

Resource Availability and Provision and Female Students' Participation in Physical Education and Sport in Tertiary Institutions in Masvingo, Zimbabwe

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Abstract:- The study intended to establish how resource availability influenced the participation of female students in Physical Education and Sport (PES) in tertiary institutions in Masvingo District, Zimbabwe. The article adopted a qualitative paradigm and the descriptive survey method. The interview and focus group discussions were used to collect data. Data were presented in narrative form and analysed qualitatively in line with the aim of this study. The sample comprised eighteen female students who were studying PES as a specialisation subject and two PES specialist lecturers purposively selected from the two tertiary institutions. The findings revealed that there were imbalances in resource availability and provision in PES between male and female students. Financial sponsors appear to prefer funding males to females. The biased provision and allocation of financial, material and human resources tended to hinder the participation of female students in PES. The research also found that there was absence of female role model and mentors, and this was a militating factor in female students' participation in PES. The study recommended that tertiary institutions introduce awareness programmes where chief sponsors for PES are sensitised so as to avoid gender bias in resource provision between male and female students. It was also recommended that teacher training colleges and universities create more opportunities to train and upgrade female specialist lecturers and personnel in PES as a way of nurturing possible role models and mentors.

Keywords: Resources; female students; participation; Physical Education and Sport; tertiary institutions

I. INTRODUCTION

This paper examines the influence of resource availability and provision on the participation of female students in Physical Education and Sport (PES) in tertiary institutions in Masvingo district, Zimbabwe. It does this by focusing on two institutions, one, a teachers' training college and another, a university that also trains teachers. This is in a context where the Zimbabwean government is promoting the education of the girl child, especially at tertiary level. The paper intends to establish how such institutions' allocation and provision of resources cater for female students in the field of PES and whether resource provision affects female students' participation.

The right to access resources for participation of female students in PES in tertiary institutions has been recognized in a number of international instruments. These include the

Universal Declaration of Human Rights (articles 24 and 27); the International Covenant on Social, Economic and Cultural Rights (article 15); the Convention on the Rights of the Child (article 31); the Convention on the Elimination of all Forms of Discrimination against Women (articles 10 and 13); and the Convention on the Rights of People with Disabilities (article 30) (Mayanja, 2010:5). The Beijing Platform for Action calls for governments, education authorities and other academic institutions to provide accessible PES resources such as facilities, equipment and human resources in order to establish and strengthen gender-sensitive programmes for female advancement in all areas of athletics and physical activity (UN, 2007:6). This implies that tertiary institutions across the globe are expected to provide educational resources for all curriculum subjects including PES to cater for both male and female students. However, it appears females still lag behind males in terms of resource provision. Provision of appropriate resources for the participation of female students in PES may contribute to the achievement of the eight Millennium Development Goals, especially those regarding promoting gender parity and empowerment (Kirk, 2012:1).

Lack of resources tends to negatively influence the participation of female students in PES in tertiary institutions to a great extent. For without resources learning is compromised. Khan (2010:76) opines that in spite of the adoption of international frameworks that challenge gender inequalities; provision of PES resources for female students in tertiary institutions appears to be lesser than that of males. That kind of situation needs to be probed further. One wonders whether international declarations and conventions may be able to help solve the problems of resource provision and allocation for they have always existed with very little achievement noted.

Across the universe, females seem to continue to be disadvantaged by societal gender constructs such as the belief that PES is not for females. Such beliefs may prevent females from fully realising their rights in accessing resources and harnessing opportunities through participating in PES (Right to play, 2006:127). This could imply that female students may fail to realise their right to be provided with resources. Accordingly, this could cripple the learning process. Consequently, unfair provision seems to have contributed to the lower status of females the world over in almost all

spheres of PES. Right to play (2006:130) further notes that in many countries of the world, where women are struggling to survive multiple pregnancies, high infant mortality and HIV, it may be found inappropriate to consider PES facilities and resources for females as issues of priority in the resource budget. This means that females in Zimbabwe's tertiary institutions continue to lack support and encouragement in their participation in PES.

