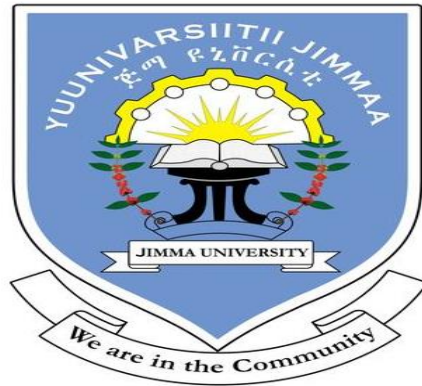




JIMMA UNIVERSITY

SPORT ACADEMY

DEPARTMENT OF SPORT SCIENCE

THE STATUS AND THE CHALLENGE OF WOMEN LEADER SHIP IN  
YOUTH AND SPORTS ORGANIZATION IN CENTRAL ETHIOPIA  
REGIONAL STATE IN YEM ZONE

BY: TANGUT WONDIMU

A THESIS SUBMITTED TO JIMMA UNIVERSITY SPORT ACADEMY  
DEPARTMENT OF SPORT SCIENCE- FOR PARTIAL FULFILLMENT OF  
THE REQUIREMENTS FOR THE MASTER'S DEGREE IN SPORT  
MANAGEMENT

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APPROVAL SHEET  
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## ACKNOWLEDGMENTS

First and foremost, I would like to give my glory and praise to the Almighty God for his invaluable care and support throughout the course of my life, which have helped me since the beginning of my education to its completion and enabled me to achieve my career. Next, I would primarily like to warmly thank my advisor, Dr. Wondemagne Demise and co-advisor\_Zewge Hailu (MSC),\_for their valuable comments, hospitality, valuable guidance, suggestions, and persistent encouragement, without whom the work would have been meaningless.

I would also like to extend my gratitude to the concerned brother and sister, Dr. Edgelighen Hailu, Weghayhu Adisu, Kemal Moga , Awoke Wondimu, and Mhired Almayhu for their wholehearted hospitality, sharing important information, and source documents that helped me as an input for this research and My undeniable thanks go to my husband Teshome WMariame for encouraging me during my fatigue from the work and their optimistic nature and morals for being with me at the end of the research and Finally, my thanks go to the Yem Zone Administration Office for sponsoring me to join the postgraduate program.

## **BIOGRAPHICAL OF THE RESERCHRE**

*The author was born on April 7, 1977, in central Ethiopia, in the Yem zone on Fofa Wordea. She attended her elementary school at Fofa Elementary School from 1983–1990 E.C. and her secondary school at Fofa Secondary School from 1991–1994 E.C. She got her diploma from Hawssa College of Teachers, Department of Health and Physical Education, from 1995–1996 E.C. She joined Bahir-dar University and studied her BSc in Sports Science. From 1997–2004, she served as a teacher for the last 8 years, and from 2005–2014, E.C. worked at a youth and sports office as a sports expert. She had 17 years of work experience. In 2015, E.C. joined Jimma University to earn an MSc in sports management*

## LIST OF ABRIVATION

|        |                                           |
|--------|-------------------------------------------|
| SPSS-  | Statistical Package for Social Science    |
| CERS-  | Central Ethiopian regional state.         |
| IOC –  | international Olympic committee           |
| WSLA - | Women's Sports Leadership Academy         |
| IJSM - | International Journal of Sport Management |
| EAF -  | Ethiopian Athletics Federation            |
| LDP -  | Leadership Development Programs           |
| IWG    | International Working Group               |

