will be honest. It was a challenge for me for 15 years to transition from men to women coaching. Because the 'characters' of these two genders are different. Women need more care than men, but over time, I learnt to work with young women. The misconception that I had, has changed overtime. It is true women in the past did not get an opportunity to play rugby, the society did not allow that through policies.

C7:

In my experience, I think women are the most committed group of people, please don't quote me out of context. It is easier to coach them. The challenge is the stigma of rugby as a sport. Recruitment of women comes with a lot of challenges such as influence from parents, the church or cultural norms.

C8:

Society can be either harmful or wholesome to the welfare of its citizens. Most of our biases come from cultural, traditional and religious education. I am from rural villages. I know for a fact that it is not easy for a young woman to say I want to play rugby. Unless this young woman goes to a multicultural and a diversified school, which may change her persona.

PLYR1:

In my community, rugby is not played by women, but now that I am a student, I have learnt the game and I love it. I am pretty sure that my parents

will not expect me to be rugby player. Well, they will accept if I was playing Netball.

PLYR2:

When I grew up, I always wanted to play sports. It is just that I was not exposed to rugby because in my village, rugby is seen as a man's sport. Most of our friends, if they are into sports they rather play Netball.

PLYR3:

I grew up playing football because there was no rugby in the village. I have been labeled for playing football as a young woman. When I came to Polokwane, I started playing rugby and it became even worse when I went back home. They even said I was lesbian.

PLYR4:

Let me just start by saying it takes a lot of courage for women to play rugby. There are so many challenges, and criticism that we face. Men don't have to go through that.

PLYR5:

I personally have face society's cruelty by choosing to play rugby. My family did not want me to play rugby. I was the fastest among my group when we grew up. So, when I went secondary school, I changed to a diversified school, that is where I was introduced to rugby. My family did not accept that, even now I am a student but they still don't like rugby. My mother used to say what kind of wife I would be.

PLYR6:

Our society is influenced by religion this days. A long time ago, it was tradition and cultural norms. Polokwane is predominantly rural, therefore, people are either cultural or religious. These two denominations put emphasis on women and men roles. These two hegemonies have created

a marginalisation of women. Women are not expected to play or to be good in rugby.

PLYR7:

Our society is biased because they think certain things cannot be done by men or women. When it comes to rugby, there is no doubt that rugby is only reserved for men. We do have women who are good in rugby and probably better than certain men.

PLYR8:

Biases are prevalent across all the provinces. In Limpopo, we can only play rugby because we are stubborn and we love it. Otherwise, at home they don't like it.

Discussion

There is still a predisposition in South Africa to "socialise men to be competitive and women cooperative", despite the rise of female participation in sports in recent years, particularly in male-dominated sports, which has challenged the dominance of men by allowing women to gain equality, self-definition, and control over their bodies (Hex, Mwangi, Warungu and Rubenstein, 2022). It is crucial to note that the suffragette movement, along with other key social and economic transformations, played a significant role in the shift in the power dynamic between men and women, which contributed to many of the changes we see today (Oliveira, Altmann and Marques, 2019). Rugby participation for women is still prohibited and women are still subjected to oppression (Bowman, 2022). Women currently receive less media attention, lower pay, and fewer prizes than men despite some cultural reforms that are strengthened by the expressive results they achieve in sports (Houston, 2012).

4.4.3. Theme 3: Factors contributing to underrepresentation of women rugby in management positions

On this theme, there were mixed feelings about the factors leading to a lack of representation for women in management. Among other factors raised by the respondents were lack of experience. Some indicated that there is an imbalance in resource allocation, which includes development programmes for women that are said to be mediocre relative to men's rugby. Other respondents indicated that most women are reluctant to pursue careers in sports simply because the industry is male dominated. There is absolutely no guarantees that once one has completed her studies in sports, there is the likelihood of procuring employment in sports.

Since the height of apartheid, the rugby union has been labelled as the "white man's game", making it the most contentious, if not the most divisive sport (Cros, 2013). South Africa is an area where change has been closely watched since the repeal of apartheid legislation in the 1990s. This is made even more so because it is the only sport that produces substantial international results and helps put the nation on the map of the globe (Cros, 2016).

DC:

> *The main issue is the lack of experienced women to take leadership roles, for example, I am a man but coordinating women rugby in the Province, where are the women? Few women want to pursue a career in sports.*

REF1:

> *I think we as a Province have a few women in sports, if not none. Women who are career oriented pursue other careers outside sports. Most women that I know perceive sports as leisure not a career.*

REF2:

> *Women who are in management position have interest in other careers outside the field of sports. I think the main issue is that most women think*

sports careers are for men. We have more men in leadership positions, in the Polokwane Sports Ministry.

REF3:

I think poor resource management could be a factor. As a Province, we need to have intervention strategies to empower women to occupy positions in management, not only in rugby but also in sports in general.

C1:

I think women are discouraged by the glass ceiling, when it comes to management of sports. Look, for example, in SAFA, a lady was contesting against Johny Jordaan, who has been in the position of a president for ten years. His record is bad and poor, but delegates who were there at the voting stations failed to give the women the opportunity to become the new president. This is just a tip of an iceberg. We do not have faith in our women to lead.

C2:

I think it is a South African political game to adopt policies that suit the narrative of the UN as far as empowering women to occupy management positions in rugby or sports is concerned. SA has good policies as far as gender issues are concerned but the implementation process is the one that does not come to pass.

C3:

I will speak from where I stand. I am a man but coaching women. There is not even one team in the whole province that is coached by a woman. Now, how does one jump from nowhere to the management of rugby, it is impossible. Women need to take a stand and follow a career path in sports.

C4:

I am currently doing a Level 3 coaching certificate, which is the highest in the country. From 1st Level coaching class, I have never had a woman doing coaching. These courses are paid for by clubs and teams. There is also an

exception for the ones who come from disadvantaged backgrounds to attend the course without actually paying a cent, but still there are no women.

C5:

I think for one to manage a team, he or she does not need a qualification in sports, any management experience or exposure to the environment of sports can bring you closer to leadership positions.

C6:

In the Polokwane Local Municipality, we have no women in management positions. I do not know if the Provincial Rugby Federation does not have a policy to involve women. I know that the national SRSA has made a call to all federations and stakeholders to involve women in management.

C7:

Rugby in SA is still in the hands of men. I remember attending an AGM for BlueBulls in Pretoria. The auditorium was packed with old men that have invested fortunes into the team. Most of the issues that were addressed in the meeting were how their return on investment are going, issues of women empowerment were not even in their menu. There is still a lot that needs to be done for women in this country as far as women empowerment is concerned.

C8:

In the Polokwane Local Municipality, there are no women representing women in management positions. This could be the fact that there are no resources put in place to empower women to pursue careers in sports. Again, I also think provincial rugby federations should have women rugby academies; the whole province does not have a rugby academy, by the way.

PLYR1:

I have never seen a woman coaching rugby except when we go out to other provinces such Gauteng, Western Cape and Free State. We see male coaches, male team managers; sometimes, a female physiotherapist.

