PARTICIPATION OF PRIMARY SCHOOL GIRLS IN SOCCER AND ITS POSITIVE SOCIOLOGICAL IMPACTS

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ABSTRACT

The study looks at the nature of forces surrounding the limited involvement of primary school girls in soccer as a sport and the sociological benefits emanating from the participation of primary school girl children in soccer at school through a case study of Gwenzimukulu primary school. The study used the scientific approach to analyze data which was obtained with the use of questionnaires administered to teachers and children. Teachers and children at Gwenzimkulu primary school qualified as the study population from which the research sample was drawn. The purposive sampling method was used to arrive at the research sample though as aided by quota sampling in order to allow equal gender representations on participants. 80 children and 20 teachers who respondent to questionnaires formed the research sample from which findings generalized to the wider population were obtained. Data gathered was presented using graphs and tables. Main findings on the study indicated that girls despite being the majority in terms of gender representations on school enrolments participate on soccer as a sport at school to limited capacities as compared from boys. The study also yielded that there are long standing gender stereotypes and prototypical concerns that continue to picture soccer as a rough game that has to be played by boys and men who are presumed to be stronger while on the contrary girls and women who may also be deemed ‘weaker’ get discouraged from taking up the game. On the other side of the coin the study also yielded that such gender ‘ills’ are also discouraged in and through the participation of girls in soccer which also adds up to their empowerment and challenge to take up some social roles that were dominated by boys and men in other social contexts other than soccer using the soccer example. Such was one of the numerous positive sociological benefits on the participation of girls in soccer as a sport.