

**FACTORS LIMITING SPORT DEVELOPMENT IN RURAL AREAS OF MUTOKO DISTRICT IN
ZIMBABWE**

By

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DECLARATION

I, Mukucha Manner Tawanda, hereby declare that this dissertation for Masters in Rural Development (MRDV) submitted to the Institute for Rural Development, School of Agriculture at the University of Venda has not been submitted previously for any degree at this or another university. It is original in design and in execution, and all reference material contained therein has been duly acknowledged.

Signature

Mukucha T.M

Date

To my parents

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ABSTRACT

Over the past decade, there has been increased attention in international development literature on the concept of 'development through sport'. Sport has long been used in various capacities of development practice especially in lower income countries. Various studies on sport development in rural areas have been undertaken. However, they do not provide a clear explanation of the major factors that constrain the growth and improvement of sport in rural communities in most developing countries. This study focused on identifying the factors that limit sport development in the rural areas of Mutoko District in Zimbabwe. A mixed method approach was followed. The first phase was exploratory and qualitative in nature. In phase 2, quantitative studies, which were mainly confirmatory were carried out. Youth (males and females), men, women, disabled people, school heads, District administrators, club coaches, chiefs and headmen were the respondents. Focus group discussions, participant observation, semi structured interviewing and assistive devices were used to gather data in the first phase. The Thematic Content Analysis was used to analyse the data. A questionnaire containing both open and closed-ended questions was used to confirm the results of phase one. Frequencies were calculated using the IBM Statistical Package for Social Sciences (SPSS) version 24.0. Sport development in Mutoko District was found to be poor, mainly as a result of multiple challenges such as inadequate funding, poor sporting infrastructure, low stakeholder support, shortage of qualified coaches, and lack of appropriate attire and equipment. Schools played a significant role in providing sporting opportunities for the youth in the District. Male youth were reported to be more readily participating part in sporting activities compared to their female counterparts. This was said to be due to the existence of only one professional sport club for males in the District. Apart from this, there was poor awareness and appreciating of the benefits of participating in sporting activities. Based on these results, it was recommended that government support in terms of funding and availing sport infrastructure was crucial in promoting sport development. Grassroots community members and other local stakeholders could support sporting activities through schools.

Key words: Benefits, club, development, factors, interest groups, limitation, Mutoko, professional, sport

ABBREVIATIONS

AIDS	Acquired Immune Deficiency Syndrome
CBOs	Community Based Organisation
HIV	Human Immuno-Virus
LDCs	Less Developed Countries
MDGs	Millennium Development Goals
NEPAD	New Partnership for AFRICA Development
NGOs	Non-Governmental Organisations
OECD	Organization for Economic Cooperation and Development
SADC	Southern African Development Community
SPED	Sport, Physical Education
SPSS	Statistical Package of Social Sciences
UN	United Nations
UNDP	United Nation Development Programme
UNESCO	United Nations Economic and Social Council
UNFPA	United Nation Funds for Population Activities
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nation's Children Fund
USAID	United States Agency for International Development
WHO	World Health Organisation
YES	Youth Education through Sport
ZANU	Zimbabwe African National Union
ZAPU	Zimbabwe African People Union

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CHAPTER 1: INTRODUCTION

1.1 Background

The United Nations Development Programmes (UNDP) world report of 2008 reveals that 75 % of the world's population resides in rural areas. They face harsh economic hardships, mainly due to living on less than US\$1 a day. Africa is one of the poorest continents in the world where people, particularly in rural areas depend on subsistence agriculture for their livelihoods. In addition, the region has been faced with widespread of ethnical and religious conflicts particularly in countries like Sudan, Ethiopia amongst others, thus sport can play an important role to eradicate poverty and unify people. The universality of sport as an important vehicle in many spheres of life is well acknowledged as a potential tool that positively impacts physical and emotional education, health education, awareness, economic growth and development, and peace building (UN General Assembly, 2012). For example, the United Nations High Commission on Refugees (UNHCR) in Uganda organises sport for refugees to assist them in dealing with the healing process of their emotional scars and regain self-esteem. Refugees from Burundi, Rwanda, Somalia and Sudan play sport together despite diversities in their language, culture and socio-political back-grounds.

Zimbabwe is one of the countries that can benefit from the various roles played by sport development. The rural areas in Zimbabwe are faced with a myriad of challenges. One of such places is Mutoko District which is predominantly rural. Most of the households in Mutoko District depend on marketed cash crops surplus to generate most of their income. Grain marketing board (GMB) statistics of 2012 indicates that maize, millet and oilseeds (fruits and groundnuts) generate most of their income. An important percentage of household income comes from the sale of horticultural crops such as fruits and vegetables that are produced intensively and sold in market places such as Mbare Musika in Harare and Dombotombo in Marondera. According to Warner (2011), sport and recreation programmes can contribute to a wide array of community and individual outcomes in rural areas, in addition to enhancing their social cohesion and regional identity. The United Nations Taskforce on Sport for Development and Peace (2010) defines sport as all forms of physical activity that enhance physical fitness, mental well-being and social interaction. These include play, recreation, organized, casual or competitive sport and indigenous sports or games. Doyle *et al.* (2013) also of the view that sport, around the world, maintain and improved physical ability and skills while providing entertainment and employment opportunities to participants and spectators. According to Levermore (2011) sport-for-development is now most associated with educational, health, and conflict alleviation projects that are largely set in sub-

Saharan Africa run by Non-Governmental Organisations, sports volunteers with assistance from sports federations, clubs, religious organisations, governments, philanthropists or corporations.

The United Nations Secretary-General, Ban Ki-moon in 2012, revealed that sport is increasingly recognized as an important tool currently helping the international body to achieve its objectives, in particular the Millennium Development Goals. Sport, which is a cost-efficient tool in development and peace programming, in a more systematic way, it can help the United Nations create a better living world. Levermore (2010) indicated that UNICEF and WHO recognize that sport can improve the physical and mental health of children, and have developed partnerships with NGOs, private interest groups and community-based organizations to encourage sports participation. Similarly, the Catholic Agency for Overseas Development (CAFOD) and Christian Aid are some of the few traditional development NGOs that use sport to boost their developmental initiatives (Hengtao *et al.*, 2013). Colonization, apartheid and other discriminatory systems in Africa directly or indirectly restricted Black Africans involvement in all forms of sporting activities. This is why there were very few opportunities during the colonial era for any non-white individuals to represent Africa in international competitions. Burnett *et al.* (2011) observe that sport historians usually echo the oversimplified view of Macmillan (1939) when dealing with this topic highlighting a White oppressive sport world versus a Black exploited one in South Africa during apartheid. For example, when Comte Henri Latour, President of the Olympic Games Committee, stated in 1939 that the Colour Bar prevented South Africa from staging Olympic Games, he was referring to White discrimination against Black sportspersons.

Minang (2007) highlighted that some studies have shown that sport development has proved that it can provide improved mechanisms for enhancing economic development, employment creation and capacity building, amongst other benefits. United Nations report of 2011, considered 72.3 % of Zimbabweans poor, whilst 62.6 % of the households in Zimbabwe are deemed poor and poverty is more prevalent in rural areas like Mutoko District compared to urban areas with about 76 % of the rural households considered poor compared to 38.2 % of urban households. The report also noted that the decline in formal employment, with many workers engaged in poorly remunerated informal jobs, has a direct bearing on both poverty and hunger. According to Njelesani (2011), development of sports in rural areas enhances participation in communal gatherings and social cohesion. Also, the social development nature of such platforms must be viewed as a strategic platform to convey messages for combating HIV/AIDS, crime and other issues that oppose personal and community development. For this reason, sport development can increase the

participation of community members in activities that result in beneficial effects on people's health, employment and wellbeing.

1.2 Statement of Research Problem

Although various studies on sport development in rural areas have been undertaken, they do not provide a clear explanation of the major factors that constrain the growth and improvement of sport in rural communities in most developing nations such as Zimbabwe (NORAD, 2011). The current exploratory and explanatory case study was designed to build a deeper understanding of why development of sport in rural communities of Mutoko District in Zimbabwe was inadequate. Hill (2009) highlights that there is evidence in literature that children, youth, adults and people with disabilities of different sexes who reside in rural areas often find it difficult to participate in organised and competitive sporting activities due lack of self-ability, high costs associated with participation, lack of time, and ineffective coaching techniques. Bolton *et al.* (2008) contend that there is a paucity of strong evidence, effective monitoring and evaluation, and comprehensive research into long-term impacts of sport programmes. The extent to which these issues and factors hindering sport development within Mutoko District were assessed in this study. All this was done with the ultimate aim of suggesting appropriate strategies that might enhance and ensure sport development for people staying in rural areas.

1.3 Justification

The findings of this study will unravel the current status of sport development in Mutoko Zimbabwe so as well as the extent of participation of the citizens. The findings of this study might reveal gaps for further research and assist policy makers craft informed and realistic sport development policies that are people centred. In addition, the findings of from this study will provide insights for shaping sport development in rural areas of Zimbabwe. Properly framed sporting activities enhances the socio economic benefits derived by the participating individuals as well as the communities.

1.4 Research Objectives

The main objective of this study was to identify the factors that limit sport development in the rural areas of Mutoko District of Zimbabwe. This was done in order to suggest strategies or mechanisms of improving sport development and community participation in sport. The specific objectives of the study were to:

- a) assess the level of sport development as viewed by community members in Mutoko District;
- b) determine the extent to which youth and adults of different sexes participate in sport;
- c) determine the reasons for the participation of children, youth and adults in sport.

1.5 Operational Definitions of Key Terms and Concepts

Sport is a recreational or competitive physical activity that involves some amount of physical strength or skill (Hurrell, 2016). *Sport* refers to all forms of activities that contribute to physical fitness, mental well-being and social interaction. These include play, recreation, organized, casual or competitive sport; and indigenous sports or games (UN, 2010). Sport is a global language, a social institution that shapes the development programmes around a range of games, exercises and health activities designed to help improve individuals' social well-being.

In general, *development* refers to a specified state of growth constituting a new stage in a changing situation. In this study, development refers to positive changes in sporting activities.

Community means a group of people who interact with one another and whose common interest or characteristics form the basis of a sense of unity or belonging (Allender, Rector and Warner, 2010). Typical rural areas of Mutoko District have a low population density and small settlements. There are different types of rural areas, depending on how accessible they are from urban areas which range from the rural urban fringe, to the extreme (remote) rural areas. Rural areas change over time and these changes are usually caused by different factors that include tourism income, farming profitability, primary sector jobs, land use, pollution, conservation, population change and migration.

1.6 Outline of Dissertation

This dissertation is made up of six inter-related chapters. The first chapter serves to introduce the topic of the study, namely "Factors Limiting Sport Development in Rural Areas of Mutoko District in Zimbabwe." It encompasses the background of the study, statement of research problem, research objectives, and definitions of operational concepts and key terms. In chapter 2, the existing literature on the factors limiting sport development in rural areas was reviewed. This gives the reader the opportunity to get an insight into what the study focused on. Chapter 3 covers a comprehensive description of the research methodology. It is disaggregated into the research design, study population, sampling procedures, data collection and analysis, and ethical considerations. Chapter 4 presents both qualitative and quantitative results of the study. This is

followed by a Chapter 5 which presents a discussion of the presented results. In Chapter 6, a summation, synthesis, recommendations and conclusion of the study are presented. An annotated list of references used in the research proposal and appendices are included at the end.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

In the preceding chapter, the background of the study and objectives are presented. In the current chapter, a thorough review of literature related to sport development at an international, regional, local scope is given in order to shape background understanding of the study. Included in this chapter is the scope of sport, sport development at various levels, sport volunteerism, factors limiting sport development and the role of sport on sustainable development. Furthermore, this chapter details the relationship of sport to various socio economic aspects such as health, education, peace building gender equality and social development.

2.2 Scope of Sport

Sport is often regarded as an important part of life in rural Africa, contributing to community identity, sense of place, social interaction and good health. The involvement of rural citizens in sport also has the potential to contribute to social capital. Understood in simple terms as norms of reciprocity and associational life, social capital is often regarded as a positive resource in rural areas (Tonts, 2005). Available evidence on the merits of sport and sport for development suggests that in certain contexts within the global South, participation in sport contributes to personal empowerment, life skills, and inclusion for people with disabilities and health promotion and awareness (Leavemore, 2009). Evidence of physical education's contribution to individual development in the global North is well documented where Bailey's (2006) review of the benefits and outcomes of physical education and sport in schools conclude that has the potential to make significant contributions to the education and development of children and young people. Lawson (2005) hinted that the declining of sport participation has been a global concern in recent years. National governments and international agencies have expressed concern about the relationship between declining sport participation and social issues such as increasing rates of crime, drug use, and community development (Cunningham, 2005).