Among the Zimbabwean Shona, the situation seems to be worse with the majority of parents believing that females belong to the home and that PES is for males (Manyonganise, 2010). Some parents may therefore prefer to spend money on PES equipment, facilities and uniforms for male children to female children. The Zimbabwean Shona culture views male children as old age insurance, tied to the security of the family, since, males would carry the family name to posterity. Male students are therefore not expected to struggle to pay levies and general purpose fund (Mudekanye, Manwa and Manwa, 2012). Such societies in Zimbabwe still hold the traditional belief that educating a girl child and providing her with financial resources do not add material value to her family. The argument was that she would eventually get married, thereby making the in-laws wealthier.

In both developed and developing countries, the education systems still show inequality in access to resources. This has resulted in various forms of disparities between male and female students (Kochtswar, 2014). There seems to be unfair distribution of resources, sponsorship, scholarships and inappropriate equipment and poor facilities allocated to female students (UN, 2007). Sinyei, Mwonga and Wanyama (2012:625) observe that the implementation of any curriculum requires the use of appropriate resource materials and facilities. Sinyei et al. further stress that it is the kind of resources available that have implications in what goes on in educational institutions. This could mean that the extent to which tertiary institutions provide PES resources for female students may determine their participation to a large extent. However, what may be disturbing is that the international conventions that seek to promote gender parity in resource provision seem to have proved ineffectual in challenging the strong stereotypical beliefs on the provision of resources for female students in PES (Huggins & Randell, 2007:7; Right to play, 2006:127). The Zimbabwean situation in tertiary institutions is not an exception. Research suggests that availability of PES resources for female students has remained lower than that for their male counterparts. In Zimbabwe, Manyonganise (2010) has established that females are denied access to so-called male sporting zones in Zimbabwe in general. Little research has however been done on tertiary institutions. The main issue in this study is to shed light on the gender dimension by focusing on the influence of resources on the participation of female students in PES in tertiary institutions.

This study on the participation of female students in PES in tertiary institutions in Masvingo District, Zimbabwe is crucial

because many female students in tertiary institutions world over continue to be generally discriminated against in resource provision (Kirk 2012:1; Ramtohul, 2010: 95; Witt & Loots; 2010:138; Manyonganise, 2010:1). The researcher's experience as a lecturer at tertiary level also motivated her to carry out this study. During her lecturing experience, the researcher realised that female students seemed to face more constraints in accessing resources and that could affect their participation in PES.

While the exclusion of female students in resource provision for PES has been seen as existing in South African institutions and elsewhere, little research has been done in Zimbabwean tertiary institutions on why provision has remained low (Kotschwar, 2014). This is why this paper intends to establish the extent to which resource provision and allocation influence the participation of female students in PES in Zimbabwean tertiary institutions. Possible strategies for improving resource provision in PES could then be suggested.

Statement of The Problem

Many female students in tertiary institutions, particularly in Southern Africa, Zimbabwe included, still encounter "apartheid" or discrimination in resource provision and allocation between males and females in PES (Daimon, 2010, Khan, 2010, Manyonganise, 2010). As a result, the participation of female students in PES in Zimbabwe's tertiary institutions has remained low and constrained due to resource unavailability. This has resulted in female students lagging behind their male counterparts in the field of PES.

Research Questions

The article seeks to address the following research questions:

- To what extent does resource availability determine the participation of female students in PES in tertiary institutions in Zimbabwe?
- How can the participation of female students in PES be improved?

Objectives:

- To examine the extent to which resource availability determine determine the participation of female students in PES?
- To establish ways of improving resource availability in the participation of female students in PES.

II. LITERATURE REVIEW

Financial resources in PES

Money is a major resource in the implementation of any educational curriculum (Mudekanye et al., 2012). Thus, when money to purchase resources is available, female students may be encouraged to participate in PES and their participation comes with many benefits. Participation in PES contributes to the prevention of cardiovascular diseases, cancer and diabetes which cause one third of the deaths among women around the world and half of all deaths among

women in over fifty developing countries (UN, 2007; Mayanja, 2010). What this implies is that when female students participate in PES a healthy life style is promoted. This positively contributes to the country's economy for a health nation is a wealth nation.