PLYR2:

I think as players we lack role models. That is why we end up following other careers outside rugby. In rugby, the whole management team, especially in the National Federation of Rugby, it is only men. No women. I think SARU as a custodian for rugby in the country must lead by example and place women in strategic positions so that we as players can have a motivation that it is possible for a woman to lead or to manage rugby.

PLYR3:

I want bring into your attention, the World Rugby Union as a committee. It has almost 13 committees. In all the 13 committees, there is only one lady. This lady is not even in the strategic position. She is just an additional member. Now South Africa is just a state. Limpopo is even worse because it is rural and patriarchy is still rife. Polokwane has no women in management and it is unfortunate. Personally, I cannot invest my career in sports while I see that employment opportunities are not there.

PLYR4:

I think desperation is what can makes me to pursue a career in sports, otherwise; I do not want to waste my time in something that I see is not going to happen. There are no women in management position in Polokwane.

PLYR5:

Underrepresentation of women in rugby is caused by a lack of trained young women from early ages. Lack of resources to upskill their knowledge in rugby. Lack of training clinics and coaching seminars for women.

67

PLYR6:

> *I think most women cannot leave their homes and go manage rugby without payment, men can do that.*

PLYR7:

> *I think budget is a problem. Provincial Rugby Federations should look into the equal distribution of resources in terms of training women to become coaches, managers and scouters. Above all, federations must have academies to train their women.*

PLYR8:

> *There are no women in management positions. One of the propellers of this is that the policies are not inclusive. Women were and are still marginalised in terms of leadership.*

Discussion

The literature that has already been written about how men's and women's sports are portrayed in the media has examined how doing so reproduces male hegemony in the sporting world. According to this body of research, men's sports get significantly more media attention than women's sports. Additionally, rather than emphasising athletes' athleticism and talent, media portrayals of women's sports frequently highlight the athletes' appearances and interpersonal relationships typically heterosexual (West et al., 2022). Results indicate that women in rugby are still marginalised despite all the evidence that has been brought forth. Women are still perceived as 'second class citizens' in rugby and other male dominated sports (Williams, Snipes and Singh, 2021).

4.4.4. Theme 4: Prescriptive means to overhaul the inequality deficits within the rugby union Polokwane local Municipality.

In this discussion, the respondents indicated that despite the enormous red tapes surrounding women in management position, there is still hope to redress and restore the image of women rugby in the Polokwane Local Municipality.

68

The respondents indicated that, the Provincial Rugby Federation must institute rugby academies with the sole aim to empower and develop women rugby. It was also indicated that priority must also on women when it comes to coaching clinics, game officiating and other technical duties in the game of rugby.

DC:

I think the Provincial Rugby Union should put women as first preference when advertising vacancy posts.

REF1:

To change or rather improve the women deficit in senior management position, the federation must prioritise women when it comes to coaching and short management courses.

REF2:

Equal resource allocation; women empowerment initiatives like having a specific target of the number of women coaches that must be trained in a year.

REF3:

I think bursaries for short sport management courses must be initiated. Preference must be given to women. This must also come with internship programmes for women to test and apply their knowledge into the work environment.

C1:

I think to change this situation, more women must be trained as managers and coaches. The provincial federation must initiate a programme that runs annually with the aim to get a particular number of women coaches in the Polokwane Local Municipality.

C2:

The BlueBulls need to prioritise in women development; upskill women with coaching education, technicalities of rugby and club management skills as well as managing finances in a club.

C3:

Women need to assist in coaching and learn from the coaches that are already coaching. They need to avail themselves even if there are no financial benefits, but learning should continue. These women must also assist in local schools by providing coaching to primary and secondary schools. This approach will boost women's confidence in what they do.

C4:

Women must take initiatives on their local schools to start coaching the young children. A league for primary schools that is constantly undisturbed, will help these women coaches to compete against each other and test their capabilities. This being said, all the stakeholders; Department of Basic Education and Department of Sports, Arts and Culture, must come together to improve the women status quo.

C5:

I think to improve the women involvement in management positions, the federation need to train more women coaches and give them an opportunity to coach or assist in coaching.

C6:

I think it all lies in the policies of the federation, whether the federation has women empowerment clause in their constitution or not. If there is, it must be implemented, if there is none, they need to go back to drawing board and put it. Above all else, it is the implementation of these policies that really counts. The federation must implement their policies and further evaluate their effectiveness.

C7:

70

The Provincial Rugby Federation must institute an academy for women. This will help in talent identification, whether one is a coach, manager or technical official.

C8:

Women must be given more opportunities to coaching clinics. This can be done through short coaching certificates and other management courses that can be offered by external stakeholders that have the same interest in promoting women in rugby.

PLYR1:

For women to occupy management positions, there must be a database for players from primary school. These players' progress must logged and managed until they finish school. After secondary, these players with an interest in following a career in rugby must be offered an opportunity to do courses in sport management with the help of the federation. During holidays, these women must be entitled to internship within the federation and further assist in coaching young children. This will in turn boost their confidence.

PLAYR2:

Women rugby awareness must not be left aside, promotion and television coverage must include women practicing and doing campaigns on local communities. Media must not only show men in rugby, but also women.

PLYR3:

As players, we need exposure and the possibility of a career in rugby can only be guaranteed by seeing other women being in management positions.

PLYR4:

I think small and big businesses must also support women rugby in the country. South Africa has won quite a number of rugby world cups. It would be nice to see our women taking the center stage as well.

PLYR5:

I think for starters, the current male coaches, coaching women must get women assistance for everything. I mean the care taker, and team manager, and physiotherapist must be women. This approach will create an environment where women feel confident in coaching.

PLYR6:

Women must be exposed to the working environment of rugby. This includes office work and field work. When they are hiring new staff, women must be a priority.

PLYR7:

The BlueBulls as a federation need to create an environment that will invite women. Putting women into strategic positions, where decision making processes are conducted. Involving women to operation of the federation will equip them to run clubs.

PLYR8:

Women must be available to the game of rugby. Women must take an initiative to learn how to coach, putting themselves out there like the men, nothing comes easy.

Discussions

The LTAD concept, which classifies players into several developmental stages and is based on physiological principles, has been adopted by a number of international rugby organisations, including the SARU (Posthumus, 2013). In the original concept, boys and girls are divided into various age groups within each particular developmental stage (Achu, Lekgau and Bob, 2022). It has articulated that the

Department of Basic Education, Sports, Recreation and SASCOC need to work together to identify, develop, and promote rugby among young girls as early as primary school. Local Municipalities also need to work very closely with the local schools to keep a database of all the girls from grassroots level. The programme for young girls must also be paralleled with the development programmes for women coaches, team officiating and other subsidiary duties that put women on focal points.

4.4.5. CONCLUSION

There is a brief discussion at the end of theme and subsequently the other three themes. Theme 1's results in accord with discussion presented by the respondents, indicated that there are still elements of gender inequality in women rugby significantly in Polokwane Local Municipality. Theme 2 presented an array of societal barriers such as, biasness, cultural, spiritual, religious and traditional impediments that marginalise women from management of rugby. Theme 3 highlighted some of the factors contributing to the underrepresentation of women from managing rugby, among which it was indicated that rugby was previously perceived as a men's game even during the previous government. The association of rugby to men has to some extent created biasness and ignorance, that portrayed masculinity hegemony with rugby as a sport. Theme 4 explored prescriptive resolutions to overhaul the gender imbalances in the management of rugby as a sport in Polokwane. The rugby federations in Polokwane needs to pay attention to the developmental mechanisms of women, this is in reference to women coaches, technical team, team management, game officiating, event management and other executive responsibilities that were previously limited to men only.