Sport includes all forms of physical activities such as play, physical education, recreation, organised, casual or competitive and indigenous sports or games (Leavemore, 2008). Sport is usually recognised as activities which are based on physical agility, with the largest major competitions such as the Soccer World Cup admitting only sports meeting this definition. Sports are usually governed by a set of rules which serve to ensure fair competition, and allow consistent decree of the winner and winning can be determined by physical events such as scoring goals,

crossing a line first and determination of judges who are scoring elements of the sporting performance, including objective or subjective measures such as technical performance or artistic impression (Caolter, 2010). Since the early part of the 20th century, various sports organizations employed anti-doping policy and in 1967, the International Olympic Committee first organized a Medical Commission whose primary role was to address the use of doping substances (Donati 2005). According to Gabbett et al. (2014) the global sporting industry is worth up to \$620 billion as of 2013. Sport is a major source of entertainment for non-participants drawing large crowds to venues, and reaching wider audiences through broadcasting.

Addressing the inaugural Laureus World Sports Awards ceremony in 2000, former president Mandela proclaimed that “Sport has the power to change the world.” Sport has the power to inspire, it has the power to unite people in a way that little else does and it is more powerful than governments in breaking down racial barriers. As South Africa’s president, Mandela helped to bridge the country’s racial divide by integrating the national rugby squad thus his declaration became a rallying cry for the expansion of sport and development sector in South Africa harnessing sport to effect positive change, using sport for good. Using the concept, “Sport for development”, UNICEF (2009) is working to help disadvantaged adolescents increase their self-confidence and life skills through sports, coaching and mentoring, since physical activity is essential for the physical, psychological and social development of youth. Sport is not just an end in itself, but an effective tool to achieve goals in health, education, gender equality, HIV and AIDS and child protection. Xiaona and Qicheng (2014) alluded that Sports development is one kind of reflection about one country’s social harmony and overall strength. Government plans future sports development must adopt principal component analysis to get main factors that include sports funding, sports structure staff arrangement as well as champions’ quantity.

2.3 Sport Development in Zimbabwe

Sport in Zimbabwe must be comprehended in the context of the country’s political situation. During the colonial era, sport was promoted along racial and regional lines thus very few opportunities were available for the large majority of blacks. Attaining independence in 1980, Zimbabwe inherited a sport system which catered mainly for the few living in the urban and commercial farming areas leaving the majority of rural dwellers isolated. NORAD (2011) reported that during the period 2007–2008, Zimbabwe went through a particularly difficult period of continuing instability politically, socially and economically and it had a dramatic shrinking of the development of sport or physical activities. In 2004, the Zimbabwe government launched the

implementation of the Millennium Development Goals (MDGs) using sport as a tool and strategy to achieve such goals. The National Sport Recreation Policy was also reviewed in 2006 to ensure promotion of sport and recreation in the country. Zimbabwe has a great sporting tradition and has produced many world recognised sports names and personalities such as Peter Ndlovu, the Black family, Bruce Grobbler amongst others. Although Zimbabwe has produced many athletes that have competed for Zimbabwe, there are also a large number of athletes who learned their sport in Zimbabwe, but have chosen to represent other countries for example Tendai Mtawariwa and Ngwenya who are now based in South Africa and England respectively.

Soccer is the most prominent sport in Zimbabwe, among other disciplines like athletics, rugby, volleyball, cricket and many more. As a result, the less popular sporting activities became known as “elite” sports as soccer is stealing the thunder in virtually every community and school. This scenario was as result of set up established by the country’s colonial masters who did not promote such sports in black communities. Recreation centres came in form of football grounds and community halls. The Sports and Recreation Commission (SRC) was established by the Act, Chapter 25:15 of 1991 “to coordinate, control, assist, promote, develop and generally oversee sport and recreation development in Zimbabwe. Its affiliates include 59 National Sports Associations, National Olympic and National Paralympic Committees. In 2006, the SRC developed and approved a four-year plan with goals specific to each of its three key focus areas that is to enforce and ensure sound management of sport and recreation in the country. There are few external donors to the sport and culture sector in Zimbabwe. However, there are international NGOs like Hoopes for Life that supports national sports initiatives, HIV/AIDS and community development. Despite the determination and persistence portrayed by clubs and athletes, lack of funding hinders sport development in Zimbabwe.

2.4 Sport Development in Developing Countries

In developing countries like Zimbabwe, there are a number of economic concerns as regards sport underdevelopment. The level of sport participation, measured by the ratio between the number of affiliated members to sports federations and the number of inhabitants, is low in developing countries. In Zambia, in 2007, there were four sport participants affiliated to sports federations per 1,000 inhabitants, and in Burkina Faso, in 2008, 14 sport participants per 1,000 inhabitants; in Africa’s LDCs, in 2009, less than one inhabitant out of 800 was participating in sport (Andreff, 2006). Thus, the ratio of sport participation in the Third World is in the range of 0.01 % to 1 % of the population compared with 20-25 % of the population that is affiliated to sports

federations in European countries). The government is the main sponsor and patron of sporting activities in many developing countries thus in other sporting codes, a calendar is scheduled but it is not regularly held, due to financial problems or the non-credible enrolment of some clubs (Kruse, 2007). With demographic expansion, the number of pupils and students has dramatically increased in developing countries and has exhausted all the budgetary capacities needed for financing sport development (Donati, 2005). One major consequence of sport underdevelopment and lower sport performance in developing countries is 'muscle drain' of Third World athletes to developed countries' markets for talent and this is increasingly fuelled by the wage gap, which is roughly one to twenty between the African and the French football player markets (Xiaona, 2014).

2.5 Sport Development in Mashonaland East Province

Football exerts an exceptional power on the people, more so on the youngest ones. Other sporting activities like athletics, netball, cricket and volleyball are seasonal, but football is played all year round (Levermore, 2010). This phenomenon is not limited to Mashonaland East Province but spreads even globally where even countries like Germany (2006), South Africa (2010) and Brazil (2014) experienced the positive power of football by hosting FIFA World Cup. Many positives including income generation through job creation were achieved. Many sporting tournaments are held in Mashonaland East Province and these include the Phineas Chihota, Highdon, Matafi and JB Matiza Sport tournaments which bring people of the province together in celebrating diversity through sport. This strengthens the view that sport cuts through social divides and brings people of various ethnicities together as one, either as participants, coaches or general supporters.

2.6 Sport Volunteerism

Sport relies heavily on volunteers. They form an integral part of the sport industry. Surujlal (2008) mentioned that volunteering has benefits for three different sets of people: the volunteers themselves, the organizations they help, and the communities they volunteer. In almost all modern societies, the most basic of all values is people helping people and, in the process, helping themselves. Volunteerism helps to build more cohesive communities through fostering greater trust between citizens, thus developing norms of solidarity and reciprocity which are essential to stable communities (Mihajlovic, 2010). In the United Kingdom (UK) the contribution made by volunteers to organise sport is estimated to be greater than government and lottery funding combined (Deventer, 2009). Sports Coaches Outreach (SCORE), a South African based NGO that uses international and local volunteers to present Physical Education, organise sports activities, festivals, sports and the development of sports club work in underprivileged

communities (UN, 2003). Although several studies have been conducted regarding volunteers in sport, there is no clear idea about the motivational factors on the sport volunteers on different communities (Deventer, 2009). This subject might be due to the effects of social variables on the volunteering motivations.

2.7 Factors Limiting Sport Development

Sports administration according to Mangena (2009) is vital component of sport development. It has a big role to play in the development of individual sporting talent especially among disadvantaged groups. Talent development in Mashonaland East is hampered by a lack of goodwill on the part of the sports administrators themselves and this includes the abuse of funds and lack of accountability on the part of those mandated to administer the funds. Most rural schools are poor and they do not have infrastructure to partake in other sporting disciplines. Football and athletics therefore rank among the most popular sporting disciplines as they invoke a sense of cultural, identity, nationalism and patriotism. Mangena (2009) highlighted that other sporting activities like tennis and cricket are viewed as elitist sports for it is expensive to construct the tennis courts as well as to buy other equipment. The development of sport in rural Zimbabwe has also been hampered by alleged misappropriation of funds by those mandated to administer sports especially school heads and officials. It is critical to note that claims about misappropriation of funds remain at the level of allegations as there is no empirical evidence to prove their authenticity as there is no available literature to back up these claims (Mangena, 2009). Sport development is also limited by some parents who lack the general will to support their children who exhibit sporting talent. In most rural areas of Zimbabwe preference is given to academic excellence rather than to sporting talent development. There is a general assumption among most parents that a better future is attainable through the West minister education and that sporting activities are for those who are academically poor (Moyo, 2010).

Sport development is also hampered by cases of immoral behaviour associated with partaking in sporting behaviour especially where group think pressures peers into substance and drug abuse (Levermore, 2009). Most sporting activities like soccer, basketball and tennis are labour intensive and consequently stress the body. There is therefore the high temptation of taking performance enhancing drugs as well as the abuse of alcohol and other related drugs due to stage fright. Most sporting activities if not all are done in public and so, some parents discourage their children into active sports participation for the fear of this. Sport development is also hampered by general age cheating. Age cheating has the effect of recycling 'dead rubbers' thereby closing the door on

potential talented athletes (Shilbury. 2012). The problem of age cheating is not only limited to rural areas but spreads to urban centres and is rampant even at the national level. Footballing teams of West Africa are highly suspected of age cheating and this tarnishes the image of sport which is governed by the theme of fair play.

The other factor limiting sport development is a lack of qualified personnel to conduct training and coaching programmes (Mangena, 2009). In most rural areas of Zimbabwe Mutoko included, teachers of schools automatically become sport coaches on the assumption they have an idea of the sport yet they will not be qualified to coach. Therefore raw talent is lost for basic techniques would not have been imparted to the raw talented youths. This hampers sports development as most of the talented youth are wasted. The lack of sustainable sponsorship is also another factor hampering sport development. Preference by corporate associations is given to urban rather than to rural areas. Most of the tournaments held in rural areas are monopolised by politicians who use the mobilising tool of sport for vote buying. After elections are gone, sporting activities in rural areas are rarely done. This therefore kills the spirit in talented athletes who then opt for other forms of employment like agriculture to source income. Sport development is also hampered by corruption within the sporting clubs themselves. Undeserving athletes from well-to-do families buy their way into the starting line ups as coaches seek to appease parents from such families who would have bribed them. Those talented athletes from poor families are side lined and denied an opportunity to showcase their skills. This is one major problem rampant in most rural schools' set ups, where children from noble families are given priority over those from poor families who also happen to be poorly equipped as well.

North (2009) reiterated that substantial evidence demonstrates that social norms prescribing cooperative or trustworthy behaviour have a significant impact on whether societies can overcome obstacles to contracting and collective action that would rather hinder their development. While sport has long been recognised to have many benefits, researchers, policy makers and politicians have recently become interested in the contribution sport might make in strengthening community bonds and promoting active citizenship (Delaney *et al.*, 2005) According to Delaney *et al.* (2005), it has been noted that in Britain, sport has an important role to play in the civil renewal agenda, in particular because of its ability to foster social capital. Sport is often a social activity and membership of sports clubs and groups is one of the key forms of associational life identified by Crawford (2004), as being important for social capital. Sport groups often create networks which extend beyond the participants themselves, for instance among groups of parents or supporters

of a local team. Sport plays a valuable role in building shared identities, creating a bond between different groups of people of different cultures together as supporters of national, regional or local team instilling patriotism, oneness and spirit of Ubuntu (I am because you are).

2.8 Sport Pursuit of Millennium Development Goals (MDGs)

The Millennium Development Goals (MDGs) were established in the year 2000 at the UN Millennium Summit by 192 member states who committed themselves to global values, peace and development by signing the UN Millennium Declaration (UNMD) of 2000. The Millennium Development Goals (MDGs), based on the UNMD, were approved by the UN in 2001. Resolution 58/5 entitled “Sport as a means to promote Education, Health, Development and Peace” was adopted by the General Assembly of the UN in November 2003. This resolution recognises the power of sport to contribute to human and healthy childhood development. The result of this resolution was that the year 2005 was proclaimed by the UN as the International Year of Sport and Physical Education (IYSPE). Sport was recognised as a practical tool to assist in the achievement of the MDGs. While it is clear sport does not have the full capacity to tackle solely the MDGs, it can be very effective as part of a holistic approach to addressing the MDGs. Sport can be used for cognitive helping children learn lifelong skills reaching personal and community goals (Auweele, 2006).