Female students in Zimbabwe's tertiary institutions still face the usual challenges most women face in PES participation. These challenges include lack of finances to effectively manage some of the traditionally male-dominated sport disciplines such as boxing, cricket, soccer and wrestling (Khan, 2010:81). For example, Zimbabwe has always had multiple difficulties in accessing sport grants because of the prevailing hardships and the nature of the funding system which involve the parents in contributing the larger percentage through fees, levies and cash and in kind (Mudekunye et al., 2012:308). The sad reality in Zimbabwe is that parents also find it difficult to finance their children's education. When financial resources are unavailable, female students participation remain hindered.

Furthermore, it has been noted that persistent inequalities in funding for athletic scholarships, professional leagues and salaries have always prevailed in tertiary institutions of many developing countries (Asihel, 2010). In Southern African nations such as Zimbabwe, where the donor community has dried up, there are insufficient funds to hire PES personnel, construct and maintain facilities, hire transport to and from training sessions and to mega events. Funds are also needed to purchase balls, nets, bats and uniforms (Asihel, 2010). Many tertiary institutions are failing to secure standard equipment and facilities for the various PES disciplines offered. Not only do tertiary institutions fail to secure money for the aforementioned resources, they may also fail to up-date technology (Mudekunye, et al., 2012). This implies that some of the equipment and facilities available in the gym may be too old, broken or sub-standard. Many governments, companies and other stakeholders also appear to give fewer sponsorship opportunities to female students than they do to male students (Khan, 2010:146). This has tended to deny female students the chance to develop PES talents as much as males do.

Material resources in PES participation

In Zimbabwe, the central government, local authorities, private sector, international sport governing bodies, NGOs and parents have a collective responsibility to fund and mobilise material resources for PES through the National Sport and Recreation Policy (NSRP) (National Sport and Recreation Policy of Zimbabwe, 2016:11). This policy seeks to establish a national revolving fund to purchase material resources in PES. The attainment of the goals and objectives of this Policy hinges on the effective mobilisation of resources by all stakeholders (NSRP, 2016:11). In spite of all this effort, inequalities in the disbursement and distribution of material resources between male and female students have continued in colleges and universities. In Southern Africa as a whole, the problem of mismanagement of material resources continues to

evolve instead of being resolved (Sport and Recreation South Africa Strategic Plan, 2011-2015:46). This implies that the issue of inequalities in resource allocation has proved difficult to deal with. Yet, if dealt with, this would inspire and encourage female students to participate more in PES at tertiary institutions.

Zimbabwe has continued to face economic challenges such as the high inflation rates, poverty, unemployment, lack of foreign investment and shortage of foreign aid (Right to play, 2006). Hence, it may be difficult for tertiary institutions in Zimbabwe to purchase standard PES material resources such as balls, nets, bats, discuses, javelins and protective cricket boxes for female students. Sinyei et al. (2012:625) observe that the implementation of any program requires adequate resources. Sinyei et al. (2012:625) further contend that material resources need not only be available but should be provided in the right qualities and quantities to ensure the successful implementation of a programme. Mudekunye et al., (2012:308) also established that facilities allocated to female students at colleges and universities were usually dilapidated or poorly maintained, especially in traditionally male dominated disciplines such as soccer, cricket and rugby. Facilities allocated to male students were usually better. This paper, however, targets tertiary institutions to establish whether similar patterns prevail to Zimbabwe's tertiary female students.

Female students may also face transport problems after training sessions. Such a scenario may discourage them from participating in PES (Talleu, 2011). The situation may even be worsened for females as they may be expected to fulfil household chores such as preparing meals for the family, serving meals, cleaning the house and laundering clothes after the tiring training sessions in PES (Manyonganise, 2010). In the Zimbabwean African Shona culture, the female students' societies in general, do not expect the female student to complain of tiredness. They are expected to comply and fulfil both the household and conjugal duties.

Human resources in PES

World over, the availability and provision of specialist human resources influence the participation of female students in PES to a greater extent. To this end effective teaching of PES requires well trained personnel who are able to interpret and translate the subject matter from syllabi into the physical activities of students (Akiiki, 2009). Such specialist personnel are able to efficiently execute responsibilities such as first aid, physiotherapy, event planning and sports organisation. Musangeya et al.(2000) underscore that a skilled and committed cadre is essential for an effective curriculum implementation. This means that effective curriculum implementation requires determined professionals who are equipped with appropriate skills.