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS

5.1. Existing literature on women's rugby underrepresentation in management positons

Other academics have articulated that the first calls for equal opportunity in Canadian sport were made by female athletes, in the context of second-wave feminism and "women's liberation", citing the egregiously unfair possibilities they had in compared to men (Norman et al., 2021). As a result of the Royal Commission on the Status of Women's support, the federal, provincial, and/or territorial governments were urged to take action in 1970 to promote girls' participation in sports and give them access to opportunities for participation that are comparable to those available to boys (Barrett, Sherwin and Blackett, 2021).

Furthermore, it has also been revealed that in the majority of Canadian university campuses since the early 20th century, female students have participated in intramural and intercollegiate athletics, but they have not had the same chances as their male counterparts (Mueller, Skinner, Swanson, Naraine and Fransen, 2021). They had to make due with subpar facilities and pitiful funds despite the protections provided by female coaches and professors and departments dedicated to serving only women (Ryan and Dickson, 2018). However, the rise of female rugby union players in the UK and Ireland has not been reflected in the number of female managers (Chandler and Nauright, 2013). Although there is a dearth of particular information about women managing rugby unions in all circumstances, existent empirical research that has examined the total proportion of women in management positions throughout sport has found that women remain peripheral characters on the coaching scene (Litchfield and Osborne, 2020).

In a study conducted to illustrate the underrepresentation of women in coaching positions, it was found that, only five women had head coaching positions in the

74

newly founded women's elite league of the Rugby Football Union in 2018, compared to 21 males; this statistic highlights the underrepresentation of women in elite settings (Demers, Lucie, Brière and Culver, 2019). Similar to this, there are just two female head coaches among the ten teams in Division 1 of Ireland's premier women's club league (Chandler and Nauright, 2013). Additionally, all four provincial and national teams' head coaches are men, when looking at the coaching profiles of professional clubs in the men's game, the underrepresentation of women in coaching roles is further aggravated (Demers, Lucie, Brière and Culver, 2019). Results of this investigation show that women's rugby underrepresentation exists in the Polokwane Local Municipality. There is still more to be done for women to occupy positions such as coaching, management and leadership roles in executive positions.

5.2. Addressing the research question

The aim of this study was to investigate the implications for women's participation in rugby with the underrepresentation of women in management positions. To identify challenges affecting women's rugby in the Polokwane Local Municipality. The objectives of the study were to probe factors leading to the underrepresentation of women in management and also to identify strategies to improve the representation of women's rugby in the Polokwane Local Municipality. The study had two research questions. This section reveals how each of the two questions were answered.

5.2.1. What are the challenges affecting women's rugby in the Polokwane Local Municipality?

The study consisted of 20 participants, namely; the district coordinator, 3 rugby referees, 8 coaches and 8 players. The participants expressed their views on the challenges affecting women's rugby in the Polokwane Local Municipality. Poor women development programmes were stated as one of the factors affecting women's rugby. It was revealed that most women start rugby at later stage while some start playing rugby at university level. This means that they use rugby as a recreational game to ease the study tension from their studies. In this way, it is

difficult for them to consider a career in rugby because they lack the fundamental template to pursue careers in sports.

Most of the respondents indicated that there is a problem of poor infrastructure since they come from rural areas, where there are no well-established playing grounds for rugby. They do not have basic medical cover to rehabilitate injuries such as concussions and fractures, as rugby is a contact sport. In the whole province, not just in Polokwane Local Municipality, there is not even a single woman coach. There are no women coaching rugby or currently training to become one. The participants indicated that this could be probably exacerbated by biases such as rugby is a men's sport, where preference is given to men than women.

One Referee stated that SARU as a national custodian for rugby in the country, must lead by example. The entire SARU top executive does not have a woman candidate. This is cascaded down to the Provincial Federation that also lacks women candidates in their strategic positions. This is not just a South African issue, it a global crisis. Furthermore, he indicated that even the World Rugby Union does not have a women in the strategic positions of its 13 committees. Policies surrounding the empowerment of women, including the Brighton Declaration, have been adopted by more than 200 countries in the whole world. Intergovernmental bodies such UNESCO were successful in drafting the Sustainable Development Goal's (SDGs), which were set to be used as a compass and framework to direct the focus of development.

5.2.2. What are the best practices that could be implemented in managing women's rugby?

Women players indicated that provincial federations must reinstate the rugby academy, which will assist in shaping young girls from a tender age until adulthood, by equipping them with the necessary skills and sports education that will open opportunities for them in the future. Academies also help young girls to realise that, a career in sport is not only to become a great player in the field, but also to become

administrators and managers. High performance centres must also be established to create a group of women that play rugby at an elite level.

Players also indicated that the provincial federation must be in a position to develop their women holistically for them to occupy positions such as coaching, match officiating and management. This could also open for bursaries catering to specific courses such as physiotherapist, sports management and sport development. One referee mentioned that women in Polokwane are not as dedicated as their male counterparts. Men can officiate the whole match without getting paid, and also assist in other technical issues. Women must come with that mindset, to develop themselves against all odds. Role modelling is one aspect that was mentioned by one of the coaches. He said that most of women in rugby do not have someone to look up to, especially when it comes to women in management positions. This could be fixed by considering women on their policies as part of their labour practices.

5.3. LIMITATIONS OF THE STUDY

The study's environment for interviews, participants' effect, data collection and analysis all had some drawbacks. The possibility of researcher bias is frequently present in qualitative studies. However, approaching a study of this nature from a subjective vantage point creates opportunity for embracing the spirit of qualitative research, which was done in a fair and courteous manner. Although a researcher may never truly be free from the effect of prejudice, an effort was made to counteract this inclination through reflexivity.

5.3.1. Setting for the interviews

The district coordinator's interview took place at his place of employment after hours, and the referees' interview took place after they had completed their match-officiating duties because they could not find the time due to their busy schedules. Questions were emailed to a select group of coaches, and players were easily accessible. Thankfully, most of the players were readily available.

5.3.2. Participants' effect

Participants may have hidden some of their in-depth personal experiences because of the data collection method. The participants who were not interviewed in a face to face setting could have provided more information in a face to face interview. The questions were open-ended, which gave the participants more leverage to elaborate.

5.4. RECOMMENDATIONS FOR FURTHER STUDIES

The following recommendations are suggested as potential future research topics in light of the study's limitations and findings. Future researchers should determine:

- Whether policies for the inclusion of women in management positions have been drafted in the Polokwane Local Municipality and the BlueBulls Federation.
- Study more on the initiatives geared towards enhancing women's rugby, including coaching interventions and the creation of a rugby academy.
- Study the SARU union and women's underrepresentation in rugby management portfolios.
- Study how World Rugby as union includes or excludes women in top management positions.