According to Maguire(2006), sport is a common denominator for people across the globe thus athletes have shown that sport enables people to come together in an effort to bring about peace and to share a desire for self-improvement. Like many other African Nations, Zimbabwe in 2000 lauded the implementation of the MDGs. Through sport, individuals can learn life skills and develop psycho-social well-being Du Toit and Van der Merwe, (2007). According to Coalter (2013), the use of sport was recognised as part of the strategy to achieve the Millennium Development Goals. The National Physical Education and Sport Recreation Policy were reviewed in 2006 to ensure the promotion of sport and recreation in the country. This is because sport provides a forum to learn skills such as discipline, confidence and leadership and it teaches core principles such as tolerance, co-operation and respect. Sport teaches the values of effort and how to manage results. When these aspects of sport are emphasised, sport becomes a powerful tool through which millennium goals can be achieved. The *Plus Sport* activities, (Auweele *et al.*, 2006), a concept which refers to the use of sports as a vehicle for the promotion of peace and development initiatives was designed to achieve the Millennium Development Goals MDGs. Within the sports sector, jobs can be created by developing new activities or by utilising existing sports facilities more effectively. For example, the United Nations Human Settlements Programme

created recreational zones in Jonava, Lithuania, which increased employment and included vocational training and work experience (UN, 2003).

2.9 Sport and Health

Physical inactivity is one of the four main risk factors of non-communicable diseases. Sport has an impact on health and it reduces the likelihood of diseases. Appropriate forms of sport and physical activity play a significant role in reducing as well as help cure non-communicable diseases. Sporting activities serve as an effective tool for social mobilisation, supporting health activities such as awareness campaigns. Sport also provides a healthy alternative to harmful behaviours, such as drug abuse and involvement in crime (Pate, 2000). Positively with strategies to improve diet, discourage the use of tobacco, alcohol and drugs to enhance functional capacity. Unhealthy diets, tobacco use and physical inactivity are the dominant factors causing chronic diseases and are now leading public health issues in many countries. According to WHO (2006), over 60 % of adults in Less developed countries do not participate in sport and physical activity, particularly women, older people, the disabled people.

Mwaanga (2010) provides a useful and critical examination of the theory on the use of sport for addressing HIV in sub-Saharan Africa; that emphasises the use of sport gatherings to address and disseminate valuable information on diseases such as HIV/AIDS, Malaria, and Ebola amongst others. It is important to highlight that sport can be used to educate and deliver health information to young mothers, resulting in healthier children. Sport based vaccination and prevention campaigns help reduce child deaths and disability from measles, malaria and polio. Sport for health programs offer girls and women greater access to reproductive health and services. Studies have found that girls who play sports have lower pregnancy rates, engage in sexual intercourse less frequently, have fewer partners, and begin sexual activity later than those not involved with sports (Wade, 1998). Increased fitness levels also help speed post-natal recovery. Organised sports have been associated with less anti-social behaviour such as carrying weapons or being suicidal (US Department of Health and Human Services, 2004). Sports may enhance health due to the positive socialising influences of teachers, coaches, leaders and the requirements of team leadership. Leaders may be more likely to promote healthy lifestyles in the course of team sport participation (Njelesani, 2011). The commitment to team sports, fear of jeopardising team positions and pressure to be fit and healthy may also enhance health. International Labour Organisation (2010) hinted on the importance of providing sport as a means to help young people cope with the negative side effects of the transition to a market economy,

including youth unemployment and the use of drugs and substances detrimental to their health and wellbeing.

2.10 Sport and Education

There is indication that physical activity declines during young adults' transition into early adulthood (Cainey *et al.*, 2012). School sport programs motivate learners to enrolling and attend school and can therefore help improve literacy and academic achievement. Within schools, physical education is an essential component of quality education. Physical education programmes not only promote physical activity, there is evidence that such programmes correlate to improved academic performance. According to the UN Taskforce on Sport for Development and Peace (2009), sport has a natural place in education whether the approach used is formal, non-formal or informal. In schools, physical education is a component of quality education and can be used to promote schooling among young people. The skills learned through play, physical education and sport are foundational to the holistic development of young people (Skinner, 2008). These skills for example co-operation and confidence are essential for social cohesion and are carried throughout adult life. Sport actively educates young people about the importance of certain key values, such as honesty, fair play, respect for self and others and respect of rules and adherence to them. Sport therefore provides a forum for young people to learn how to cope with competition, not only how to lose but also how to win (Skinner *et al.*, 2011).

Youth Education through Sport (YES) (2009), a sport and education programme led by youth for youth, has reached 25, 000 of young people in Zimbabwe's 10 provinces. The aim of the programme is for young people to adopt the life skills, become better peer educators and contribute to their communities as positive role models. It is imperative that sport programmes both in and out of school include all people and ensure equal opportunity to participate regardless of gender, ethnicity or ability. Evidence from the UNHCR (2010) shows that including physical education and team sport programmes in refugee schools attracts new groups of students to school, often girls, that otherwise did not attend school previously. Sport can help erode stigma preventing children with disabilities from attending school. Giving young people with disabilities the opportunity to participate in physical education programmes at school and through community clubs is crucial given the additional benefits they receive from sport and physical activity. Development and progress cannot be achieved without education. Therefore, in the developing world, education is the key to the future (Levermore, 2011). Sport and physical education are an essential component of quality education because it ensures that learners receive a holistic

education. A negligence of Sport and Physical Education reduces the quality of education with a negative impact on public health and health budget.

2.11 Sport and Peace Building

The potential links between sports and peace building are powerful. From international events to the grassroots, sport brings people together in a way that can cross boundaries and breakdown barriers, making the playing field a simple and often apolitical site for initiating contact between antagonistic groups (Amara, 2005). Consequently, sport can be an ideal forum for resuming social dialogue and bridging divides, highlighting the similarities between people and breaking down prejudice. President of the 67th session of the General Assembly, Jeremić Vuk (2013) said, “Sport can be a powerful handmaiden for peace and reconciliation. It can bring us closer through shared celebration of achievements of universal appeal and attraction.” According to Lalkaka (2000), sport is an effective element in community-based initiatives that aim to create sustainable peace. The skills and values learned through sport are many of the same skills and values taught in peace education to resolve and prevent conflict and create conditions conducive for peace, from the inter-personal to the international. The United Nations (2005) standpoint is that peace should not only be regarded as the absence of conflict, but should also be defined in a broader context encompassing the absence of oppression, poverty, disease and gender-related inequalities, inequality among nations and democratic principles.

Bellolti (2012), explains that Sport for Development and Peace (SDP) movement has become widely recognised throughout academic literature as having evolved into a legitimate transnational development sector. United Nations Office on Sport for Development and Peace (UNOSDP) employ the SDP appellation in defining their objectives (Glulianotti, 2011). Along this line, peace and sport strives to bring marginalised peoples, such as women, youth and people with disabilities, to the decision making table. Piper (2013) proposes that sport can be used as a tool for dispute resolution and reconciliation. A good example is the ZIFA Unity cup held in Zimbabwe where Premier League Teams battle it for the unity cup which happens to symbolise the Unity Accord signed between ZANU PF and ZAPU in 1987 (Mangena, 2009). According to the United Nations, the world of sport therefore presents a natural partnership for attaining peace and development bringing individuals and communities together, highlighting commonalities bridging cultural and ethical divides. The United Nations (2007), mission in Liberia’s “Sport for Peace” initiative, which ran for five weeks across 15 counties, aimed at encouraging young people to use sport in order to build peace and promote development in the post-conflict context. Supported by

the Liberian government, the International Olympic Committee (IOC), and various sport governing bodies and NGOs, the initiative saw sports events and tournaments staged across the country.

2.12 Globalisation, Mobility and Sport

Modern sport is bound up in a global network of interdependency chains that are marked by global flows. According to Maguire (2005), the global flows that pattern world sport have several dimensions. These include: the international movement of people such as tourists, migrants, and guest workers; the technology dimension is created by the flow between countries of the machinery and equipment produced by corporations and government agencies; the economic dimension centres on the rapid flow of money and its equivalents around the world; the media dimension entails the flow of images and information between countries that is produced and distributed by newspapers, radio, television, video, satellite, cable and the world wide web; and finally, the ideological dimension is linked to the flow of values centrally associated with state or counter state ideologies and movements. The mobility of performers, coaches, administrators and sport scientists within and between nations and within and between continents and hemispheres is also a pronounced feature of late twentieth century sport. Notably, a number of people migrated from their native countries to participate in different sporting codes in foreign countries for example Mario Balotelli from Italy playing in England, Jose Mourinho from Portugal in England, Tendai Mtawariwa from Zimbabwe playing rugby in South Africa amongst others. Migration of this elite talent has become a decisive feature that structures the experience of sport in different societies (Poli, 2010).

Globalization has indeed flattened the earth and opened new international possibilities, paving the way for new ideas and refreshing ways of thinking about the world (Mahbubani *et al.*, 2008). Sport for development catalyses global partnerships and increase networking among governments, donors and organisations worldwide. The sport sector provides a very big opportunity for establishing new partnerships for development which is an effective way to work with sport given that the world of sport is characterised by partnerships, public and private sectors and sports organisations at various scales (Sethi, 2009). Sport partnerships are essential in that they provide the resources needed to sponsor the sporting activities as well as the awareness campaigns. The Olympics Games provide an example for analysing the relationship between globalization and sport (Kirk, 2008). A very important aspect of globalisation is networking where by tapping into existing sport organisation networks on different levels a large and diverse audience can be reached with key messages. For example WHO (2010), works with multiple

levels of government in various countries to develop multi-sectorial policies necessary for effective “Move for Health” initiatives.

2.13 Sport and HIV/AIDS

Sport programs can be used to reduce stigma and increase social and economic integration of people living with HIV/AIDS. Sport programs are associated with lower rates of health risk behaviour that contributes to HIV infection (Koss, 2005). According to the International Olympic Committee (2013), over 34 million people around the world are living with HIV, and many of them are involved in sports either as competitors or spectators. The IOC Policy on HIV & AIDS prevention through sport was adopted early 2004. In East Africa, the Kicking Aids Out network uses sport to teach personal health and sexual responsibility to vulnerable youth. According to Piper (2013), this is significant considering that more than half of persons newly infected by HIV in East Africa are between 15 and 24 years of age and most of those will die before their 35th birthday. Participation in sports benefits people living with HIV, moderate exercise indeed strengthens the immune system, better equips the body to fight HIV and may delay the onset of AIDS. Sport also provides an arena for social inclusion and support. Involving HIV positive sportsmen and women proves extremely valuable in normalising HIV and fighting stigma.

Sportsmen and successful athletes are role models- their voice is hence another way to drive prevention and care messages at community level. Sport organisations should not only try to ensure that their players are protected from HIV infection and do not stigmatise or discriminate against people living with HIV & AIDS; they should ensure that the workplace is a safe, non-discriminatory environment for discussing HIV & AIDS (Bailey, 2006). Sport has therefore proved to be a useful tool in combating the scourge of HIV & AIDS among adolescents. The assumption is that sport may facilitate their access to the HIV & AIDS message because sport is not only a favourite pastime, but is also considered to be a good way of promoting respect for diversity, tolerance, non-discrimination and solidarity. Sport has been identified as an important tool to break down barriers, to promote self-esteem, to teach life skills and healthy behaviour (Shizha & Kariwo, 2011). Athletes according to Bosman *et al.* (2005) are called to act as ambassadors and role models in the fight against HIV/AIDS. At the XXVIII Olympic Games in Athens August 2004, 11, 000 athletes were given HIV/AIDS awareness cards and red ribbons in their welcome kits. United Nation (2010) mentioned that access to services can be enhanced by collaborating with sports organisations thus large numbers of people can be involved. In Southern Africa “Kicking AIDS Out” is a regional network of organisations that uses sport to strengthen communities, by

creating sustainable sports activities that increase awareness about HIV/AIDS, provide leadership training to youth and offer safe and healthy alternative activities (Xiaona, 2014).

2.14 Sport and Gender Equality

Historically, people have done a variety of physical activities such as war preparation, ceremony, entertainment, and many other similar activities. Due to the requirements of the era, women have sometimes been involved in these physical activities and sometimes marginalised. Today, however, women have gained their legitimate struggle and taken part in all fields of the sportive activities. Literature has shown that Gender Equity is high on most UN and most government agendas. Integrated Sport and Physical Education programmes can reduce gender discrimination, but more importantly research shows that girls who participate in sport are sexually less active and demonstrate higher academic performance (UN, 2009). Sport helps to improve female physical and mental health and offers opportunities for social interaction. Sport participation leads to increased self-esteem and self-confidence. Girls and women can through sport access leadership opportunities and experience. Sport can cause positive shifts in gender norms that afford girls and women greater safety and control over their lives acquiring health information, skills, social networks and leadership experience (Collins and Kay, 2004).