In the same vein, Al-Rawahi and al-Yarabi (2013) reiterate that teaching is shaped by the capability and interest of classroom practitioners. In this regard, lecturers who lack

pedagogical skills usually display lack of interest in the implementation of their curriculum. Khan, Qureshi, Islam, Khan and Abbas (2012) also propose that an individual who teaches any subject in the curriculum should be qualified to teach the subject in order to be able to plan, organise, implement, manage and effectively evaluate programmes. Thus, in PES, as in any other subject, lecturers that are knowledgeable are effective and students tend to benefit more from them as they engage in the learning process. Physical Education lecturers and other personnel are expected to be creative as they transmit knowledge and skills to their students. Musangeya et al., (2000) also observe that colleges and universities need to develop and design policies, programs and structures that aim to train specialist personnel such as PES physiotherapists, sport psychologists, physiologists, coaches, advisors, administrators, and bio mechanists, sports directors, sports scientists and researchers who are capable of implementing quality PES programmes. Currently, there is evidence of gender imbalances in the local and national committees in tertiary institutions, with male personnel occupying most of the positions (UN, 2007:8). Talleu (2011:15) and Kotschwar (2014:2) also note that institutions continue to lack strong female role models who can encourage female students to assume such positions.

III. METHOD

Research design

The study adopted the qualitative paradigm and used qualitative methods in the natural settings framed within an interpretive approach in order to solicit information from female students and PES lecturers on the influence of resource allocation and provision on the participation of female students in PES in tertiary institutions in Masvingo District, Zimbabwe. Upadhya and Singh (2010:36) describe qualitative research as “a process of systematic inquiry into the meanings which people employ to make sense of their experiences as they guide their actions”. Thus, the qualitative approach deals with reality on the ground, emphasising on subjectivity, rich descriptions and interpretation of issues under study as well as the beliefs and feelings of participants (Maree, 2012:39). Sidhu (2003:111) points out that ethnographic studies which deal with issues that influence human behaviour are best studied qualitatively, which is the case with this study. The study also incorporated the descriptive survey design, with its descriptive and interpretive aspects. The descriptive survey attempts to describe and interpret aspects of education as they exist at present in the form of practices and processes. It also allows the researcher to probe and analyse the interaction between factors (Upadhya and Singh, 2010). The descriptive survey design was employed in order to complementarily discuss the various aspects of this investigation.

Participants

The sample for this study was drawn using the purposive sampling technique. The sample comprised sixteen female students, eight from each of the two tertiary institutions and

two lecturers, one from each of the two tertiary institutions involved in this study, to give a total of eighteen participants. One of the merits of purposive sampling for this study was that it assured the researcher of getting participants who had the potential to furnish her with rich and credible information, which is usually difficult to find (Upadhya and Singh, 2010). Thus, the participants who were involved in this study were unique in that they were knowledgeable and experienced in the subject area.

Instruments

The current study employed individual in-depth interviews and focus group discussions as data collection instruments. The interview questions with two PES specialist lecturers sought to get interviewees' views on how availability and provision of financial, material and human resources influenced the participation of female students in PES. Focus group discussions with sixteen female students sought to clarify some of the points raised by the lecturers who were involved in the individual in-depth interviews. The use of the two data collection tools was to produce thick descriptions and themes for data analysis as the research unfold. This could also enable triangulation of data, a strategy which enhances data credibility and reliability of the information supplied by participants (Maree, 2012:39).

IV. PRESENTATION OF FINDINGS

In this section the author presents the findings of the study which sought to establish the influence of resources on female students' participation in PES in tertiary institutions in Masvingo District, Zimbabwe. Findings from in-depth interviews with lecturers and focus group discussions with female students were presented logically and discussed concurrently under the following themes: availability of money positively influences female students' participation in PES; Sub-standard material resources in PES; influence of female students' backgrounds on material resources; indecent dressing rooms negatively influence participation; human resources and its influence in PES; and, influence of role models and mentors in PES.