5.5. CONCLUDING REMARKS

Women's underrepresentation in rugby is not a South African issue, but a global one. The World Rugby continues to pass policies that seek to empower women, but they do not implement those policies in their own working committees and structures. This trend has cascaded down to regional, national and provincial, rugby unions across the globe. In South Africa. What compounds this trend is that SARU does not have an implementation mechanism on their inclusion policies with regard to empowering women in management positions. In the Polokwane Local Municipality, the inclusion policy was adopted, just after the White Paper in Sport Recreation was passed in 2012. It states that previously marginalised groups, i.e. children and women in particular, will be prioritised when it comes to empowerment

and equal access to resources. However, little to nothing is done to empower women to occupy management positions. Above all, what holds promise for the future of women's rugby representation is that women are willing to take the initiative, if the Polokwane Local Municipality brings resources to their disposal.

References

Achu, F.N., Lekgau, R.J. and Bob, U., 2022. Perceptions of the Socioeconomic Impacts of a Women's Major Sporting Event in Africa. *Tourism Review International*, *26*(1), pp.73-85.

Adom-Aboagye, N.A.A., 2020. *Gender Equity in Sport-Related Policies: a Case Study for Understanding Empowerment and Inclusion in South Africa*. University of Johannesburg (South Africa).

Adriaanse, J.A. and Claringbould, I., 2016. Gender Equality in Sport Leadership: From the Brighton Declaration to the Sydney Scoreboard. *International Review for the Sociology of Sport*, *51*(5), pp.547-566.

Adriaanse, J.A. and Claringbould, I., 2016. Gender Equality in Sport Leadership: From the Brighton Declaration to the Sydney Scoreboard. *International Review for the Sociology of Sport*, *51*(5), pp.547-566.

Adriaanse, J.A., 2018. Europe in World Perspective: The Sydney Scoreboard Global Index for Women in Sport Leadership. In *Gender diversity in European Sport Governance* (pp. 11-19): Sidney: Routledge.

Akpalu, D.A., 2013. Agriculture Extension Service delivery in a semi-arid rural area in South Africa: the case study of Thorndale in the Limpopo province. *African journal of food, agriculture, nutrition and development*, *13*(4), pp.8034-8057.

Aljehani, N., 2021. *Towards Improving Women's Participation in Physical Activities in Saudi Arabia.* University of New South Wales.

Allen, K.R. and Jaramillo-Sierra, A.L., 2015. Feminist Theory and Research on Family Relationships: Pluralism and Complexity. *Sex Roles*, *73*(3), pp.93-99.

Amesbury, L., 2013. *An Exploration into Women's Rugby in Wales and Reasons Why They Drop Out* (Doctoral dissertation, Cardiff Metropolitan University).

Amran, A., Lee, S.P. and Devi, S.S., 2014. The Influence of Governance Structure and Strategic Corporate Social Responsibility Toward Sustainability Reporting Quality. *Business Strategy and the Environment*, *23*(4), pp.217-235.

Anderson, E. and McGuire, R., 2010. Inclusive Masculinity Theory and the Gendered Politics of Men's Rugby. *Journal of Gender Studies*, *19*(3), pp.249-261.

Archard, N., 2013. Adolescent Leadership: The Female Voice. *Educational Management Administration & Leadership*, *41*(3), pp.336-351.

Archard, N., 2013. Female Leadership Framework: Developing Adolescent Girls as Future Women Leaders through the Formation of a Female Leadership Identity. *Leading and Managing*, *19*(1), pp.51-71.

Balyi, I., Hamilton A., 2004. *Long-Term Athlete Development: Trainability in Children and Adolescents. Windows of Opportunity*. Optimal Trainability. Victoria, BC: National Coaching Institute British Columbia & Advanced Training and Performance.

Barrett, G.M., Sherwin, I. and Blackett, A.D., 2021. Women Rugby Union Coaches' Experiences of Formal Coach Education in Ireland and the United Kingdom: A Qualitative Study. *Women in Sport and Physical Activity Journal*, *29*(1), pp.29-37.

Bennett, E.V., Scarlett, L., Hurd Clarke, L. and Crocker, P.R., 2017. Negotiating (Athletic) Femininity: The Body and Identity in Elite Female Basketball Players. *Qualitative Research in Sport, Exercise and Health*, *9*(2), pp.233-246.

Benson, P., 2017. Big Football: Corporate Social Responsibility and the Culture and Color of Injury in America's Most Popular Sport. *Journal of Sport and Social Issues*, *41*(4), pp.307-334.

Bhardwaj, P., 2019. Types of Sampling in Research. *Journal of the Practice of Cardiovascular Sciences*, *5*(3), pp.157-158.

Bhattacherjee, Anol. 2012. *Social Science Research: Principles, Methods, and Practices*.

Bowman, K., 2022. Futbolera: A History of Women and Sports in Latin America by Brenda Elsey and Joshua Nadel. *The Latin Americanist*, *66*(3), pp.369-370.

Bradley, H., 2013. *Gender*.United Kingdom: John Wiley & Sons.

Brooks, S.D., Dean, A.S., Franklin-Phipps, A., Mathis, E., Rath, C.L., Raza, N., Smithers, L.E. and Sundstrom, K., 2020. Becoming-Academic in the Neoliberal Academy: A Collective Biography. *Gender and Education*, *32*(3), pp.281-300.

Brown, J., Kahn, M. and Toh, S., 2013. Data Quality Assessment for Comparative Effectiveness Research in Distributed Data Networks. *Medical Care*, *51*(803), p.S22

Burton, L.J. and Leberman, S. (eds.). 2017. *Women in Sport Leadership: Research and Practice for Change*. United Kingdom: Taylor & Francis.

Chandler, T.J. and Nauright, J., 2013. *Making the Rugby World: Race, Gender, and Commerce*. New York (NY): Routledge.

Chatziefstathiou, D. and Henry, I., 2012. *Discourses of Olympism: From the Sorbonne 1894 to London 2012*. London: Springer.

Cheryan, S. and Plaut, V.C., 2010. Explaining Underrepresentation: A Theory of Precluded Interest. *Sex Roles*, *63*(7), pp.475-488

Clark-Kazak, C., 2019. Developing Ethical Guidelines for Research. *Ethics*.

Coleman, K.P., 2020. United Nations Peacekeeping Decisions: Three Hierarchies, Upward Mobility and Institutionalised Inequality Among Member States. *Global Society*, *34*(3), pp.318-334.

Connell, R., 2019. New Maps of Struggle for Gender Justice: Rethinking Feminist Research on Organizations and Work. *Gender, Work & Organization*, *26*(1), pp.54-63.

Connelly, L.M., 2013. Limitation Section. *Medsurg Nursing*, *22*(5), p.325.

Cresswell, T., 2014. *Place: An Introduction*. John Wiley & Sons.

Crewdson, J.A., 2016. The Effect of Loneliness in the Elderly Population: A Review. *Healthy Aging & Clinical Care in the Elderly*, *8*, pp.1-2.

Cros, B., 2013. "Where Mediocrity is Tolerated"—Rugby Sevens and the Management of Diversity in South African Rugby. *Les Cahiers d'Afrique de l'Est/The East African Review*, (47), pp.87-105.