In Zimbabwe, the International Development through Sport (IDSP) partners with provincial health units to deliver biweekly aerobic programme reaching an estimated 200,000 participants. Included are discussions on women's rights, parental guidance, basic health, family planning, pre- and post-natal care, HIV/AIDS education and counselling services (UN, 2003). Girls' participation in sport enhances self-esteem, increases confidence and scholastic performance, decreases school drop-out rates, and reduces the risk of depression (Williams, 2017). One of the Millennium Development Goals (MDGs) is to promote gender equality and empower women, and sport is one of the major vehicles that can be much important to meet that goal. BMI Sports Info (2007), statistics indicate that less South African girls and women do not participate in organised sport. The statistics also indicates that less than 21 % of women participate in sport, compared to 40 % of men, clearly demonstrating a much lower participation level among women. This participation level varies considerably from one cultural group to another with 48 % of white women participating in sport as compared to only 15 % of black women. Whannel (2009) highlighted that when females excel and display athletic prowess associated with masculine attributes, feminine attributes are emphasised rather than the transgression that determines notions of inherent sex differences. Ainsworth (2003) hinted that the barriers to women's not participating in sports were

analysed according to age groups and women commonly asserted “lack of time” as a major barrier to participating in sports.

2.15 Sport and Sustainable Development

Chernushenko (2003), hinted that the goal of sustainable development as to having a healthy planet, populated by healthy individuals, supporting healthy societies and economies. The goal of quality sport and physical education is to produce healthy individuals. These two goals are connected and complementary: healthy, active individuals play a key role in the creation and maintenance of a sustainable community. Sport also conveys positive messages and influences behaviour, just as it can promote self-esteem and interpersonal skills among people, especially young people and women. It can fight discrimination and raise awareness about women's rights and issues, as well as enable communities at odds to build bridges among themselves. It helps the healing process in populations overcoming trauma and brings joy and fun to brighten up their lives. It can alleviate the negative effects of poverty. As an integral part of basic education, sport supports mental and physical health and instils in people the discipline of physical activity. It can be a useful platform for presentation and peer education against HIV and AIDS and other major illnesses affecting populations and high-risk health groups. It reaches out to young people of all social groups. In 2008 the United Nations Environment Programme (UNEP) work with the International Olympics Committee led to the environment becoming the third dimension of the Olympics, the development of guidelines for “green” Olympic Games, with supplementary effects to other sports federations and associations and Non-Governmental Organisations.

2.16 Sport for Social development

Although the beneficial effects of sport for development are still not exploited to their full extent, sport can help bridge cultural and ethnic divides, create jobs and businesses, promote tolerance and non-discrimination, reinforce social integration, and advocate healthy lifestyles. The concept of Sport for Social Development is a method of bringing about change to societies through the utilisation reaching personal and community goals. Leavermore (2007), highlighted that sport development cannot be a solution to solve all the issues of society nor a priority compared to life-subsistence needs of disadvantaged communities; it can generate many positive effects and be a valuable tool for development. It is both a means and an end in itself. In Zambia, for example, Edusport Outreach International uses sports to train young people in coaching their peers and to teach life skills to over 10,000 street children, orphans and at-risk youth (UN, 2008). In most societies around the world a drug free lifestyle cannot be guaranteed, but a well-designed Sport

and Physical Education programme, presented by skilled people can help to reduce high risk behaviours (Collins & Kay, 2006).

2.17 Summary of Literature Review

The review of literature revealed several key aspects highlighting the importance of valuing sport development. The most notable finding is the importance of sport in achieving MDGs. Factors limiting sport development were also noted as well as the value sport brings to the well-being of the person, community, region as well as the nation at large. Literature has shown that there are a number of economic concerns as regards to sport underdevelopment in developing countries, although most issues have remained unheeded until now in the economic literature. The most investigated topic is about the correlation between the level of economic development and sport performance in major events such as the Olympics. Sport can unite where differing national passions, politics, religion and culture often divide. It can foster social integration and identity-building of minorities and marginalised groups such as street children, child soldiers, ethnic groups or people suffering from HIV & AIDS.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Description of Study Area

The study was carried out in Mutoko District of Mashonaland East Province in Zimbabwe. This District is situated about 143 km northeast of the capital city Harare, along the road going to Mozambique and Malawi. It was initially established as an administrative outpost for the British Empire in 1911. Moyo (1993), alluded that the District is mainly inhabited by the Buja people, who have settled in Mutoko from part of what is now Mozambique. The region's primary language is Shona, although English literacy is relatively high. The primary occupation is agriculture, with the majority being subsistence farmers. The primary crop is maize, followed by groundnuts (peanuts), and table vegetables. Maize, groundnuts, sunflowers (for seed), sorghum and millet are grown commercially. Mutoko is known for its exceptional tomato and mango farming which, along with mining granite rocks, are its main industry. The population of Mutoko is about 136 371 or 18 % of the province populations of which 47.2 % are males while 52.8 % are females (CSO, 2002). The settlement at Mutoko District was designated as a "growth point" in the initial planning of the new Zimbabwe government in the early 1980s and there are nearly 30,000 families, 17 clinics, and 4 hospitals. It has electricity, a hospital, a post office, and banking facilities. Mutoko District is also the birthplace and hometown of this researcher.

3.2 Research Design

A mixed method approach in which both qualitative and quantitative approaches were used was adopted. A mixed methods research design is a procedure for collecting, analysing, and "mixing" both quantitative and qualitative research and methods in a single study to understand a research problem (Creswell & Clack, 2008). Both are given priority and involve integration of data at one or more stages in the processes of research. The use of mixed models approach is meant to enhance the findings of the study because different aspects of the study subject will be presented (Creswell, 2014). A research design is a strategic plan for a study and sets out the broad structures and features of the scientific investigation (Creswell, 2014). It spells out the necessary steps to be taken in order to attain the goals of the study. Such research can be quantitative or qualitative in nature. Burns and Grove (2003) define a research design as an outline to carry out a study with total control over the factors that may influence the validity of the results.



Figure 3.1: Map of Zimbabwe (Air Broker Centre International, 2009)

MUTOKO



L E G E N D	
	DISTRICT BOUNDARY
	STATE ROAD - EXISTING
	STATE ROAD - PROPOSED
	D D F PRIMARY ROAD



Figure 3.2: Map of Mutoko (Maps of World, 2014)

3.3. Phase 1: Qualitative study

In the first phase of this qualitative research methodology, the researcher collected explorative and descriptive data. Researchers use the qualitative approach to explore the behaviour, perspectives, experiences and feelings of people and emphasize the understanding of these elements. Holloway and Wheeler (2002), refer to qualitative research as a form of social enquiry that concentrates on the manners in which people interpret and make sense of their experience and the world in which they live. In this study, the researcher made use of the descriptive-case study research design that involves describing and interpreting events or situations that are occurring in the present. The researcher utilised a case study approach, using self-administered questionnaires and personal interviews to gather relevant data for analysis. The researcher chose Mutoko because there is evidence in literature of raw sporting talent yet it is surprising why at a national level there are not any sport personalities of repute emanating from that region. For the purpose of this research descriptive research was used to obtain a picture of the factors that are hindering sports development in Mutoko. According to Burns and Grove (2003), descriptive research is when the researcher wants to give an image of a situation as it naturally happens. The researcher used a descriptive approach to the study in order to come up with meaningful and understandable evaluations of the reasons why sport development is moving at a snail's pace in Mashonaland East region of Mutoko.

3.3.1 Sampling procedures

Eighteen (18) Key informants- participants were drawn from the whole Mutoko District using key informant interviews as well as snowball sampling. These include, one (01) Traditional Chief, one (1) Mutoko District Administrator, two (2) professional head coaches, eight (6) school headmasters, one (1) District Education Officer, two (2) Staff members from the Ministry of Sports in Mutoko District and 4 professional athletes. The Centre for Health Policy Research (UCLA, 2012) highlighted that the purpose of key informant interviews is to collect information from a wide range of people including community leaders, professionals, or residents, who have first-hand knowledge about the community. These community experts, with their particular knowledge and understanding, can provide insight on the nature of problems and give recommendations for solutions. A population is the total number of possible cases or units that is included in a study (Creswell, 2014). The samples in phase 1 were drawn from the population and have particular or specific characteristics meant to make up an appropriate sampling frame and some participants are drawn using snowball sampling. Putton (2005) defined a sample as a smaller collection of units from a population used to determine truths about that population. Kurant *et al.*, (2011)

defined snowball sampling as a technique where the existing study participants refer to other participants whom they think can add value to the study. This sampling method involved primary data sources nominating other potential primary data sources to be used in the research.

3.4 Data Collection

The study, basing on the research problem and objectives, used both primary and secondary data sources. Data collection methods are procedures specifying techniques to be employed, measuring instrument to be utilised and activities to be conducted in implementing a research study (Delport, 2005). The selected methods used to collect data are questionnaire, interview, personal observation and secondary sources. Any data collection strategy has strengths and weaknesses and to address these, more than one instrument was used in a multiple data collection strategy. Assistive devices such as tape recorders and cameras were used in order to capture images and record information from the interviews and focus groups.

3.4.1 Semi- structured interviews

The participants were informed before the interview that participation is voluntary and that they can withdraw at any time they wish to. According to Kumar (2005), “interviewing is a commonly used method of collecting information from people, using person to person interaction between two or more individuals with a specific purpose in mind”. Indeed, an interview is a helpful tool in that it involves the mutual sharing of experiences and issues of concern with the intention of creating mutual trust and encouragement; this led to the process of mutual innovation and concrete examples. The researcher had a list of pre-determined questions to be covered. This type of interview allowed the researcher to ask probing questions as well as to make follow-up and ask for clarity whenever needed. Semi-structure interviews were held with the key informants to get insights on the current state of sport development in Mutoko.

3.4.2 Secondary sources

Secondary sources were used in this study since they provide the researcher with second hand information. According to Welman *et al.* (2005), secondary data include books and journals that constitute the subsequent publication of primary literature. Useful information was also obtained from various publications such as textbooks, journals, newspapers, the internet and various other previous studies on the subject.

3.4.3 Focus group discussions

Focus group discussions were administered as a means to obtain in-depth qualitative research greater insights into the factors limiting sport development in Rural Areas of Mutoko District in Zimbabwe. Focus group discussions are a powerful method for collecting information relatively quickly. They are better suited for exploring beliefs, practices, and language than for seeking information on actual behaviours or details of individual lives (Morgan, 2005). The focus group discussions were conducted in language best suitable for the majority of the participants. This enabled the participants to speak their minds freely. Selection of the participants was based on willingness to participate based on age group and gender. Key informants participated in a focus group discussion on the factors limiting sport development in Mutoko District. The researcher was acting as the facilitator of the group but tried not to influence the outcome.

3.4.5 Key informant interviews

Key informant interviews were also conducted with selected key informants. Key informant interviews are qualitative interviews with people who know what is going on in the sporting fraternity. The purpose of key informant interviews was to collect information from a wide range of people including community leaders, club coaches and administrators who have first-hand knowledge about sport development. The key informants were purposively selected and the researcher will employ snowball sampling. Key informants interviews provided qualitative data through documentation of the informants` experience and knowledge about sport issues.

3.5 Phase 2: Quantitative Study

To triangulate the data gathered in phase one using qualitative research methodology, the second phase was quantitative in nature. Blanche (2006) mentioned that triangulation is critical in facilitating interpretive validity and establishing trustworthiness and this could require the researcher to check the extent to which conclusions based on qualitative sources are supported by a quantitative perspective, vice versa. It reduces the risk of chance association and systematic bias and relies on information collected from diverse range of individuals, teams and settings, using a variety of methods. Quantitative approach means the use of figures and statistical data (Bless *et al.*, 2006) .Qualitative research also refers to the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things (Berg, 2007). The researcher used the quantitative research methods mainly because it provides more emphasis on interpretation and complete views, looking at contexts, environmental immersions and a depth of understanding of concepts.