Availability of finances positively influences female students' participation in PES

Both, the in-depth interviewees and the majority of the focus group discussants revealed that allocation of the available resources in tertiary institutions had a positive influence on the participation of female students in PES while non availability of resources for female PES activities negatively influenced their participation. It was also noted that money, which is a major resource was required for the procurement of resources for the successful implementation of the PES curriculum. They further indicated that scholarships in PES were reserved for male students. Both in-depth interview participants revealed that the little money provided by sponsors such as Delta Beverages, Standard and Barclay's banks, Government of Zimbabwe and NGOs was distributed in favour of male students and the few female students who

excelled were rarely sponsored. The following excerpt from one interviewee illustrate the above finding:

Money is a scarce product and it is difficult for tertiary institutions to implement female PES programs for we are undervalued and discriminated.

This is also collaborated by one focus group discussant who echoed similar sentiments.

It is disappointing that many stakeholders are unwilling to fund female PES programs even if we perform better than males. Huum, there is a lot of bias and this is very unfair.

This means that female students were unhappy that available funds were given to male participants even if they did better than them. Therefore, the unfair provision hinders participation.

Sub-standard material resources in PES

On the issue of the quality of material resources provided to female students in PES almost all the participants revealed that female students were usually provided with sub-standard and improvised PES equipment and facilities making it difficult to teach skills in the various PES activities and sports with such obsolete equipment. In such cases, most students lacked keenness to participate. Both in-depth interviewees agreed that female students used improvised equipment, which, if not accurately constructed, resulted in lack of accuracy in skill performance. Furthermore, all focus group participants expressed the following sentiments:

At times, female students were either provided with sub-standard PES equipment such as javelin, shots and discuses designed for males and such resources were too old, dilapidated or unavailable altogether.

It is the very old equipment that are always allocated to us and yet we pay the same levies and school fees as male students. This really needs attention.

This unfair distribution therefore made it difficult for female students to execute skills with such equipment in the learning process. Hence, executing skills with such equipment resulted in lack of motivation and poor performance in PES activities.

Influence of female students backgrounds on material resources

The majority of participants disclosed that many female students' backgrounds influenced the provision of material resources such as uniforms in PES. Interviewees revealed that some female students who were from poor backgrounds struggled to make ends meet and found it difficult to provide appropriate PES attire. This resulted in lack of confidence in participation. Resultantly, the majority of the female students resisted participation giving excuses of sicknesses, back aches, headaches, dizziness and nausea as a way of avoiding practical activities. They noted that it was difficult for their parents to provide the appropriate attire and female students

who attempted to participate usually produced poor results. This affected the implementation of female PES programmes. Almost all the participants revealed that parents preferred to provide for their sons than their daughters when resources were scarce. The focus group participants also noted that such societies believe that females belong to the home where they are expected to perform domestic chores such as laundry work, meal planning, and child bearing and nurturing and not to spend time in the playgrounds participating in PES. The following remark is from one in-depth interviewee:

My parents are unable to provide essential material resources in PES and I am not comfortable to participate in torn pants without sanitary pads during menstruation. I am then tempted to make false excuses to avoid participating under such an embarrassing condition.

One focus group discussant seemed to express the same view when she said:

My parents prefer to provide material resources to my brothers first and complain that providing for me is wasting family resources because I am only expected to get married and take the various responsibilities tied to the home.

The above statements show that some parents were biased against the provision for female students in PES. What this probably means is that the provision of female students in Zimbabwean tertiary institutions is mostly manipulated by parents and society at large. When this happens, female students may regard PES participation as a burden. From the above sentiments, it may be pinpointed that unavailability of enough toiletry and fair distribution of resources may result in lame excuses from female students leading to unsuccessful implementation of the PES curriculum.

Indecent dressing rooms negatively influence participation

It emerged from in-depth interviewees and focus group participants that indecent facilities such as poorly equipped dressing rooms negatively influenced the participation of female students in PES. Participants also indicated that they were not comfortable to dress-up in inappropriate dressing rooms where their bodies were exposed. One focus group participant stated:

I am not prepared to dress myself in dressing rooms without doors and windows. In my African Shona culture a woman's body is greatly valued and if I expose it I may be labelled as a prostitute or misfit in society and my family and I may be humiliated.