## ABSTRACT

Women were underrepresented in various leadership and decision-making roles, while having the same aptitude as men to execute distinct organizational tasks. With more women taking on leadership roles and breaking barriers in traditional male-dominated fields. Field however despite progress, women still face challenges and barrier. The purpose of this study was to investigate the status and challenges of women in sports leadership in Yem Zone, Central Ethiopian regional state. The study design descriptive survey a mixed method approach by integrating both quantitative and qualitative methods for both generating and analyzing data. The study population for this study was experts, leaders, coaches, and sport federation presidents in sports organizations. A total of 79 sampling units were selected for the survey using the purposive sampling technique. Both primary and secondary data were used to collect the necessary information. Used Mixed method by doing so, such a method is believed to enhance the quality of the findings and provide a full picture of the status and challenges of women leaderships in sport organizations. The finding of the study the status of women in sport organization is low (18.2) leadership position in yem zone. Women played a very insignificant share of the leadership positions in the study area and multiple challenge and barriers was identified gender bias and serotype 28 (41.8%) agreed. And the mean 2.01 and standard division .879 results show that the respondents, strongly agree regarding the presence of gender bias and stereotypes. To impede them from advancing to the leadership positions implementation of gender quotas for leadership positions is acceptable 27 (40.3%) agreed. The mean 1.12 and standard division 1.038 results show that a significant number of respondents agree about the implementation of gender quotas for leadership positions. On the bases of the findings of this study recommendations were drawn the youth and sport organizations at the Zonal and Woreda levels should create awareness compelling to change gender stereotypes in sports leaders. Implement Gender Quotas and Targets Yem zone. Provide Leadership Development and Training

. Keywords: Women, Leadership, Status, Sports organization, Challenge.

# CHAPTER ONE

## 1 INTRODUCTION

### 1.1 Background of the Study

The status and challenges of women's leadership in sports organizations have garnered significant attention in recent years. While progress has been made toward gender equality in sports, women still face numerous barriers when it comes to assuming leadership positions. This section provides an overview of the current status of women's leadership in sports organizations and highlights the challenges they encounter. Additionally, the representation of women in leadership roles within sports organizations has been a topic of concern and study. Research conducted by (Acosta & Carpenter, 2014) in the United States revealed that women held only 9.6% of athletic director positions in NCAA Division I athletics departments. Similarly, a report by the (Wicker & Kerwin, 2022) examined the representation of women on these boards of national governing bodies for sports across 45 countries. The study found that women held only 30% of board positions, highlighting the underrepresentation of women in decision-making roles.

Despite the progress made, women aspiring to leadership positions in sports organizations face various challenges. The Women's Sports Foundation (Shinbrot et al., 2019)) has identified several obstacles, including gender biases and stereotypes, limited access to influential networks, a lack of mentorship opportunities, and a scarcity of visible role models. Additionally (Hardin et al., 2022), conducted a study on barriers to women's leadership in collegiate athletics, revealing challenges such as work-life balance conflicts, gender stereotypes, limited recognition, and inadequate access to resources and support.

Efforts to address these challenges and promote women's leadership in sports organizations have gained momentum. The International Olympic Committee (IOC) has embarked on the "Gender Equality Review Project" (Matthews & Piggott, 2021), aimed at increasing the representation of women in decision-making roles within the Olympic Movement. Some countries and sports organizations have implemented gender quotas or targets to improve female representation, such as Norway's 40% gender quota for board membership in sports organizations (Matthews & Piggott, 2021). Initiatives like the Women's Sport Leadership Academy (WSLA), provided by the International Working Group on Women and Sport

(IWG), offer leadership development programs specifically designed for women in sports (WSLA, nod).

Male-dominated leadership is associated with a low proportion of women in positions of authority, as several academics have shown. The organizational, relational, and individual labels apply to the social, historical, cultural, and structural aspects that seem to contribute to the marginalization of women in leadership(M'mbaha, 2012).

Women make up a very small percentage of the bodies that oversee organized sport all around the world (Cunningham, 2021)The intricacy of the issue is demonstrated by the volume and scope of research on the underrepresentation of women in leadership roles in sports organizations. Women still encounter barriers and problems when applying for leadership roles in sports organizations(Pullen, 2020) Although the number of women in leadership roles has significantly increased, there is still a long way to go in sports. In leadership roles, women are still underrepresented (Mugari & Masocha, 2015).

The national sport policy of (Donnelly, 2008)also gives due attention to ensuring women's direct participation and equal benefit in all sports activities. But the majority of leadership positions are dominated by men in Ethiopia, including sports organizations; women, who constitute fifty percent of the Ethiopian population, are underrepresented in decision-making positions at all levels of governance. The status and challenges of women's leadership are not studied in the country, and even policymakers are not properly designing women's leadership in sports organizations to enhance the country's transformation in multiple directions. Ethiopia Growth and Transformation Plan II (GTP) give priority to women's participation in transformation, including sports leadership, which is given higher priority in the country. But there are a lot of obstacles that hinder them from getting leadership positions in sports organizations. Furthermore, there is a huge plan for sports as income generation and job opportunities for youngsters in the country for the coming GTP II transformation plan

In central Ethiopia, women's leadership is the area of sport where women are particularly underrepresented, if not totally absent. So, for example, while there has been progress in

terms of women's equal participation in sport, progress is definitely not matched in terms of leadership and influence in decision-making.