3.5.1 Research design

A cross sectional survey was conducted in Mutoko District to capture quantitative information through the use of questionnaires. A survey was more convenient because it is cost-effective, more efficient and it covers large population that covers a lot of participants in Mutoko District. Specific questions were developed from phase 1 as shown in the attached questionnaire. Terre Blanche *et al.* (2006), define research design as a strategic framework or plan that guides research activity to ensure that sound conclusions are reached. This research is a field study which is a type of study that is conducted in a natural habitat of the subjects being studied as opposed to an artificial experimental laboratory. (Sappsford, 2006). The data to be collected was descriptive data about factors limiting sport development in rural areas of Mutoko District in Zimbabwe.

3.6 Population and Sampling Procedures

A subtype of probability sampling was used that is convenient sampling. Community members for Ward 1 and 19 Of Mutoko were invited to participate in the study. Those who turned up for the meeting were interviewed under the guidance of a questionnaire. Open and closed ended questionnaires were administered to individual participants and this is important because it broadens the number of participants thus they better represent of the whole population. Participants included men, women, and youth both males and female

3.7 Data Collection

The researcher employed questionnaires as a data collection tool in this phase. Zikmund (2000) defines a questionnaire as an instrument to gather data through carefully laid down questions. Questionnaires will be used to extract information from selected respondents from the targeted population. Closed ended questions were to guide the respondents in answering questions. Distribution and administering of questionnaires individually on a one on one basis, and this enhanced effectiveness for the researcher to get the required information within a short space of time. Moreover, use of questionnaires allowed respondents to freely respond to questions in the way they feel without any positive or negative influence from the researcher, which happens to be one of the weaknesses of personal interviews. In addition, respondents went on to elaborate where necessary since some of the questions are open ended. The researcher also made use of reasonable conclusions on areas that the respondents failed to clarify.

3.8 Data Analysis

Data analysis is the process of systematically applying statistical and/or logical techniques to describe and illustrate, condense, recap and evaluate data (Wegner, 1995). After field work, data was captured, cleaned and analysed. Questionnaire editing was done twice, first in the field to prevent errors that warranted revisits and could be remedied promptly and second in the office. The Statistical Package for Social Scientists (SPSS) was used for data entry and analysis of variable data. Quantitative data analysis was controlled by demographic variables that provided salient explanatory factors for research topic. Frequency distributions were calculated for quantitative data

3.8.1 Qualitative data analysis

It involves preparing data, conducting various analyses and interpreting the data (Creswell, 2013). The collected data from this study was first captured in Shona language of the study area and then translated to English. Thematic content analysis was used to draw meaning from the qualitative data following Creswell *et al.* (2003), approach. The qualitative data was broken down and categorised into distinct themes. Distinct themes were identified, written down and clustered together. Miles *et al.* (2011), describe displaying of data as an organised, compressed assembly of information that permits drawing conclusion and actions. Frequency distribution tables were used to display the information generated and the responses were then ranked based on frequency distribution. Simple descriptive statistics was used to describe the results. The qualitative data was coded and entered on Microsoft Office Excel 2007 spread sheet and then analysed with IBM SPSS version 19.0.1(2010).

3.8.2 Quantitative data analysis

The Microsoft Office Excel 2007 programme was used to capture the data. Each response was allocated a code and recorded in the questionnaire. The data was imported into SPSS version before analysis. Frequencies were calculated for the categorical variables. The results were described and meanings drawn from them.

3.9 Ethical Considerations

Since this research study involves people, various aspects related to ethics were taken into consideration. Ethics are concerns, dilemmas and conflicts that arise over the proper way to conduct a research. They define what is or is not legitimate to do or what moral procedures are (Kraska & Neuman, 2011). According to Babbie and Mouton (2001), ethics in research refers to a

general obligation for researchers to conduct their craft in a socially responsive and responsible manner. It is crucial that the researcher integrates ethics in their research in order to avoid harm to the participants as well as to ensure that the respondents take part in the research with full awareness of the purpose, risks and benefits of the research. Ethical considerations come into play when the respondents are recruited, during the intervention and in the release of the results obtained.

3.9.1 Confidentiality

The researcher maintained confidentiality by not divulging any personal information given by the participants unless they have agreed that the information be shared. According to Neuman (1994), confidentiality means that information may have names attached to it, but the researcher holds in confidence or keeps it secret from the public. This enabled the participants to speak freely and assist in the research in the best way possible

3.9.2 Informed Consent

Before the interviews, the researcher explained to the respondents various aspects pertaining to the study emphasising that participation is voluntary and they can withdraw from the study at any time. The informed consent implied that respondents are made adequately aware of the type of information needed from them, why the information is being sought, what purpose it will be put to, how they are expected to participate in the study and how it directly or indirectly affects them (Kumar, 2005). After thoroughly explaining to them what their participation encompasses they were each asked to sign a paper stating that they gave consent for the interview to take place.

3.9.3 Avoidance of harm

The researcher ensured that the participants were not harmed physically, psychologically or emotionally. If any evidence of trauma was to be noticed, then the participant(s) were to be removed from the study and if counselling were to be needed they would get immediate attention. Neuman (1994) acknowledges that social research can harm a research subject in several ways: physical harm, psychological harm, legal harm and harm to a person's career or income. During the interviews the researcher avoided inflicting anxiety and psychological discomfort by asking questions in an appropriate manner as well as not judging the respondent by appearance, the state of the house and yard, or any other factors that could possibly bias their opinion.

CHAPTER 4: RESULTS PRESENTATION

4.1 Introduction

This chapter provides a detailed overview of qualitative and quantitative results obtained during the first and second phase of the study. The first section gives snapshot information about participants for both phases of the study. This is further cemented by the presentation of the socio-demographic status of the quantitative study participants. As alluded to in Chapter 3, snowball sampling technique was used to select respondents of the first phase, so that pragmatic results could be drawn. A sample of 72 participated in the second phase of the study. In this chapter, results were presented in line with the objectives of this study. Verbatim quotations were also employed in presentation of results so as to strengthen the qualitative results.

4.2 Demographic Information of Respondents

Eight males and seven females were interviewed during the first phase of the study as shown in Table 4.1. Most of the respondents (7) were 16-30 years old followed by four who were aged 31-50 years. Three of the respondents were 51-60 years old with the remaining one being at least 61 years of age. Out of the 15 respondents, one was divorced while three were single and the remaining 11 were married. The Table 4.1 shows the respondents distribution of phase one participants according to occupation. These participants and their occupations were purposively sampled due to the credibility of their jobs to the study. Also, the group intended for study was not easily visible, thereby making it difficult to come up with a sample. However, the disadvantage of this technique was that the researcher was likely to meet people with the same characteristics and sample ended up not being representative, thus generalisation is not possible from the findings. All the study participants were black people. The study revealed that no other races had strategic or influential occupations in Mutoko District. This disparity is mainly attributable to the land reform programme which forced Whites to leave small towns for cities.

Table 4.1 Distribution of respondent according to occupation

Respondents	Frequency	Proportion, %
Traditional Leaders	1	6.5
District Administrator	1	6.5
Social workers	2	13.5
District Education Officer	1	6.5
Ministry of Sports staff members in Mutoko	3	20
Professional Athletes	5	33.5
Club Coaches	2	13.5
Total	15	100

Table 4.2 Distribution of respondents according to demographic characteristics (n = 76)

Characteristic		Frequency	Proportion, %
Gender	Males	46	64
	Females	30	36
Marital status	Single	18	24
	Married	42	55
	Divorced	11	14
	Widow	5	7
Age	>15	0	0
	16 - 25	21	28
	26 – 35	23	30
	36 – 49	22	29
	50+	10	13
Employment	Formal	9	12
	Informal	21	28
	Unemployed	46	60
Education Level	Primary	32	42
	O' level	24	32
	A' level	6	8
	Certificate	8	11
	Degree	6	8

Table 4.2 depicts the distribution of the respondents of the quantitative phase according to demographic characteristics. The study participants were representative of both male and female. About 64 % of the respondents (n=46) were males compared to 36 % (n=30) female. The greater proportions of the respondents were married (55 %) whilst 24 % were single as shown in Table 4.2. It is interesting to note that 14 % were divorced. This included both the males and females. Only 7 % were widowed, depicting a greater life expectancy in the study area.

Table 4.2 shows that about 90 % of the respondents were distributed evenly across the age groups between 16 to 49 years. Only 13 % of the respondents were above 50 years. The school going age group below fifteen years of age was not represented as shown in Table 4.1. This was caused by the fact that, the survey was done during school days. This meant that the age group was not available to participate in the study. About 38 % (N=21) represented youth between the ages of 16 and 25 years. This was one of the most targeted groups mainly because this is the age at which sports talent is identified and developed.

To provide a clearer picture on the age group classification of the respondents, a cross tabulation of gender and social class was carried out and results shown in Table 4.3. The table shows that more than half of the respondents were youth (58 %). Of interest is the fact that less number of female respondents took part in the study regardless of the social group they belonged to. The frequency distribution of gender is skewed towards males in both youth and adults.

Table 4.2 shows that the current research participants who were formally employed were represented by 12 % (N=9). About 28 % (N=21) participants were informally employed. Most of them run small businesses while others were involved in handcraft work. About 60 % (N=46) of the participants were unemployed.

Table 4.2 shows that 42 % (N=32) respondents attained primary level qualification as the highest academic qualifications, followed by 32 % (N=24) who attained Ordinary level qualifications. About 8 % (N=6) of respondents attained an Advanced Level qualification while 11 % (N=8) held a certificate or a diploma. Lastly, 8 % (N=6) attained a degree or more. The greater proportion of the respondents who attained primary school level could be the reason for unemployment for 60 % of the study participants.

Table 4.3: Cross tabulation of gender and social group of the study respondents (n = 76)

Gender	Youth	Adult	Total
Male	28 (37 %)	18 (24 %)	46 (61 %)
Female	16 (21 %)	14 (18 %)	30 (39 %)
All	44 (58 %)	32 (42 %)	76 (100 %)

Table: Themes and sub-themes of the Phase 1 study

Theme	Sub theme	Questions
1. Level of sport development as viewed by community members	1. Sport development as defined by the participants 2. The main sporting activities done in your community 3. The availability of Sporting facilities and Infrastructure	1. When someone mentions the words “sport development”, what does that mean to you? 2. What is it that would convince you in order to conclude sport has developed in your area?
2. Extent to which youth and adults of different sexes participate in sport.	1. Gender and Stereotype in sport participation 2. Social, political economic barriers to sport development.	1. Does gender and stereotype hinder sport participation? 2. Are there any Social, political economic factors hindering to sport development?
3. Reasons for the participation of youth and adults in sport	1. Participants gave reasons for participation in sports	1. What is motive behind those participating sport?
4. Role being played by stake holders to ensure sport development	1.Active stakeholders in promoting sport development in the District 2. Participants identified ways of ensuring sport development in the District.	1. Are there solutions to all the contributory factors?

The study results revealed that of the 76 respondents who took part in the survey, 30 % (N=23) respondents were from Ward 1 while 70 % (N=53) reside in Ward 19. There were two primary schools in Ward 1 coupled by three primary schools and a secondary school in Ward 19. Apparently, neither of the wards hosts a higher learning institution. This was one of the major factors cited by most respondents affecting sport development in Mutoko District. Understanding the distribution of schools is important as they constitute the main facilities that promote sports development in the area under study. This also gives pointers to the level of sport development in the study area.

4.3 The Level of Sport Development as Viewed by Community Members

4.3.1 Sport development as defined by the participants

During the qualitative phase of the study, participants highlighted that sport development would be improved within their District if sporting infrastructure such as stadiums were improved, availability of competitive tournaments, funding for the clubs and media coverage existed. They argued that given the low level of sport development, it was crucial for government and other stakeholders to intervene. It was explained that unfavourable economic and political challenges facing the country were the main reasons why sport development was lagging in the District. One participant verbalized that:

“If a lot people in this neighbourhood participate in competitive sporting activities, that one shows that the level of sport development is high. But in this community, very few individuals are participating in competitive sporting activities, thus sport development is very poor in this District.” (Professional club coach)

4.3.2 The main sporting activities carried out in the study area

The 15 qualitative phase respondents gave diverse range of sporting activities carried out in the District as shown in Table 4.4. But they indicated that Football/Soccer is the main sporting code that is played in their community in both the social and competitive leagues ahead of other sporting activities. This is attributed to the fact that the level of sport development is very low in the community to an extent that, they do not know or understand the rules and regulations of what they termed as the “elite” and “exotic” sporting codes like Tennis, Basketball, Hockey amongst others. This is evident in the fact that there is absolutely one sporting club Mutoko F.C that is somehow successful, playing in the top flight Eastern region division (1) one soccer league. One of the participants confirmed this by saying:

“Last month my soccer club called Mutoko Traders F.C has just qualified to play in the Northern region division One League.” (Club Coach)

Results from the quantitative phase, further cement the above findings that there was only one soccer club in the two wards which the study was based (Ward 1 and 19). While most respondents were knowledgeable about other sporting activities that can be undertaken, the prevalence of other sports clubs was limited to soccer. It was noted that the only sporting club which existed catered for males only and thus hindering female participation. However, all

respondents had participated in at least one sporting activity such as soccer, athletics or netball when they were attending school.