Cros, B., 2016. "Here Merit is, in the End, Subjectively Determined": The Glass Ceiling in South African Rugby Union. *Cultures of the Commonwealth*, (19/20/21), pp.7-22.

Curtin, L., 2011. Quantum Leadership: Succeeding in Interesting Times. *Nurse Leader*, *9*(1), pp.35-38.

De Cock, N., D'Haese, M., Vink, N., Van Rooyen, C.J., Staelens, L., Schönfeldt, H.C. and D'Haese, L., 2013. Food security in rural areas of Limpopo province, South Africa. *Food security*, *5*(2), pp.269-282.

Demers, G., Lucie, T., Brière, S. and Culver, D., 2019. Women in Leadership Positions within Canadian Sport. In *Routledge Handbook of the Business of Women's Sport* (pp. 106-123). New York (NY): Routledge.

Dougherty, D., 2017. Grounded Theory Research Methods. *The Blackwell Companion to Organizations*, pp.849-866.

Du Plessis, M.L., 2012. *A Literacy Intervention with Teachers: Exploring Reading Culture in a Rural Secondary School.* (Doctoral dissertation, University of Pretoria).

Duke, C., Hamidi, S. and Ewing, R., 2020. Validity and reliability. In *Basic Quantitative Research Methods for Urban Planners* (pp. 88-106). New York (NY): Routledge.

Ekholm, D., 2018. Governing by means of Sport for Social Change and Social Inclusion: Demarcating the Domains of Problematization and Intervention. *Sport in Society*, *21*(11), pp.1777-1794.

Engebretsen, L. and Steffen, K., 2015. Protection of the elite athlete is the responsibility of all of us in sports medicine. *British Journal of Sports Medicine*, *49*(17), pp.1089-1090.

Engh, M.H. and Potgieter, C., 2015. Social Cohesion, Sexuality, Homophobia and Women's Sport in South Africa. *African Journal on Conflict Resolution*, *15*(3), pp.37-60.

Etikan, I., Musa, S.A. and Alkassim, R.S., 2016. Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*, *5*(1), pp.1-4.

Ewing, R. and Park, K. (eds.). 2020. *Basic Quantitative Research Methods for Urban Planners*. New York (NY): Routledge.

Filonik, J., 2021. Metaphors in Rhetoric: From Ancient Greek to 21st-Century Politics. In *Brill's Companion to the Reception of Ancient Rhetoric* (pp. 454-485).

Forsdike, K., Donaldson, A. and Seal, E., 2022. Responding to violence against women in sport: Challenges facing sport organizations in Victoria, Australia. *Research quarterly for exercise and sport*, *93*(2), pp.352-367

Fusch, P.I. and Ness, L.R., 2015. Are We There Yet? Data Saturation in Qualitative Research. *The Qualitative Report*, *20*(9), p.1408.

Gerdin, G., 2017. 'It's Not Like You Are Less of a Man Just Because You Don't Play Rugby'— Boys' Problematisation of Gender During Secondary School Physical Education Lessons in New Zealand. *Sport, Education and Society*, *22*(8), pp.890-904.

Giazitzoglu, A., 2020. This Sporting Life: The Intersection of Hegemonic Masculinities, Space and Emotions Among Rugby Players. *Gender, Work & Organization*, *27*(1), pp.67-81.

Giazitzoglu, A., 2022. Masculinity, Embodiment and Identity-Work: How Do Organisational Members Use their Bodies as Identity Resources to (Re)accomplish Hegemonic Masculinity?. *Organization*, p.13505084221074041.

Gibson, S., Benson, O. and Brand, S.L., 2013. Talking About Suicide: Confidentiality and Anonymity in Qualitative Research. *Nursing Ethics*, *20*(1), pp.18-29.

Gregory, S.F., 2022. Diving with Dignity? Older Women Scuba Divers, Constraints and Accessible Tourism on the Great Barrier Reef. *Annals of Leisure Research*, pp.1-21.

Grundlingh, S.M., 2015. *After the Triumph: An Anthropological Study into the Lives of Elite Athletes After Competitive Sport*. (Doctoral dissertation, University of the Free State).

Hall, E.T., Gray, S., Martindale, A., Sproule, J., Kelly, J. and Potrac, P., 2021. Doing Hybrid Management Work in Elite Sport: The Case of a Head Coach in Top-Level Rugby Union. *Sport Management Review*, *24*(2), pp.271-296.

Hamilton, B. and Ryan, G., 2021. 'We Have Given Birth to a Very Busty Infant': Post-War Origins of Sports Medicine in New Zealand. *The International Journal of the History of Sport*, *38*(12), pp.1269-1287.

Hartmann, D. and Kwauk, C., 2011. Sport and Development: An Overview, Critique, and Reconstruction. *Journal of Sport and Social Issues*, *35*(3), pp.284-305.

Hartmann, S., & Briskorn, D. (2022). An Updated Survey of Variants and Extensions of the Resource-Constrained Project Scheduling Problem. *European Journal of Operational Research*, *297*(1), pp.1-14.

84

Hertzog, E. and Lev, A., 2019. Male Dominance Under Threat: Machoism Confronts Female Defiance in Israeli Gyms. *Journal of Contemporary Ethnography*, *48*(6), pp.836-866.

Hex, S.B., Mwangi, M., Warungu, R., & Rubenstein, D.I. 2022., An Observation of Attempted Infanticide and Female–Female Cooperation in Wild Plains Zebras (Equus quagga). *Behaviour*, *1*(aop), pp. 1-24.

Hextrum, K. and Sethi, S., 2022. Title IX at 50: Legitimating state domination of women's sport. *International Review for the Sociology of Sport*, *57*(5), pp.655-672.

Hollander, W., 2019. 'One Size Does Not Fit All': Commonwealth Games Associations' Gold Coast 2018 Team Development from a Stakeholder Perspective. *African Journal for Physical Activity and Health Sciences (AJPHES)*, *25*(1), pp.1-12.

Houston, T.M., 2012. The Homosocial Construction of Alternative Masculinities: Men in Indie Rock Bands. *The Journal of Men's Studies*, *20*(2), pp.158-175.

Hurst, J. and Leberman, S., 2015. New Zealand Women in Leadership. *Women and Leadership Around the World*, p.207.

Jacobs, B. and Sellars, N., 2019. *The Evolution of Women's Rugby* (pp. 341-351).New York (NY): Routledge.

Jacobs, S., De Bosscher, V., Venter, R. and Scheerder, J., 2019. Country Profile: Sport in South Africa. *International Journal of Sport Policy and Politics*, *11*(1), pp.175-191.

Jankowitz, D.C., 2020. *Sports Law in South Africa*. Kluwer Law International BV.

Jarvie, G., 2013. *Sport, Culture and Society: An Introduction*. Routledge.

Joncheray, H. and Tlili, H., 2013. Are there still social barriers to women's rugby?. *Sport in Society*, *16*(6), pp.772-788.

Jones, B., Emmonds, S., Hind, K., Nicholson, G., Rutherford, Z. and Till, K., 2016. Physical Qualities of International Female Rugby League Players by Playing Position. *The Journal of Strength & Conditioning Research*, *30*(5), pp.1333-1340.