By understanding the current status and challenges of women's leadership in sports organizations, stakeholders can work towards creating a more inclusive and diverse environment that empowers women to assume leadership positions..

## **1.2 Statement of the problem**

The status and challenge of women leadership in sports organizations is a critical issue that warrants attention and action. Despite significant progress in gender equality and women's empowerment in various domains, sports leadership positions continue to be predominantly occupied by men. This underrepresentation of women in leadership roles poses a significant barrier to achieving true gender equity in the sports industry.

Research studies and reports consistently highlight the stark gender disparity in sports leadership. For instance, a study conducted by Women on Boards in Sport (KARA et al., 2023) revealed that women held only 12% of board positions across 59 national governing bodies for sports in the United Kingdom. Similarly, a report by the Women's Sports Foundation (Gaston, L., Blundell, M., & Fletcher, T., 2020) indicated that women accounted for just 20% of leadership roles in the United States Olympic and Paralympic Committee. These statistics exemplify the magnitude of the issue and emphasize the urgent need to address the lack of women's representation in sports leadership.

(Drakou et al., 2022) stated that lack of leaders may be due to the different expectations that exist for men and women holding equal positions. Research points to an overt prejudice in role expectations that are incongruent with the general perceptions of leaders. There have been many theories suggested and barriers identified to explain this underrepresentation. However, a discrepancy between the leadership role and gender role as a source of prejudice has not been examined in any sport setting. This prejudice consequently contributes to the lower numbers of women obtaining leadership positions. In addition, evaluations of women in leadership roles have been found to be biased, making upward mobility more difficult (Eagly & Karau, 2002) To date, there have been no studies

that examined this incongruence between leadership role and gender role as a possible explanation for the underrepresentation of women in leadership roles in sport.

Women are underrepresented in leadership areas in professional sport (Harrison et al., 2009) intercollegiate sport (Burton, 2015) As organizations continue to set diversity strategies, it is crucial to understand why the gap still exists. Identifying and understanding the gender gap will go a long way in assisting business and government to formulate optimal policies to address the gender gap and to capitalize on the opportunities of a more diverse workplace and talent pool. Gender diversity policies can also pave the way for broader diversity policies(Kemper et al., 2019)

The status and challenges of women's leadership in sports organizations in Ethiopia have been a matter of significant concern due to the limited representation and opportunities afforded to women in decision-making positions. Despite efforts to promote gender equality and empower women in sports leadership, there remains a noticeable gap between the representation of men and women in leadership roles within sports organizations. This gap indicates a persistent challenge in achieving gender equity and highlights the need for further research, interventions, and policy changes to address this issue effectively of Youth and Sports(Howie et al., 2020).

In Ethiopia, like in many other countries, women's representation in leadership positions with sports organizations is also a challenge. While women have made significant contributions to Ethiopian sports as athletes, their presence in decision-making roles and leadership positions remains limited. According to the Ethiopian Women's Sport Association (nod), the main factors contributing to the underrepresentation of women in sports leadership in Ethiopia are the persistence of traditional gender roles and societal expectations. Traditional norms and cultural beliefs often prioritize men in leadership positions, while women are expected to take on more domestic and caregiving roles. These societal expectations can limit opportunities for women to pursue careers in sports administration and create barriers for their advancement into leadership positions. The absence of women's in decision-making positions within sports organizations perpetuates a cycle of gender inequality and limits opportunities for female athletes, coaches, and administrators. It hampers the development of inclusive policies, programs, and initiatives

that can cater to the diverse needs of both men and women in sports. Moreover, the lack of female role models and mentors in leadership positions hinders the aspirations and progress of women seeking to enter the sports industry and ascend to leadership roles. The challenges faced by women aspiring for leadership positions in sports organizations are multi-faceted. In this regard, Ethiopia in general and the study area in particular, as one of the sub-Saharan areas, could not be free from the problems of women's representation in leadership positions in sports organizations. However, to the best of the researcher's knowledge, the status and challenges of women in leadership positions have not been adequately studied in Yem zone, central Ethiopian regional state. Thus this study strives to address this academic gap by investigating the status of Women's representation in leadership positions and the challenges encountered by the women's aspiring for leadership in sports organizations in the case study area.