All the study respondents (n=76) indicated that the single club in both wards had not hired a new coach who had enough skills and knowledge of the sporting activity in question. Lack of state of art infrastructure such as poor grounds and transport services coupled with deteriorating road networks were identified as key determinants of bringing sport professionals in the area. The participants raised the above mentioned issues as some which hinder sport development. In addition, they highlighted lack of financial backing to support the club activities.

During the qualitative study, it was noted that the majority of schools in the District both primary and secondary usually offer soccer, netball, and athletics (Table 4.4). The reason for this trend is that the facilities, infrastructure and coaching personnel for other sporting codes are not available and also very expensive to put in place. The respondent from the education office indicated that setting up infrastructure for the above mentioned three sporting codes is relatively easier at school level as it comprises of a sporting ground and a ball. This enables schools to implement the sport despite the various challenges they are faced with. One respondent had this to say:

“It is only in group ‘A’ schools in the District where Tennis, Cricket, Basketball, Hockey and Rugby are played by students. The majority of schools only have traditional sporting codes like Soccer, and Netball.” (School Head)

Table 4.4 indicates that the education officer identified a number of sporting codes as common within Mutoko as compared to other respondents. The traditional leader and the District administrator were only aware of netball, athletics and soccer. The results from the quantitative phase further cement the above findings whereby respondents identified netball, volleyball, soccer and athletics as the common sporting activities carried out in the study area.

However, only soccer was carried out at club level. Schools were found to be playing an important role in exposing children to various sporting activities beyond soccer. However the exposure was not being taken beyond school activities.

From Table 4.4, the District education officer reported the presence of sporting codes such as rugby, cricket and tennis which other participants did not. This same applied to the Ministry of sports representative who was the only participant who acknowledged the presence of basketball in the District.

4.3.3 Availability of sporting facilities and infrastructure

All the participants of the qualitative phase highlighted that they face a big challenge when it comes to sporting facilities and infrastructure. They indicated that due to the inadequate sporting facilities and Infrastructure availability, they cannot fully participate in sporting activities. One of the athletes said:

“The whole District has only one stadium called Chikondoma at Mutoko Growth point that is not up to international standard.” (Professional Athlete)

Another participant concurred that:

“Most school have at least a soccer pitch and a netball court that are easy to make, but for other sporting codes like Tennis, Basketball, and Hockey amongst others, it is very expensive for them to build.” (District Education Officer)

4.3.4 Hindrances to sports development in the District

Poor infrastructure, lack of funding and attire were cited by almost all the respondents as the major challenges hindering sports development in the District during key informant interviews. One of the respondents said that:

“The problem is lack of accessible facilities, such as grounds and buildings. Also limited opportunities and programmes for participation, training and competition hinder sport development.” (Athlete)

Table 4.4: Common Sporting Codes in Mutoko District

Responses	Traditional Leader	District Administrator	District Education Officer	Ministry of Sports	Professional Athletes	Club Coaches
Football/Soccer	✓	✓	✓	✓	✓	✓
Netball	X	✓	✓	X	✓	X
Tennis	X	X	✓	✓	X	X
Cricket	X	X	✓	X	✓	✓
Rugby	X	X	✓	X	X	✓
Hockey	X	X	X	X	X	X
Volleyball	X	X	X	X	X	X
Swimming	X	X	X	X	X	X
Athletics	✓	✓	✓	✓	✓	✓
Basketball	X	X	X	✓	X	X

Key :

- ✓ = Present
- X = Not present.

Table 4.5: Key Informant Participants Responses on the Major Hindrances to Sport Development

Responses	Traditional Leader	District Administrator	Social worker	District Education Officer	Ministry of Sports	Professional Athletes	Club Coaches
Poor Infrastructure	✓	✓	✓	✓	✓	✓	✓
Lack of funding	X	✓	✓	✓	✓	✓	✓
Lack of Attire (kit)	✓	✓	✓	✓	✓	✓	✓
Poor Technology	X	X	X	X	✓	X	✓
Agricultural commitments	✓	✓	✓	X	X	X	X

Key:

- ✓ = Present
- X = Not present.

Table 4.6: Participant Perception on the Hindrance to Sport Development (n = 76)

Issue	Extent of agreement (%) with the perception					
	Strongly Agree	Agree	Uncertain	Disagree	Strongly disagree	Total
Unavailability of sporting infrastructure	79	21	0	0	0	100
Lack of funding of sporting activities	74	20	6	0	0	100
Lack of qualified sport coaching personnel	80	17	1.5	1.5	0	100
Family religion and culture affect people participation in sports	13	33	0	67	0	100

4.4 The Extent of Participation in Sport of Youth and Adults of Different Sexes

4.4.1 Gender and Stereotype in sport participation

The key informants gave different views in terms of the participation in sport of youth and adults of different sexes. Their participation in sport is somehow determined by their age and social class. One participant highlighted that:

“In schools and tertiary colleges around there is equal participation of both male youth and female youth in all sporting codes offered around their school. But the only challenge is that of publicity of these games they play, Coaches of bigger clubs in the country rarely visit them to discover talent at grassroots communities”. (District Education Officer)

However other participants gave a different opinion regarding youth and adults who have since left school and tertiary institutions. They highlighted different sentiments and they had this to say:

“Both youth and adults who are out of school find it difficult to engage in sporting activities as they will be much into looking for work. Household chores and farming always keep these youth adults busy most of the time. This region is much familiar with horticulture farming producing vegetables and tomatoes thus the idea of sport as a form of earning a living is out of their minds”. (Traditional Chief, Social Worker)

In agreement with these findings are the survey results which illustrate that 21 % (n=21) of the participants agreed and 68 % (n=52) strongly agreed to the fact that gender and stereotype is a barrier in people of all sexes fully participating in sport. However 7 % (n=5) of the participants disagreed with the view and 4 % (n=3) were uncertain that gender and stereotype is a barrier in people of all sexes fully participating in sport within Mutoko District.

4.4.2 Reasons for Participation of Youth and Adults in Sport

The key informants highlighted that most people particularly men participate in sporting activities usually to enjoy themselves after they have finished their household chores and farming. Some did not view sport as a way of earning a living and this could be as a result of lack of information about the benefits of professional sport and also poor infrastructure and publicity.

Some respondents said that:

“Most women usually don’t engage in sporting activities, some only do the traditional games at home just for refreshment. Those youth who are still in secondary and tertiary institutions, participate in sports because it is mandatory for all of them.” (Social Worker)

One the successful sportsperson said:

“I went for trials to play for Mutoko Traders because I had heard them on radio that they have qualified to play in the division 1 of the Eastern region. Things are going well now because at least I can pay my rental and take care of my family members. If we work much harder, then we will be playing in the National soccer premier League next year.”

(Professional Football player)

This is consistent with the qualitative study findings which showed that only 33 % of the survey respondent agreed that sports can be a source of income. The rest (67 %) disagreed with the view that sport can be a source of income for community members or participants.

It is interesting to note that results reveal that 26 % (n=20) strongly disagreed that lack of knowledge about benefits of participating in sports is more prevalent in rural areas. The majority, 45 % (n=34) of the respondents disagreed with the view that lack of knowledge about benefits of participating in sports is more prevalent in rural areas. In this view, 29 % (N=22) disagreed with the notion that lack of knowledge about benefits of participating in sports is more prevalent in rural areas.

4.5 Stakeholders Role in Ensuring Sport Development

4.5.1 Active stakeholders in promoting sport development in the District

Key informants highlighted that the stakeholders were not doing enough to promote sport development in the District. They however, reported that a few local business people were trying to fund some teams as shown in Table 4.7. At schools and tertiary institutions, the District Education Officer highlighted that the funding for their sporting activities is solely from the student levies. They rarely receive sponsorship or funding from the corporate world. One respondent said that:

“Our soccer club usually struggles to pay our salaries and winning bonuses in time. Sometimes we find it difficult to secure transport on time to go for tournaments. However there are some business companies like Muchi Hyper who sometimes assist us with soccer jerseys, balls and transport even though it’s not always.” (Professional Athlete)

While sport development is equally viewed as a vital tool for social cohesion, current study survey results show that only 33 % (N=25) agreed that local village heads, councillors and political

leaders support sport developments in rural areas. Sixty-seven per cent of the respondents disagreed that local leaders play a role in sport development.

4.5.2 Ways of ensuring sport development in the District

All the key informant participants identified many strategies that could be adopted to ensure that sport development is enhanced in Mutoko District and Zimbabwe in general as shown in Table 4.7. They all agreed that sport is the common denominator that brings people together societies and there is much need for stakeholders to organise competitive tournaments where different key players in the sporting fraternity are invited to come and scout young talent and having media coverage for the outside world to watch. The participants identified the need for educational awareness through campaigns and mass involvement of all departments in a bid to change the attitudes of community members towards sport development for all the people regardless of their sexes and physical conditions. One of the participants alluded on the theory of structuration saying that:

“There is need for an understanding and correcting the gender disparity and stereotype that exist in sport participation within the community. This approach also allows females to be viewed as capable actors who act rationally and respond to the dictates of structures.”(Social Worker)

Furthermore, quantitative survey results show that 39 % (n=30) strongly agreed that there is untapped sporting talent in rural areas. About forty-six percent (n=35) also agreed that there is untapped talent in rural areas. Finding ways to tap into this talent will enhance sport development in the District. Additionally, 72 % (n=55) agreed that the availability of home facilities such as radios and television sets can help children and family members to understand the benefits of sports. About 12 % (n=9) disagreed with the notion.

Table 4.7: Participants Responses on Stakeholder Participation In Sport Development

Responses	Traditional Chief	District Administrator	Social Worker	District Education Officer	Ministry of Sports	Professional Athletes	Club Coaches
Non-governmental Organisations	X	X		✓	X	✓	✓
Local Businessmen	✓	✓	✓	✓	X	✓	✓
Mining Companies	X	X	X	X	X	X	X
Churches	X	X	X	X	X	X	X
Local member of Parliament	✓	✓	✓	X	✓	X	X
Ministry of Sports	X	✓	✓	X	✓	X	X
Local farmers	X	X	X	X	X	X	✓
School Development Fund	X	X	X		X	X	X

Table 4.8: Participants Responses on Recommendations for Sport Development

Responses	Traditional Chief	District Administrator	Social worker	District Education Officer	Ministry of Sports	Professional Athletes	Club Coaches
Infrastructure development	✓	✓	✓	✓	✓	✓	✓
Technological enhancement	X	✓	✓	✓	✓	✓	✓
Talent identification programmes	✓	✓	✓	✓	✓	✓	✓
Sponsorship for teams		✓	✓	✓	✓	✓	✓
Government interventions	✓	✓	✓	✓	X	✓	✓
Media coverage during matches	✓	✓	✓	✓	✓	✓	✓
Organise competitive tournaments	✓	✓	✓	✓	✓	✓	✓

CHAPTER 5: DISCUSSION OF RESEARCH FINDINGS

The results of both the qualitative and quantitative phases of the study on sport development were presented in Chapter 4. In this Chapter, the results are discussed. The discussion of results gives basis on which recommendations can be drawn. In this chapter results on the demographic characteristics of the respondents, level of sport development, participation of different social groups in sporting activities and reasons for participation are given. The chapter concludes by discussing the suggested ways of enhancing sport development in Mutoko.

In general, more males than females took part in the study. The same holds true if the participation group is partitioned according to the social groups namely youth and adults as shown in Table 4.3 in the previous chapter. Participation skewness towards male is a representation of the groups' interest in sporting activities. It shows that gender participation in sports is skewed towards males in Mutoko. Males are more likely to take part in sporting activities than females especially in the rural areas. This goes with the conventional knowledge that male youth are actively involved in sports compared to their female counterparts (Chalabaev *et al.*, 2013). Considering that most of the participants are married, women in such a social status are even less likely to be interested in sporting activities due to the numerous household tasks which they are responsible for.

More than half (58 %) of the participants were between the age of 16 and 35 years, which is the target group for competitive participation in sporting activities. The group is classified as youth according to the Zimbabwe National Youth Policy of 2013 which defines a youth as an individual between 15 and 35 years (GOZ, 2013).