Joseph, L.J. and Anderson, E., 2016. The Influence of Gender Segregation and Teamsport Experience on Occupational Discrimination in Sport-Based Employment. *Journal of Gender Studies*, *25*(5), pp.586-598

Joy, E.A., Taylor, J.R., Novak, M.A., Chen, M., Fink, B.P. and Porucznik, C.A., 2013. Factors Influencing the Implementation of Anterior Cruciate Ligament Injury Prevention Strategies by Girls Soccer Coaches. *The Journal of Strength & Conditioning Research*, *27*(8), pp.2263-2269.

Kariuki, G., 2019. *Determinants of Women's Involvement in Coaching in individual and Team Sports in Nairobi City County, Kenya.* (Doctoral dissertation, Kenyatta University).

Kivunja, C. and Kuyini, A.B., 2017. Understanding and Applying Research Paradigms in Educational Contexts. *International Journal of Higher Education*, *6*(5), pp.26-41.

LaVoi, N.M. and Dutove, J.K., 2012. Barriers and Supports for Female Coaches: An Ecological Model. *Sports Coaching Review*, *1*(1), pp.17-37.

Lebow, J.L., Chambers, A.L., Christensen, A. and Johnson, S.M., 2012. Research on the Treatment of Couple Distress. *Journal of Marital and Family Therapy*, *38*(1), pp.145-168.

Litchfield, C. and Osborne, J., 2020. Raelene Castle and the 'Cruella De Vilification' of Women in Sports. *Sporting Traditions*, *37*(2), pp.5-23

Liu, L., 2021. Paddling Through Bluespaces: Understanding Waka Ama as a Post-Sport Through Indigenous Māori Perspectives. *Journal of Sport and Social Issues*, *45*(2), pp.138-160.

London, W.R., Lohmann, G. and Moyle, B.D., 2021. Network Fragmentation and Risk in Cruise Tourism Infrastructure Development. Auckland, New Zealand. *Case Studies on Transport Policy*, *9*(1), pp.336-347.

Madsen, M.R., 2018. Rebalancing European Human Rights: Has the Brighton Declaration Engendered a New Deal on Human Rights in Europe? *Journal of International Dispute Settlement*, *9*(2), pp.199-222.

Madsen, R. and Farrell, A., 2021. Challenging Issues in Youth and High School Sports in the United States. In *International Sport Business Management* (pp. 65-90).New York (NY): Routledge.

Majtényi, B., Sosa, L., Timmer, A., Jain, R.K., Caycho, R.C., Marinelli, C., Gunn, J., Lacuesta, A., Benjelloun, S., Killander, M. and Kareithi, M., 2016. *Human Rights Concepts in EU Human Rights Dialogues*. Amsterdam: FRAME.

86

Malik, Y.R., Sheikh, M.S. and Yousaf, S., 2022. Probability and Sampling in Dentistry. *Clinical Concepts and Practical Management Techniques in Dentistry*, pp.231-234.

Marfell, A., 2012. Netball in the Lives of New Zealand Women: The Potential of Focus Groups for Feminist Sport History. *Journal of Sport History*, *39*(3), pp.463-471.

Marsters, C. and Tiatia-Seath, J., 2019. Young Pacific Male Rugby Players' Perceptions and Experiences of Mental Wellbeing. *Sports*, *7*(4), p.83.

Martín-González, R., Swart, K. and Luque-Gil, A.M., 2021. Tourism Competitiveness and Sustainability Indicators in the Context of Surf Tourism: The Case of Cape Town. *Sustainability*, *13*(13), p.7238.

Mbepera, J.G., 2015. *An Exploration of the Influences of Female Underpresentation in Senior Leadership Positions in Community Secondary schools (CSSs) in Rural Tanzania.* (Doctoral dissertation, UCL Institute of Education).

McCrone, K., 2014. Sport and the Physical Emancipation of English Women (RLE Sports Studies): 1870-1914.New Yor (NY): Routledge.

Merriam, S.B. and Tisdell, E.J., 2015. *Qualitative Research: A Guide to Design and Implementation.* New York (NY): John Wiley & Sons.

Mill, J.S., 2018. *The Subjection of Women.* New York: Routledge.

Moghadam, V., Mohanty, C.T., White, S., Wolf, D.L., Shankaran, D., Beneria, L., Sev'er, A., Fernandez-Kelly, M.P., Ehrenreich, B., Hochschild, A.R. and Herzfeld, B., 2011. *The Women, Gender and Development Reader.* Bloomsbury Publishing.

Mohamad, M.M., Sulaiman, N.L., Sern, L.C. and Salleh, K.M., 2015. Measuring the Validity and Reliability of Research Instruments. *Procedia-Social and Behavioral Sciences*, *204*, pp.164-171.

Mohapatra, S., 2021. 'We Are Equal But Different': Challenging Compulsory Heterosexuality by Intersexual Female Athletes in the World of Sport. *Sociological Bulletin*, *70*(3), pp.291-313.

Mueller, J., Skinner, J., Swanson, S., Naraine, M.L. and Fransen, K., 2021. Investigating Shared Leadership in Elite Sport: A Social Network Study of USA

Rugby 7s. In *Embedded Multi-Level Leadership in Elite Sport* (pp. 161-183).New York (NY): Routledge.

Muhiddinovich, G.N., 2022. The Role of Sport in Woman. *Web of Scientist: International Scientific Research Journal*, *3*(1), pp.284-292.

Musekiwa, P., 2017. *Socio-Cultural Factors Affecting Girls' Participation in Rugby: A Case of the Under 20 Girls from Selected Secondary Schools in Harare Province.* (Doctoral dissertation, BUSE).

Mužek, R., 2015. *Origins and Development of Rugby.* (Doctoral dissertation, Polytechnic of Međimurje in Čakovec. Management of Tourism and Sport).

Ndlovu, M. and Makoni, E.N., 2014. The Globality of the Local? A Decolonial Perspective on Local Economic Development in South Africa. *Local Economy*, *29*(4-5), pp.503-518.

Noble, H. and Smith, J., 2015. Issues of Validity and Reliability in Qualitative Research. *Evidence-Based Nursing*, *18*(2), pp.34-35.

Norman, M., Donnelly, P. and Kidd, B., 2021. Gender Inequality in Canadian Interuniversity Sport: Participation Opportunities and Leadership Positions from 2010-11 to 2016-17. *International Journal of Sport Policy and Politics*, *13*(2), pp.207-223.

O'Leary, J. and Khoo, T.G., 2013. Changing the World: Sport, Racism and Law in South Africa and Malaysia. *The International Sports Law Journal*, *13*(1), pp.45-54.

Oliveira, F.V.C.D., Altmann, H. and Marques, R.F.R., 2019. The Women Inclusion on Rugby: Perceptions of Brazilian National Team Players. *Motriz: revista de educação física*, *25*.

Omenta, V.K., 2019. *Corporate Governance: The Challenges Facing Implementation of Gender Diversity in the Composition of Boards of State Corporations in Kenya.* (Doctoral dissertation, University of Nairobi).