### **1.3 Research questions**

In light of the above objectives, the following research questions were guiding this study:

1. What is the current status of women in leadership positions within sports organizations?
2. What are the main challenges and barriers faced by women aspiring to leadership positions in sport organizations?
3. How the main challenges and barriers faced by women aspiring to leadership positions be addressed?

### **1.4 Objective of the study**

The general objective of this study is to investigate the status and challenges of women in sports leadership in Yem zone, Central Ethiopian regional state. Within this general framework, the study is aimed at meeting the following specific objectives:

#### **1.4.1. Specific objectives:**

1. To assess the current status of women in leadership positions within sports organizations in the study area.
2. To examine the main challenges and barriers faced by women aspiring to leadership positions in sports organizations.
3. To forward possible recommendations to improve the barriers that impeded women from advancing to leadership positions.

### **1.5 Significance of the study**

The study is believed to come up with useful evidence on the current status and challenges of women in leadership positions in Yem Zone:

- To helping policy makers and concerned stakeholders to improve the situation.
- The findings of the study can be used by Civil Society Organizations to design initiatives and interventions aimed at promoting women's roles and representation in sports organizations.
- Finally, this research can be also used as a springboard for other studies in the field.

### **1.5 Delimitations of the study**

The study focused on examining the status and the challenge of women's leadership in sports organizations. This research was limited to all the district and town administrations within Yem Zone, Central Regional State of Ethiopia due to time and budget constraints.

### **1.6Limitation of the study**

While conducting the research, various limitations were expected to be encountered. For instance, due to the remoteness of the study area, the unavailability of recent studies was a great challenge that demanded a proactive measure to mitigate them through intensive interviews and surveys. Additionally, the limitation of resources including time and budget limited the research processes.

## 1.7 Operational definitions

**Leadership:** Is the process act of influencing the activities of an organized group in its efforts toward goal setting and goal achievement (Hollnagel, leadership, 2016)

**Status** The position, condition, or standing of an individual or group within a social, economic, or professional hierarchy. It can refer to a person's social standing, prestige, rank, or level of authority within a particular context (. Magee, J. C., & Galinsky, A. D. (2008). , 2008)

**Challenge** A difficult task or situation that requires effort, skill, or determination to overcome or deal with. It often involves obstacles (Tjosvold, challenge , 1988) difficulties, or problems that need to be addressed or resolved.

**A barrier** is defined as something that is in someone's way when they are attempting to complete a task or goal. (Hollnagel, 2016)

**Glass ceiling** The Glass Ceiling is a phenomenon that states that there is a lack of access for women to move up the organizational hierarchy to achieve leadership positions(Weyer, 2007).

## CHAPTER TWO

### 2 REVIEW OF RELATED LITERATURE

#### 2.1 Meaning and Concept of Leadership

For the purpose of acquiring a comprehensive meaning of the concept of leadership there necessarily the link between the issues and the concept of leadership. Leadership is then defined as is the act of influencing the activities of followers through the communication process and towards the attainment of some goal or goals. Leaders are able to guide their followers about what must be done and what ought to be done (Ma'rifah & Sinaga, 2023). Through leadership, the act of an organized group is also possible to be influenced and guided.

Leadership is not only determining the destiny of an organization but it goes beyond that and demands leaders the courage to follow what they stand for. (Schein, 2015b). All in all, leadership is about the interpersonal influence made by leaders on their followers through the communication process, toward the attainment of a specified goal or goals (Johns & Moser, 1989)<sup>i</sup> Leadership is neither a person nor a position; it is rather the result of complicated moral relationship between people, based on thrust, obligation, commitment, emotion and a shared vision of the good. The leader sets out the goal or path for his/her followers, and gets them to move in the path with him or sheer with each other (Miao et al., 2012).

Leadership is the process of influencing an organized group toward accomplishing common set goals (Virgiawan et al., 2021). International Journal of Academic Research in Business and Social Science, (Aman et al., 2019). It is also defined as the ability of an individual to establish direction for a working group of individuals who gain commitment from this group of members to this direction and who then motivate these members to achieve the direction' t comes (H. Assefa, 2015).