Participants had low levels of formal employment coupled with high unemployment rate as shown in Table 4.3. High unemployment rate is the currently being faced in Zimbabwe amidst the economic challenges (Moyo *et al.*, 2016). High unemployment rate further demoralise youth from going to school which can be related to the low educational attainments of the participants.

The study by Moyo *et al.* (2016), further cements the findings of this study by highlighting that low levels of education are experienced in rural settings due to failure to meet school fees obligations. This statistical distribution shown in Table 4.2 reflects the level of literacy level in rural areas of Zimbabwe. This ratio is related to the nationwide economic instability and low levels of educational attainment.

Study findings revealed that participants had an understanding of what sport development means. Key informants defined sport development in relation to availability of sport infrastructure and facilities, active participation of athletes, availability of sporting clubs which support competition and funding for sport activities. Based on their identified characteristics, they classified Mutoko under low sport development as most of the identified features were not prevalent. Sotiriadou *et al.* (2008) understand sport development with a focus on the human capital element whereby they define it as an integration of recruitment, retainment and nurturing of athletes. This definition is however limited as it does not cover the relevant aspects which enable the smooth operation of sporting activities. However, Sam (2012) concurs with the current study findings which through the argument that sport development is beyond the athletes but further includes access to and availability of sporting facilities. Additionally, Houlihan and Green (2010) postulated a broader understanding by identifying three streams of defining sport development which are; sport for all objective; talent identification and nurturing athletes' pathway; and linking sport and other policy objectives.

In efforts to further clarify the level of sport development in Mutoko, the study participants identified the various sporting codes which are available in the area. The main sporting activities carried out in Mutoko District were identified as soccer, netball, athletics and volleyball. However from above mentioned, only soccer is played at a professional club level. The rest of the sporting activities are being fostered through primary and secondary schools. It is interesting to note from Table 4.4 that the official from the District education office identified a number of sporting codes as being available in the study area. However, this could be due to the presence of school policy provisions for the identified code to be practiced in school. This indicates a gap between the sport activities advocated for by the education guidelines and what is actually implemented on the ground. Schools play a vital role in facilitating sport development through access to facilities, training and nurturing of athletes especially in rural areas. They introduce sports to children at a young age which can influence their lifestyle. This is supported by the theory of human behaviour where sport participation influences certain action.

Exposure to sporting activities at a young age translates into active lifestyle as an adult (Coalter, 2011). However, as noted in the current study, only a limited number of sporting codes were offered within the schools due to limitations with regards to infrastructure and facilities. Rural schools are often faced with limited resources and thus end up opting for sporting codes which are easy to set up and with well-known rules, such as soccer, athletics netball and volley ball. The above mentioned sporting codes require a pitch and a ball which make them easy to set up.

Furthermore, due to their popularity, a number of people are aware of rules that govern the sport and coaches are easy to get though they might not be professional.

Study findings reveal the rural based schools such as the ones in Mutoko District are less privileged as compared to some of the urban schools which have better sporting infrastructure and access to sporting resources. Consequently, these schools have a wider range of sporting codes which include baseball, hockey, basketball and tennis. Such sporting codes are only a dream of the schools in Mutoko District.

Lack of professional sporting clubs limits the perceived economic benefits of participation in sport due to lack of existing visible or tangible evidence. Furthermore, this relegates sport participation to a pastime or leisurely activity which is not taken seriously. Such a view is detrimental to sport development. The current study unravels the factors which hinder sport development in Mutoko District

The current study revealed that sport development in Mutoko is hindered by lack of funds. Sport development needs to be backed up by funding to support establishment of sporting facilities, acquisition of sporting equipment, hiring of professional coaches and for supporting the athletes. Consequently the challenge of lack of funds manifests as lack of the above mentioned sporting needs. Study results revealed that there is not much support for sporting activities in Mutoko. With the economic challenges which are faced by Zimbabwe, investment in sporting activities is impossible. According to Sam (2012) lack of funding is the sole reason for lack of sport development because sports represents a low priority for the developing countries government budget and there exists a lack of transparency as well as uncertainty in setting benchmarks for state funding for sports associations. The lack of funding for sport activities in particular has forced some athletes to fund themselves. Even though the government has a District representation from the Ministry of sport, they are not doing enough to fund sporting activities since they are not getting enough from the government of which the services that are involved such as recruitment and training of personnel, purchase of equipment, construction of standard facilities, transportation and care of athletes all require large sums of money.

Within schools the lack of funding has resulted in students failing to participate in inter provincial or national competitions. Like other developing countries in the region, local communities like Mutoko District used to receive funding from Non-Governmental Organisations (NGOs), but the economic situations became unfavourable for them and they have since stopped their operation. However this lack of funding has resulted in the little support for those sportspersons who display

athletic prowess thus eroding the sporting culture in the District and most of them end up concentrating on their agricultural activities to sustain a living and escape the jaws of extreme poverty in the community.

Lack of funds makes it difficult for the local team and schools to hire these qualified sport personnel. Within Mutoko District most sports teams and college lack qualified personnel thus, weaken the quality of participation in competitive sports. Sporting experience is usually gained during schools and tertiary period but a lack of suitable organised technical staff is a major challenge. Harman and Doherty (2014) noted that lack of professional sports coaches is a worldwide phenomenon but better skilled youth may volunteer to assist and develop young talent. The importance of recruiting and retaining capable volunteers, and having sport programs delivered by qualified coaches is highlighted in the Canadian Sport Policy (Canadian Heritage, 2012). In Zimbabwe, the inclusion of physical education in secondary schools provides a platform for youngsters to build a better understanding and exposure to various types of sports at an early stage. Volunteer youth professionals can be role models who can be emulated by younger generations. This dimension is essential to reduce cost of hiring external coaches.

Study findings further reveal that unavailability of infrastructure is another major hindrance to sport development though it is linked to lack of funds. Availability of appropriate infrastructure motivates community members to venture into sporting activities thus contribute to sport development (Hallman *et al.*, 2012). The key informant from the ministry of sports and culture and club coach specified poor technology as another infrastructure related challenge. With fast moving technological advancement, it is difficult to keep up with international standards if there is poor access to technology. The lack of infrastructure in the District can be linked to stagnant Zimbabwe economy which has not been developing for the past years. Generally views gathered from questionnaires, focus group discussions and key informant interviews indicate that majority of respondents are of the view that unavailability of proper infrastructure is the major challenge to sport development. Interestingly, the study revealed that family, religion and culture was not a hindrance to sport development in Mutoko. This is divergent from the common characteristic of rural communities whereby the above mentioned factors play a leading role on the action of individuals (Walseth & Strandbu, 2014). Sociologist, Coakley (2011), defined religion as a set of socially shared beliefs and rituals that people use to transcend the material world and give meaning to important aspects of their lives. Analysing sport as a social construction, religion and culture cannot be ignored since religion, sport and culture were not rooted within the same ideology that is a culturally based way that people find meaning in life and connect with each

other. Normally, under growing economies religious and cultural groups' use sport to channel community and togetherness within their subculture. In addition, the key informant from the social work office indicated commitment to household chores, in particular agricultural activities, as a socio cultural factor hindering sport development in the area. Such a challenge is normally faced when sport is viewed as a leisure activity and thus is relegated to free time in a day's schedule. In stressing times of both economic downturn and social unrest, youth often succumb to unclean methods of coping such as committing crimes, drug abuse and early marriages, participation in sporting activities can ease the situation since getting involved in sports requires physical fitness and mental concentration. For the youth, participating in sports offers a learning platform in which they can share ideas about the future so that the purpose of life is enhanced.

Current study results in section 4.4 revealed that participation in sport is determined by age and social class in Mutoko District. With regards to age, children and youth were found to be more actively participating in sport. This was attributed to the mandatory participation in sporting activities which was being implemented by schools. Such enforcement by schools ensures equal participation of both male and female in all sporting activities. Role played by school in creating equal access platforms for sporting activities is vital for sport development (Kanters *et al.*, 2013). This is particularly important in the rural settings of Africa where there are gender disparities as a result of various socio-economic factors. In addition, the equal participation in sporting activities for school going pupils instils a culture of sports which can be embedded in one even after school.

The status is however different for the adults who are beyond school going age. Within this group, results showed that men were more involved in sporting activities than women. This is illustrated by the presence of a male soccer professional male soccer club without an accompanying women club. Furthermore the key informants highlighted that men often play soccer during leisure time as a social activity. The situation is different with women who are often faced with a lot of household duties. This could be as a result of the fact that the sporting industry is widely dominated by males thus leaving little room for most women particularly in rural areas to thrive (Chalabaev *et al.*, 2013). Thus women's attitude towards sports is also inevitably affected by lack visible role models especially within the District.

Gender roles disadvantage these women as they have other family commitments such as childcare and running day to day household chores thus they hardly had time to participate in sport. Female youth and adult females were unable to form sports clubs owing to the nature of multiple responsibilities at home. Furthermore participation in sporting activity is positively linked

to masculinity which does not support femininity (Chalabaev *et al.*, 2013). This tends to discourage females from participation. Early marriages and lack of orientation about other sporting activities such as handball deter women from participating in sports. Rural areas such as Mutoko also lack donor facilities that promote sporting activities.

The main reason for participation in sporting activities in the study area was highlighted as social activity or a mandatory school activity. Most of the participants did not think of sport as a source of income. This could be because there has been very little sport activity in the study area. Local communities lack insights about benefits of sports development in their areas. Sports are merely viewed as sources of entertainment rather than as potential sources of income. However, this is contrary to current findings in other countries such as Canada, Brazil and Australia in which sport development is being commercialised in rural areas (Houlihan & Malcolm, 2016). The study results show that study participants disagreed that they lacked knowledge on the benefits of participating in sporting activities. However, a thorough look at their response to the question on whether sports can be a source of finance indicates otherwise. The participants did not view sports as a source of income and thus they had a narrow view of the benefits of participation in sports. Darnell (2012) alluded that knowledge about sport benefits was found to prevail in most rural areas. This belief holds the idea that sport has universally positive inherent benefits that appeal to all youth. Students in schools and colleges are actually taught that sports and education are very important because a person that is into sports has the physical benefit of it and also education comes in, like life skills, where a child will learn how to make own decision in his or her life, those progresses his or her life. The problem in the current study site was that the sporting culture was fast eroding in the community due to some of the factors mentioned above like poor infrastructure and lack of funding amongst others.

The current study revealed low stakeholder support for sporting activities in Mutoko District. Stakeholders are vital for backing sporting activities in terms of provision of funding and facilities. This scenario could be as a result of the economic challenges which are being faced in the country which limit various entities from engaging in corporate social responsibility activities such as funding sporting tournaments (Ngwenya & Chiwawa, 2016). In order to enhance sport development in Mutoko, there is need to mobilise stakeholders to support the activities and initiatives. However it was also observed that the participation of local leaders in support of sporting activities was low. This is regardless of the important role which sport development can

play towards achieving social cohesion. Improved stakeholder participation can enhance access to sporting facilities, training personnel and support for the athletes.

The contact of other stakeholders such as NGOs and private businesses is regulated by the government organs which are bureaucratic whereas politicians use such opportunities to garner support for their electoral positions undermining the importance of contributions made. In Zimbabwe, there is a widespread tendency of manipulation of the poor by politicians and NGOs for political reasons (Maunganidze, 2016). Conflicts of this nature often lead to withdrawal of financial and social support by well-wishers.

The participants highlighted that better access to communication media such as radios and television can enhance sport development through improving access to information pertaining to sports. Access to information on sports can play a role towards motivation of the community member to participate in sport and also enhance knowledge on the benefits of participation (Filoa *et al.*, 2015). This can however, be challenged by the unavailability of electricity in rural households such that they do not own radios and television sets. The findings further reveal a need to carry out campaigns to enlighten people on the benefits of sports development. This can potentially encourage participation and support of sporting activities in the area. Other participants identified ways of enhancing sport development was to create opportunities for talent identification through holding publicised sporting tournaments. These would ensure that the untapped talent in Mutoko is showcased, identified and promoted. Such activities need the support of stakeholders so as to achieve their multiple goals.

CHAPTER SIX: SUMMARY OF MAJOR FINDINGS, RECOMMENDATIONS AND CONCLUSION

6.1 Introduction

This study focused on identifying the factors that limit sport development in the rural areas of Mutoko District of Zimbabwe. This was done in order to suggest strategies or mechanisms of improving sport development and community participation in sport. This current chapter presents a summary of the research finding, recommendation and conclusion.