Origins of Sports Medicine in New Zealand. *The International Journal of the History of Sport*, *38*(12), pp.1269-1287.

Picariello, M. and Dzikus, L., 2020. "Off the court". Numeric Gender Representation in Italian Women's Basketball. *Eracle. Journal of Sport and Social Sciences*, *3*, pp.40-56.

Pike, E., White, A., Matthews, J., Southon, S. and Piggott, L., 2018. Women and Sport Leadership: A Case Study of a Development Programme. In *The Palgrave Handbook of Feminism and Sport, Leisure and Physical Education* (pp. 809-823). London: Palgrave Macmillan.

Pollock, A.M., White, A.J. and Kirkwood, G., 2017. Evidence in Support of the Call to Ban the Tackle and Harmful Contact in School Rugby: A Response to World Rugby. *British Journal of Sports Medicine*, *51*(15), pp.1113-1117.

Porucznik, C.A., Johnson, E.M., Rolfs, R.T. and Sauer, B.C., 2013. Opioid Prescribing Knowledge and Practices: Provider Survey Following Promulgation of Guidelines-Utah, 2011. *Journal of Opioid Management*, *9*(3), pp.217-224.

Posthumus, M., 2013. The State of Women's Rugby Union in South Africa: Recommendations for Long-Term Participant Development. *South African Journal of Sports Medicine*, *25*(1), pp.28-35.

Rehman, A.A. and Alharthi, K., 2016. An Introduction to Research Paradigms. *International Journal of Educational Investigations*, *3*(8), pp.51-59.

Reybold, L.E., Lamment, J.D. and Stribling, S.M., 2013. Prticipant selection as a conscious research method: Thinking forward and the deliberation of 'emerging' findings. *Qualitative Research*, 13(6), pp. 699-716.

Richli, M.M. and Scheeder, M., 2019. Good Fattening Results Despite Reduced Crude Protein Content in the Feed. *Recherche Agronomique Suisse*, (4), pp.156-163.

Ryan, I. and Dickson, G., 2018. The Invisible Norm: An Exploration of the Intersections of Sport, Gender and Leadership. *Leadership*, *14*(3), pp.329-346.

Sandford, R.A., Duncombe, R. and Armour, K.M., 2008. The Role of Physical Activity/Sport in Tackling Youth Disaffection and Anti-Social Behaviour. *Educational Review*, *60*(4), pp.419-435.

Scase, R. and Goffee, R., 2017. *Reluctant Managers: Their Work and Lifestyles*. New York (NY): Routledge.

Scholte, J.A. ed., 2011. Building Global Democracy? Civil Society and Accountable Global Governance. Cambridge University Press.

Sedgwick, P., 2013. Convenience Sampling. *Bmj*, *347*.

89

Shah, S.R. and Al-Bargi, A., 2013. Research Paradigms: Researchers' Worldviews, Theoretical Frameworks and Study Designs. *Arab World English Journal*, *4*(4).

Singh, T.L. and Naidoo, L.D., 2017. Assessing Gender Inequality in South Africa: A Case Study of Women in Sports Management. *Journal of Research in Business, Economics and Management*, *8*(2), pp.1407-1428.

Sotiriadou, P. and De Haan, D., 2019. Women and Leadership: Advancing Gender Equity Policies in Sport Leadership Through Sport Governance. *International Journal of Sport Policy and Politics*, *11*(3), pp.365-383

Swart, K. and Martín-González, R., 2021. Sport and Development in South Africa: Sport in a Changing Society and Economy. In *Sport and Development in Emerging Nations* (pp. 154-170). New York (NY): Routledge.

Taherdoost, H. 2016. Sampling Methods in Research Methodology: How to Choose a Sampling Technique for Research. April 10, 2016.

Tanner, T.D., 2018. *The Influence of Transformational Middle Leaders on Work-life Balance*.

Taylor, A., 2013. *Reconfiguring the Natures of Childhood*. Routledge.

Tejkalova, A.N. and Kristoufek, L., 2021. Anything Can Happen in Women's Tennis, or Can It? An Empirical Investigation Into Bias in Sports Journalism. *Communication & Sport*, *9*(5), pp.742-760.

Tesnear, S. and Surujlal, J., 2012. Women's Rugby: A Qualitative Study of Female Players' Experiences as Psychology. *African Journal for Physical Health Education, Recreation and Dance*, *18*(sup-1), pp.354-368.

Thelwall-Jones, C. and Stockdale, S., 2016. Developing Rugby Club Leaders is a Long Game. *Industrial and Commercial Training*.

Tovia, K., 2014. *Making Sense of the Everyday Women Rugby Player*.

Turpin, R., 2018. *First Taste of Freedom: A Cultural History of Bicycle Marketing in the United States*.USA: Syracuse University Press.

Walker, P.F., Buehner, M.F., Wood, L.A., Boyer, N.L., Driscoll, I.R., Lundy, J.B., Cancio, L.C. and Chung, K.K., 2015. Diagnosis and Management of Inhalation Injury: An Updated Review. *Critical Care*, *19*(1), pp.1-12.

Walker, P.F., Buehner, M.F., Wood, L.A., Boyer, N.L., Driscoll, I.R., Lundy, J.B.,

Wasend, M. and LaVoi, N.M., 2019. Are Women Coached by Women More Likely to Become Sport Coaches? Head Coach Gender and Female Collegiate Athletes' Entry into the Coaching Profession. *Women in Sport and Physical Activity Journal*, *27*(2), pp.85-93.

West, S.W., Shill, I.J., Clermont, C., Pavlovic, N., Cairns, J., Seselja, B., Hancock, M.V., Roberts, S.P., Hendricks, S. and Emery, C.A., 2022. Same name, same game, but is it different? An investigation of female rugby union match events in Canadian Varsity players. *International Journal of Sports Science & Coaching*, *17*(5), pp.1119-1127.

White, P., 2017. *Developing Research Questions*. Bloomsbury Publishing.

Wiersma-Mosley, J.D. and DiLoreto, J., 2018. The Role of Title IX Coordinators on College and University Campuses. *Behavioral Sciences*, *8*(4), pp.38-40.

Williams, J., 2019. 'We're the Lassies from Lancashire': Manchester Corinthians Ladies FC and the Use of Overseas Tours to Defy the FA Ban on Women's Football. *Sport in History*, *39*(4), pp.395-417.

Williams, N.S., Snipes, A. and Singh, S.P., 2021. Gender Differences in the Impact of Electoral Victory on Satisfaction with Democracy. *Electoral Studies*, *69*, pp.102205-102206.

Williams, W.M. and Ceci, S.J., 2012. When Scientists Choose Motherhood: A Single Factor Goes a Long Way in Explaining the Dearth of Women in Math-Intensive Fields. How Can We Address It? *American Scientist*, *100*(2), p.138.

Woods, R. and Butler, B.N., 2020. *Social Issues in Sport*. Britain: Human Kinetics Publishers.

World Rugby, 2014. *Handbook*. World Rugby.

Zalaghi, H. and Khazaei, M., 2016. The Role of Deductive and Inductive Reasoning in Accounting Research and Standard Setting. *Asian Journal of Finance & Accounting*, *8*(1), pp.23-37.