Leadership, however, requires neither gender qualifications nor someone with communal or a genetic characteristics but one with instinct potential to fulfill responsibilities (Saybani et al., 2015). However, the literature suggests leadership has been predominantly a male prerogative, such as, in the corporate, political, military, and other sectors of society (Evans & Pfister, 2021) and this does not exclude the realm of sport. Women are less likely than men to be associated with leadership (Latu et al., 2013) women face a disproportionate number of life challenges that reduces their ability to achieve their full potential. Although women have gained increased access supervisory and

middle management positions, they remain quite rare as elite leaders and to executives (Latu et al., 2013).

Gender and leadership style: A meta-analysis. *Psychological Bulletin*, 108(2), 233-256. This meta-analysis explores the relationship between gender and leadership styles, examining how societal expectations and gender roles influence perceptions and evaluations of women in leadership positions.

Glass Ceiling Theory, (Davis, 2021) *Breaking the glass ceiling: Can women reach the top of America's largest corporations?* Addison -Wesley. The concept of the "glass ceiling" and its impact on advancement to top leadership positions. While not specific to sports organizations, it provides insights into barriers women face across various industries.

Social Role Theory: Schneider, (Biernat, 2018). *Measuring gender role stereotypes in sport. Psychology of Sport and Exercise*, 15(3), 367-377. This article applies social role theory to examine gender role stereotypes in the context of sports. It discusses how societal expectations and norms influence the perception of women's leadership abilities in sports organizations. Critical Feminist Perspective (Nabella et al., 2022). *From sex roles to gendered institutions. Contemporary Sociology*, 21(5), 565-569. This article offers a critical feminist perspective on gendered institutions, discussing how organizational structures and practices perpetuate gender inequalities. It can be applied to analyze the challenges faced by women in sports organizations' leadership positions.

Intersectionality Theory: (Branch, 2021) *Intersectionality in sport leadership: A systematic review. Journal of Sport Management*, 33(1), 1-14. This systematic review examines Intersectionality in sport leadership, exploring how gender intersects with other social identities (e.g., race, ethnicity, class) to shape women's experiences as leaders in sports organizations. Transformational Leadership Theory (Ghadi, 2017) *Transformational leadership* (Guay, 2013). Psychology Press. Transformational leadership theory, which emphasizes the leader's ability to inspire and motivate followers. It can be applied to understanding the leadership styles and effectiveness of women leaders in sports organizations.

## **2.2 Women's Vs. Men's Leadership**

There is a famous saying that women and men are different in leading but for organizations striving to bring gender equity effective leadership is not in any way related to sex, leadership is leadership. It is the deep rooted attitudes, beliefs and mindsets about gender roles that in turn influence men's and women's leadership capability. Thus, as long as we have expectation differences from men and women leaders, then it means that we should apply different standards and as a result experience different behaviors. Leadership quality and capacity of men and women should be viewed from individual perspective rather than from the point of (Ghadi, 2017)

“Resetting to zero, if there are no sex-based differences between leaders, why do we „see“ differences? Is it just a matter of perception? There are two critical explanatory concepts and processes which offer significant insights and make sense of recent research on women in leadership. This research demonstrates that all else being equal (e.g. women and men were equally qualified, equally ambitious and not „distracted“ by children), decisions were still made at every stage of a career which slightly advantaged men and disadvantaged women what are the explanatory factors? The first concerns (Eagly & Karau, 2002)

## **2.3 The Status of Women Leadership in Sports Organizations**

The presence of women in leadership positions within sports organizations has been a topic of growing interest and importance. This review aims to provide an overview of the current status of women's leadership in sports organizations, highlighting recent research and references that shed light on the subject. Research indicates that despite significant progress in women's participation in sports, their representation in leadership positions remains limited. A study by Jones et al., (2023) found that women accounted for only 20% of executive leadership roles in major sports organizations. This underrepresentation can be attributed to various factors, including gender biases, lack of opportunities, and stereotypical perceptions of women's capabilities in leadership roles.

One significant barrier that hinders women's progress in sports leadership is the glass ceiling phenomenon. A study conducted by (Eagly & Karau, 2002) examined the experiences of female sports executives and highlighted the existence of an invisible barrier that prevents women from reaching top leadership positions. The research emphasized the need for organizational policies and

cultural changes to break through this glass ceiling and promote gender equality in sports leadership.