6.2 Major Findings

The study findings paved way to the opening up of crucial aspects with regard to factors affecting sport development in Mutoko District. Participants responded to questions in a manner that represented the major causes of low levels of participation in sports as far as rural areas such as Mutoko are concerned, as well as the status of sport development. Qualitative data was collected from key informants during phase one of the study. Quantitative data was collected through questionnaires, from conveniently sampled participants. Thematic content analysis was used to analyse qualitative data whilst descriptive statistics was used for quantitative data. Current study results revealed that sport development was very low in the area of study. Moreover, there was a higher participation rate of males than females in sport codes available. The low level of female involvement in sport is universally attributable to the nature of household responsibilities while early marriages exacerbate early withdrawals from participation. The Mutoko District is predominantly agriculture based which is subsistence in nature therefore; many people find it difficult to get spare time for participating in sports.

Lack of money to finance day to day requirements such as sports attire; balls, travel fares, registration fees and refreshments have an immediate cause to low level of participation was identified in this study. Long-term financial constraints hinder the hiring of experienced coaches and other sports specialists who can assist in upgrading the standard of sporting activities carried out in the area. It was also noted that lack of state of the art sports fields is widely attributed to unavailability of money to finance such big projects which are likely to benefit the nation at large. It is however, argued that the government role in supporting sport development projects in rural areas is farfetched. Although the government is represented at ministerial level by the District administration officer and education officers, a thin financial budget is available to support sport development at grassroots levels. While stakeholders such as NGOs and business people in

Mutoko try to extend some help, their efforts are still way below what is required for the full vitalization of sport in Mutoko. Sport development can create a platform for the formation of social capital for marginalised communities. When people from various backgrounds meet, they form social connections which can become permanent bonds needed for social support during and after sporting events. Social networks developed in sports create an exchange of information in and outside sports thereby providing opportunities and remove some fears inherent to the disadvantaged community (Hambrick, 2012). All the above mentioned benefits can be achieved in Mutoko if the identified challenges are addressed.

Considering the above arguments, parents can play a vital role in children's sport experience through performing necessary roles such as ensuring that their children get reliable transport to and from games, paying registration fees and registering them for the desired sport codes. It is also important for parents to show their commitment to sport development by volunteering in vital roles of a sports organisation. The general lesson drawn from this study is that, sport development embraces social cohesion while being a potential source of livelihoods in rural areas of Mutoko District. Despite being intra and extra community level, the factors that affect sport development as identified require integrated initiatives which are spearheaded to the overall transformation of community way of life. Hence, an evaluation of the outcomes and sustainability of sporting activities can act to inform community level sport development substantial to sport policy.

6.3 Recommendations

Although sport development may not be a panacea to economic and social primitiveness in rural areas it plays an equally essential role as other sources of livelihoods which can be used to improve the lives of the poor. Marginalised communities are devoid of information about alternative sources of livelihoods available to them. Therefore after such a rigorous inquiry to the factors affecting sport development in Mutoko District, the identified loopholes need to be addressed by a pack of contributively articulated recommendations anchored on past and present studies. The following recommendations are drawn from the study:

Firstly, the government has a major role to play on ensuring that sport development initiatives are advanced inclusively. As noted by the researcher, the government of Zimbabwe is under represented at grassroots level as far as sport development is concerned.

For Policy and Rural Development Practise:

Considering the under representation of the government at grassroots level, a decentralised forum or a council for sport development in rural areas that can steward daily activities of various sport activities in both financial and social terms in respective areas can be set up, so as to improve accountability to the government. The government can contribute to the evolution of sport development in rural areas through the crafting of user friendly policies informed by communities' views and inclusive stakeholder participation.

To avoid misuse of funds availed by NGOs and government sectors, there is need to set up a system which controls sponsorships need to develop so that such tendencies are abolished.

In addition, the national budget through the ministry of sport is needed so that rural based sport development programs are financed.

It is also important to allow for the multiplicity of broadcasting services so that sport events and activities are covered and shared on the international platform. Foreign teams can identify untapped sporting talent and more sponsorship can be lured to support community level sport development. In the same light, there is need to develop multifaceted support of secondary schools and primary school sporting activities as platforms for sport talent identification and development.

Parents play a fundamental role of guiding their children towards the correct course in sport participation. It is therefore recommended that, parents need to perform roles such as creating an ample time for their children after school, buying practice clothing, providing transport if sport events are far and buying informative materials such as sports magazines and watching sports on television programs.

However, it is argued that male children are more exposed to such facilities while their female counterparts are susceptible to household chores. Parents can demonstrate the importance of sport participation at household level by volunteering to take a major function in a sports organisation. Upon participating and watching the experience of other iconic sportspersons such as Ussain Bolt the sprinter or Peter Ndlovu the soccer star, children are likely to develop an obsession of a particular sport by emulating the personality associated with that sport. Although all this can be done in the name sport development, it is also important to preclude unnecessary erosive preoccupation of sports that undermines the essence of academic achievement.

The sociological impact of sport development posits that participation in sporting programmes is instrumental to social capital formation by strengthening social inclusion and self –identity,

resulting to improved access to outreach community support (Sherry and Strybosch, 2012). The availability of sociable events helps the marginalised to share typical challenges affecting the poor such as education, housing and employment. People of various age groups are advised to routinely meet for exercise so that they end up sharing their experiences over time can be a useful vehicle to eliminate drug addictiveness.

A successful sport development cannot be easily transferred to the rural poor without them being involved in the general course of preparing the proposed intervention. This implies that, it is advisable for youth to volunteer to participate in various levels of sport organisations such as finance, coaching and logistics so that they are not redundant when their sporting career lapses.

Coupled with volunteering is a need for a flexible internal policy framework that gives equal opportunities for all members of the organisation. Team members can rotate in carrying out duties for instance the position of a captain. A payback plan for mature youth to nurture upcoming talent by offering free coaching lessons can act as a catalyst for liking and participation for youngsters. Sport development can be inclusively shared during career exhibitions through exemplary personnel who are successful in sports. Eventually, grooming exceptional sports ambassadors raises the flag for rural areas and those peripheries harbour special talent. Every region has the capacity to tap in the resources within its reach provided those resources are discovered and put to use sustainably for social transformation.

There is need to enhance female participation in sporting activities. This can be done through targeted sporting activities in addition to campaigns on female participation in sport. At school level, girls need to be exposed to more sporting codes at a competitive level. Such initiatives can display the value of participation in sporting activities.

For further research:

It is recommended that further studies be carried out to identify funding strategies which might be used in support of the sporting activities. Furthermore, there is need to carry out a study to identify the sporting codes in which community members in Mutoko are interested. This will enable a targeted approach towards sport development. Indigenous sporting codes should also be considered as a way of enhancing sport development.

6.4 Conclusions

This comprehensive study of factors affecting sport development in rural areas of Mutoko District proved insightful for the researcher and participants. The study unravelled that sport development

is mainly restrained by lack of facilities such as infrastructure, lack of social orientation to benefits that accrue to participation in sports. Other factors include the belief systems which predominantly embrace male participation in sports while denigrating the contribution female members can make to sport development in rural areas. It is therefore concluded that the government can play a significant role in improving the level of sport development through a well-crafted package of policies so that the marginalised are inclusively transformed. The study further concludes that female participation in sporting activities is low as compared to their male counterparts. Furthermore, it can be concluded that schools play a major role in exposing, and enhancing sport development in Mutoko District. Sport development can be used as a source of livelihoods if thorough talent identification and nurturing processes are put in place.

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Appendix 1

RESPONDENTS QUESTIONNAIRE

ANNEXURE A

30 June, 2015

Dear Sir/Madam

I am a student at the University of Venda pursuing Masters in Rural Development. My research topic reads: "Factors limiting sport development in rural areas of Mutoko District in Zimbabwe".

I will be grateful if you help me with this part of my research project by completing the inventory. My main aim is to obtain the overall statistical picture of sport development in Mutoko. Throughout this survey, I assure you that the information you provide shall remain confidential and will not be used for any other purposes prior to your consent. I also assure you that participation in this research is voluntary and you will be free to withdraw your participation at any time.

I hope you will complete this inventory willingly and that your views will represent the truth.

Yours sincerely

.....

11605711

FACTORS LIMITING SPORT DEVELOPMENT IN RURAL AREAS OF MUTOKO DISTRICT IN ZIMBABWE- SURVEY QUESTIONNAIRE

The purpose of this study is to investigate the factors limiting sport development in rural areas of Mutoko District. This is an opportunity for you to reflect on your perceptions about factors limiting sport development in rural areas in Mutoko and suggest any possible remedies to these challenges.

For each of the following statements place an **X** in the box that applies to you.

SECTION A: GENERAL INFORMATION

1. Gender

		Male		Female	
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2. Age in Years

Less than 15		16 to 25		26 to 35		36 to 49		50 and above	
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3. Marital Status

Single		Married		Divorced		Widow	
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4. Age group

Male Youth		Female Youth		Male Adult		Female Adult	
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5. Race

Black		Coloured		Indian		White	
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6. Job Occupation

Formal occupation		Informal occupation		Unemployed	
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7. Educational Level Attained

Primary level		O- Level		A –Level		Degree/diploma	
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SECTION B: SPORTS BACKGROUND

8. You live in Ward

Ward 1	Ward 19
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9. Number of Schools in your Ward

Wards	Primary schools	Secondary schools	Colleges
Ward 1			
Ward 3			

10. Number of Sports Clubs in Your Ward

	Soccer Clubs	Netball Clubs	Handball Clubs	Golf Clubs	Tennis Clubs
Ward 1					
Ward 3					

11. Have you ever participated in any of the sports listed below

Soccer	Athletics	Netball	Chess	Handball	Golf	Tennis
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12. How best can club members and the community solve sports conflicts?

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13. Does your club hire an experienced coach or people organize themselves in leadership?

Yes	No
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14. What level of completion did your schools or club reach in that sport?

Zonal Level	District Level	Provincial level	National Level	National First Division	Premier League	International Competition

15. Have you joined or intend to join any sports club after school? (Yes or NO)..... If Yes, fromto.....

SECTION C: CHALLENGES FACED BY RURAL PEOPLE IN SPORT DEVELOPMENT

Item no		Place an X in the box that applies to you				
		Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
16	Specialist sports coaches are easily available in my area					
17	Many urban schools are fair during tournaments					
18	Parents can be influential in participation of sports for their children					
19	Children from higher income families participate more in sports					
20	Teachers favour children from higher income families during selection					
21	Family religion and culture also affects participation in sports					
22	Lack of knowledge about the benefits of participating in sports is more prevalent in rural areas.					
23	Children from poor families have the opportunity to participate in sports					
24	Lack of sports facilities such as sports grounds, balls, and uniforms hinder progress in sports.					
29	Rural people view sports as a uniting factor and a source of entertainment					
30	Sport development can reduce crime and poverty					
31	People in rural areas can spare time to attend sports tournaments both locally and far					
32	Home facilities such as television sets can help children and family members to understand the benefits of sports					
33	Local village heads, councillors and political leaders support sport development in my area.					
34	Community members view sport development as a reliable source of income.					

SECTION C: SOCIAL CAPITAL AND OPPORTUNITIES FOR IMPROVED SPORT DEVELOPMENT

1. What is working well with the current running of sporting activities in your area?

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a) What lessons can you learn from good sportsmanship?.....

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b) Below is a list of opportunities and various stakeholders who can play a pivotal role in funding sport development projects in your area. State how you can take advantage of the opportunities.

Opportunity	How possible is it to take advantage of this opportunity to enhance sport development? (✓ relevant box)				
	Very highly possible	Highly possible	Moderately possible	Just possible	Almost impossible
a) Government sponsorships					
b) Non-Profit Organizations					
c) Political leaders					
d) Local business people					
e) Community members					
f) Other clubs					
g) Donations					
h) Any other (specify)					

2. What else needs to be done to make sure that sport development is enhanced in your area?

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1) What else can the local community do to improve sport participation and development?

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2) How can successful sportsman influence the young generation to participate in sporting activities in rural areas?

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3) What other means can be used to search talent from young people?

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SECTION D: SPORT DEVELOPMENT AND MITIGATION MEASURES

35 What are the main challenges faced by rural schools in tournaments?

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36 What do you understand by sport development?

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37 What can the family members do to encourage their children to participate in sports?.....

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38 What can the government do to improve sport development in rural areas?.....

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39 Suggest any rules and regulations that can be introduced to encourage rural people to participate in level higher sports.....

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40 What other economic players can support sport development in rural areas?.....

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Thank you for your time and contribution