APPENDICES

SECTION A

INTERVIEW SCHEDULE

UNDERREPRESENTATION OF WOMEN IN MANAGEMENT OF SPORT: IMPLICATIONS FOR WOMEN'S PARTICIPATION IN RUGBY SPORT IN POLOKWANE MUNICIPALITY OF LIMPOPO PROVINCE

Dear Participant

I would like to thank you for availing yourself to this interview. The study is geared towards investigating the underrepresentation of women in management of sport with reference to the implications for women's participation in rugby in the local Polokwane Municipality of Limpopo Province. Therefore, your honest opinion in the matters raised is all that is required from you. There are no wrong or right answers. Kindly note that a tape recorder is going to be used throughout this interview to collect data, this is done for the purpose of capturing all the information presented and not to incriminate you in a way. Your permission to use the tape recorder in this interview is required.

Please be informed that your identity will be anonymous and that your participation in this study is done voluntarily. You are also free to withdraw from the participation in this study at any point whereby you feel uncomfortable.

Thanking you

Thabiso Shongwe

Information worth noting:

This interview will last for about 15-20 minutes at most. You are requested to respond to all the questions to the best of your ability.

SECTION B: Biographical information

Kindly provide the following biographical information to the researcher;

4. Gender

Male	Female

5. Race

African	White	Indian	Coloured	White

6. Age in years

21-29	30-39	40-49	50-59	60 and above

7. Designation in rugby sport

Coordinator	Referee	Coach	Player

SECTION C: Questions

Answer the following questions

1. What is your understanding of gender inequality in rugby sport?
2. Why do you think men occupy more positions in rugby management than women?
3. What is your opinion on women managing rugby teams?
4. What are the factors that contribute to underrepresentation of women in the management of rugby sport?
5. What are some of the challenges experienced by women in rugby?
6. How can women rugby be developed in Polokwane Local Municipality?
7. How can women rugby be transformed to increase the number of women in management positions?
8. Suggest ways that can improve the overall performance of women rugby in Polokwane Municipality.

This signifies the end of the interview. Thank you very much for your time. Please feel free to share any additional information.

SECTION D: Consent Form

Name of the Researcher	Thabiso Shongwe
Title of the study	Underrepresentation of women in management of sport with reference to the implications for women's participation in rugby Polokwane Municipality of Limpopo Province

Dear Participant

You are hereby requested to give your consent to participate in the study. If you are willing, kindly complete the form below.

Please take note that the information that you will provide, will be treated with confidentiality and for the study purposes only. You will also not be mentioned in any written work arising from the study. Should you require further clarity, feel free to discuss your concerns with the researcher.

I_____give my consent to participate in the study titled; Underrepresentation of women in management of sport with reference to the implications for women's participation in rugby Polokwane Municipality of Limpopo Province. I am also aware that my participation in the study is voluntary and that I am free to withdraw my participation at any time.

Signature_____

Date_____

University of Limpopo
Department of Research Administration Development
Private Bag X1106, Soyenga 0727   , South Africa
Tel: (015) 268 3935, Fax: (015) 268 2306 , Emai:l anastasia.ngobe@ul.ac.za

---

TURFLOOP RESEARCH ETHICS COMMITTEE

ETHICS CLEARANCE CERTIFICATE

MEETING: **27 June 2022**

PROJECT NUMBER: **TREC 17/0 2022: PG**

PROJECT:

     Title: **Underrepresentation Of Women in Management of Sport: Implications for Women's Participation in Rugby Sport in Polokwane Municipality of Limpopo Province**
     Researcher: **TM Shongwe**
     Supervisor: **Prof MM Kanjere**
     C -Supervisor/S: **N/A**
     School: **Turf Loop Graduate School of Leadership**
     Degree: **Masters of Business Administration**

PROF D MAPOSA
CHAIRPERSON: TURFLOOP RESEARCH ETHICS COMMITTEE

The Turfloop Research Ethics Committee (TREC) is registered with the National Health Research Council, Registration Numb-er: REC- 0310111-031

Note:
i) This Ethics Clearance Certificate will be valid for one (1) year, as from the abovementioned date. Application for annual renewal (or annual review) need to be received by TREC one month before lapse of this period.
ii) Should any departure be contemplated from the research procedure as approved, the researcher(s) must re-submit the protocol to the committee, together with the Application fo Amendment form.
iii)   PLEASE QUOTE THE PROTOCOL NUMBER IN ALL ENQUIRIES.

Finding solutions for Africa

BLOU BULLE RUGBY UNIE - LIMPOPO
BLUE BULLS RUGBY UNION - LIMPOPO

11 August 2022

TO WHOM IT MAY CONCERN

LETTER OF APPROVAL FOR THABISO SHONGWE TO CONDUCT RESEARCH TITLED

"Underrepresentation of women in the management of sport: Implications for women's participation in rugby sport in Polokwane Local Municipality of Limpopo Province."

This letter serves as confirmation that the BBRU-Limpopo has granted permission to the abovementioned student to conduct research related to his studies at the University of Limpopo.

Please be so kind as to cooperate with him in this regard.

Regards

Attie Buitendag
Manager: Amateur Rugby
Limpopo Rugby Union

97

New Peter Mokaba Stadium, C/o Magazyn and Suidstr. Polokwane 0700

Telefoon/Telephone Kantoor/Office: (015) 291 4752

E-mail: joan@bluebull.co.za

DEPUTY PRESIDENT BBRU LIMPOPO: HENRI VAN ASWEGEN – 082 557 5966

MANAGER AMATEUR & CLUB RUGBY: ATTIE BUITENDAG – 083 407 4508

ADMIN : JOAN DU TOIT – 072 501 2325

University of Limpopo
Faculty of Management and Law
OFFICE OF THE EXECUTIVE DEAN

Private Bag X1106, Sovenga, 0727, South Africa
Tel:(015) 268 3947, Email: fml.postgradoffice@ul.ac.za

26 November 2021

TM SHONGWE (200405291)
TURFLOOP GRADUATE SCHOOL OF LEADERSHIP
MASTER OF BUSINESS ADMINISTRATION

Dear TM Shongwe,

FACULTY APPROVAL OF PROPOSAL

I have pleasure in informing you that your Masters proposal served at the Faculty Research and Higher Degrees Committee meeting o2n5 November 2021 and it was approved as follows:

"Underrepresentation of women in management of sport: Implications for women's participation in rugby sport in Polokwane Local Municipality of Limpopo Province.''

Note the following: The study

Ethical Clearance	Tick One
Requires no ethical clearance **Proceed with the study**	
Requires ethical clearance (Human) (TREC) (apply online) **Proceed with the study only after receipt of ethical clearance certificate**	√
Requires ethical clearance (Animal) (AREC) **Proceed with the study only after receipt of ethical clearance certificate**	

Yours faithfully,

p.p _____

Prof E.J van Rooyen

Chairpers9o9n: Faculty Research Higher Degrees Committee

CC: Supervisor, Prof MM Kanjere and Acting Programme Manager, Dr MF Rachidi, Acting Director of School, Prof SK Mokoena.

Finding solutions for Africa