This means that inadequate facilities together with cultural gender stereotypes may militate against female student participation in PES. This could be the reason why female students in Zimbabwe's tertiary institutions lag behind males in all spheres of PES. Therefore, it might mean that tertiary institutions should make an effort to improve the situation.

Human resources and its influence on female students in PES

On the issue of the extent to which the availability and allocation of human resources such as lecturers in the field of PES influenced the participation of female students in PES, both interviewees disclosed that the numbers and quality of personnel in Zimbabwean tertiary institutions was an important educational component that is closely linked to female students' achievement. They noted that the availability of more and better qualified personnel such as lecturers, first aiders, coaches, umpires and referees made the implementation of the PES curriculum easier while their non availability caused constraints. Both interviewees further noted that lecturers who are knowledgeable in the subject are usually committed to work, offer good services to students and encourage students to learn the subject with interest. They were of the view that specialist lecturers could handle students with expertise during PES lectures, preventing and managing sports injuries. The larger number of the focus group participants, however, observed that the shortage of skilled personnel such as bio mechanists, physiotherapists, first aiders, referees, coaches and umpires resulted in many challenges in the teaching and learning of PES by female students. This is confirmed in one focus group participant's observation,

We need more skilled personnel such as bio mechanists to analyse sports techniques, diagnose the causes of injuries and prescribe appropriate exercises for rehabilitation during training in PES. These would inspire female students to join the field of PES. First aiders who would manage sport injuries such as fractures, dislocations, strains and sprains for females may be necessary. Some female students feel more comfortable to be managed by female specialist personnel in PES when they get injured.

This means that the non-availability of personnel negatively affected female student participation in PES.

Influence of role models and mentors in PES

Both in-depth interviewees revealed that female students in tertiary institutions did not have enough female role models and mentors in the field of PES. They remained hesitant to take leadership roles believing that males should always lead females in PES committees and boards. The majority of focus group discussants agreed that female lecturers were good mentors and role models who influenced, inspired and helped them expand their sense of possibility to participate in PES to become leaders or decision-makers in PES bodies one day. Currently, their numbers were still very few in the field of PES. This meant that the low availability of female personnel, which was affected by general resource unavailability in tertiary institutions, affected the female PES participants negatively. The few role models emulated and mentioned in PES-related programmes by participants included the former Zimbabwe Football Association (ZIFA) the Chief Executive

Officer, Henrietta Rushwaya (former lecturer at the college and former PES student at the university under study) and the national Olympic swimming gold medallist, Kirsty Coventry, now the Minister of Arts, Sport and Culture.

V. DISCUSSION OF FINDINGS

Generally, the study revealed that there is unfair distribution of financial resources between females and males. Major financiers tend to allocate more money to male participants, discriminating their female counterparts. The results of the present study confirm findings by Kotschwar (2014:10) who observe that disparities in sponsorship between male and female students are still notable in colleges and universities, particularly in local and regional competitions. Thus, funding for female students appears to have remained limited. It may therefore be inferred that failure to meet resource requirements in PES may result in serious constraints amongst female students' participation.

Regarding sub-standard material resources in PES, results showed that equipment in most tertiary institutions in Zimbabwe is too old and outdated and require urgent attention. What also emerged was the unfair distribution of the little resources available with male students getting preferential treatment. This might mean that Zimbabwe's tertiary institutions may have failed to address issues of access, quality, equity and equality in PES. In line with the findings above, Sinyei et al., (2012) encourage tertiary institutions and other stakeholders to be committed to the provision of appropriate resources in learning institutions in order to motivate students during skills practise to enhance meaningful learning. What this probably means is that if resource and facility providers work together to avail and provide standard PES equipment for female students in tertiary institutions, both lecturers and students may put maximum effort in their work, resulting in high self-esteem.

Emerging perspectives from the study indicate that female students who come from poor backgrounds are negatively affected in their participation in PES. The comments by participants present a situation that without basic resources, participation is hindered. The findings above confirm those of a study carried out by WHO (2012:5) which revealed that lack of sanitary items used during menstruation could be critical for female PES students for it may make it impossible for them to perform certain skills, for example, in educational gymnastics, high and long jump.

The important assumption regarding indecent dressing rooms was that female students felt uncomfortable to use dilapidated infrastructure. Randell and Huggins (2007) aver that some female students may feel uncomfortable and embarrassed to dress in inappropriate dressing rooms. The implications of this was the unwillingness and shying away by female students from participating in PES.

Tertiary institutions in Zimbabwe seem not to be doing much to improve on the shortages of specialist human capital to cater for female students in PES. It may be inferred that

tertiary institutions have remained gendered, placing little value on the provision of human resources in PES. What this might mean is that when more personnel is recruited in PES female students may have role models and mentors to motivate them to participate in PES. Mudekunya et al., (2012:311) state that poverty in African countries hampers the recruitment of critical personnel, especially to cater for competitions involving females. Such staff members might organise and follow teaching progressions systematically and confidently and this could motivate female students to learn the subject enthusiastically. The findings of the current study confirm those by Mudekunya & Sithole (2012:711) who observed that PES skilled teachers who are committed to their work provide students with relevant, enriching, progressively planned, dynamically taught and effectively managed programmes. It may therefore be deduced that if the existing personnel avail opportunities to female students to participate in PES as they do for male students, female students may just be as successful as male students in PES participation.

The participants bemoaned the lack of role models and mentors who can motivate them to occupy leadership and decision-making roles in PES. The realisation was that in PES the area of leadership was dominated by males. This is consistent with Talleu's (2011) research findings that there were very few top level sports women to encourage females to take up PES and yet male students in tertiary institutions have many sporting heroes who may motivate them to participate in PES. To improve female students participation in PES, there is need for affirmative action to raise them to the level of their male counterparts.

VI. CONCLUSIONS AND RECOMMENDATIONS

The current study established that the availability and adequate provision of resources in tertiary institutions in Masvingo District, Zimbabwe would enhance the participation of female students in PES while their non availability hindered participation. This study also established that gender imbalances in the provision of the available resources still existed in tertiary institutions because of limited funding for equipment, facilities and human resources. As results indicate, it was the female student who was affected more negatively since institutions and other stakeholders tended to favour the male student where resource provision, allocation and sponsorship were concerned. Most sponsors such as the government of Zimbabwe, NGOs and parents seemed to be still biased against resource provision for female students and left them disadvantaged and struggling to participate.

Findings of the study also revealed that the majority of parents, specifically in the African Shona culture of Zimbabwe, preferred to spend more money on PES resources and facilities for male students than for female students. This was because they viewed male children as old age insurance that carried the family name to posterity. This was evident in the traditionally male dominated sporting games such as

soccer, boxing, cricket and wrestling where provision was still centred on males.

The study also concluded that female students were being provided with PES equipment that was either too old or sub-standard and, in most cases, improvised. The facilities for females were often dilapidated. The findings indicated that the non availability of standard equipment and facilities affected the females more than the males which led to serious pedagogical constraints and discouraged female students from participating in PES. The female students revealed that the sub-standard equipment generally disturbed their execution of skills and affected their enthusiasm in performance.

Concerning human resources, it was concluded that although female students rated female lecturers and personnel higher than male lecturers and personnel in terms of being caring, loving and understanding, female personnel were still undervalued, underrepresented and discriminated in higher PES decision-making bodies and committees in tertiary institutions. Their voices were, therefore, still muted.

From these findings and conclusions the study, therefore, recommends that:

- Tertiary institutions come up with gender sensitisation programmes through workshops and seminars so as to educate parents and society on matters concerning gender parity, equity and access in PES provision;
- Tertiary institutions come up with fund raising programs such as galas, competitions and tournaments where spectators pay a fee to watch. This would facilitate the purchase of equipment for female students and construction of dressing rooms, pitches and courts; and
- Teacher's training colleges and universities to create more opportunities to train female specialist lecturers and personnel and to up-grade the few who are already in the system through staff development programmes. The idea is also to develop a culture where female students have more role models and mentors in the field of PES. This might ultimately empower female students, challenge gender stereotypes and myths to ensure that the imbalances are addressed. If the above recommendations are taken seriously, female students might be provided for and be motivated and encouraged to participate in PES.

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