Efforts to increase women's representation in sports leadership have gained momentum in recent years. The International Olympic Committee (IOC) has taken steps to address this issue by implementing gender equality initiatives. For instance, the IOC established a target of achieving a minimum of 30% female representation in decision-making bodies by 2020. A report by (Lesch et al., 2021) evaluated the progress made by the IOC and emphasized the importance of continued efforts to achieve gender parity in sports governance.

The benefits of gender diversity in sports leadership have been widely recognized. Research (D. G. Assefa, 2016) demonstrated that organizations with a higher proportion of women in leadership positions tend to be more inclusive, innovative, and successful. This finding highlights the need for sports organizations to prioritize gender diversity and actively promote the inclusion of women in decision-making processes. Various initiatives and programs have emerged to support and empower women in sports leadership. The Women's Sports Leadership Academy (WSLA), founded in (Schein, 2015a) aims to provide leadership training and mentorship opportunities for women in sports management. A study by (Schein, 2015a) evaluated the impact of WSLA and revealed positive outcomes in terms of increased confidence and career advancement for participants (Daye, 2022).

### **Women's Leadership in Ethiopian Sports Organizations: Challenges and Opportunities**

International Journal of Sport Management, Recreation & Tourism, 36, 69-74. This article discusses the challenges and opportunities for women's leadership in Ethiopian sports organizations. It explores barriers such as cultural norms, gender stereotypes, and limited access to resources, while also highlighting strategies and initiatives that promote women's leadership in the sports sector. (Pielichaty, 2024) Women's Leadership in Ethiopian Athletics: A Case Study of the Ethiopian Athletics Federation. International Journal of Sport Policy and Politics, 9(2), 211-227. This case study examines women's leadership in the Ethiopian Athletics Federation, focusing on the experiences, challenges, and achievements of women leaders in the context of Ethiopian athletics. It provides insights into the unique dynamics of women's leadership in this specific sports organization (Unites & Diasporic, 2023).

## **2.4 Major challenges and barriers faced by women aspiring to leadership positions in sport organizations**

**Gender Bias and Stereotypes:** Research has consistently highlighted the presence of gender biases and stereotypes that hinder women's progress in sport organizations. Women often face preconceived notions that they are not as competent, assertive, or suited for leadership roles as their male counterparts (Gray, 2020b). These biases can impede women's access to opportunities, limit their advancement, and undermine their credibility.

Many women who aspire to senior management positions face barriers to advancement in the workplace (Gray, 2020a). These barriers include role match stereotypes, glass ceilings, glass cliffs, glass walls, barriers to strong family involvement and commitment, and employee and employer discrimination.

**Glass Ceiling and Lack of Visibility** The glass ceiling phenomenon refers to the invisible barriers that prevent women from reaching top-level positions within organizations. Women aspiring to leadership roles in sport organizations often encounter limited promotion opportunities, fewer significant assignments, and a lack of visibility compared to men (Lesch et al., 2021). This lack of upward mobility can hinder their career progression and limit their chances of assuming leadership positions.

**Male-Dominated Networks and Old Boys' Club Culture** Sport organizations have traditionally been male-dominated, with established networks and a culture that perpetuates exclusionary practices. Women aspiring to leadership positions may face difficulties accessing influential networks and mentorship opportunities that are critical for career advancement (Brown et al., 2023). The presence of an old boys' club culture can create barriers for women, making it challenging for them to break through established power structures.

**Work-Life Balance Challenges** Balancing work and personal responsibilities is a significant challenge for women aspiring to leadership positions in sport organizations. The demanding nature of leadership roles, long working hours, and travel commitments can clash with societal expectations and care giving responsibilities (Lesch et al., 2021). This can create additional pressures and barriers for women, making it difficult to pursue career advancement opportunities.

**Lack of Organizational Support and Policies** the absence of supportive organizational policies and practices can hinder women's progress in sport organizations. The lack of flexible work arrangements, mentoring programs, leadership development initiatives, and family-friendly policies can limit women's ability to navigate their careers successfully (Lesch et al., 2021) Organizations that fail to address these issues may struggle to retain and promote talented women.

**Lack of Female Role Models and Representation** The scarcity of female role models and leaders in sport organizations can be a significant barrier for women. The absence of visible female leaders may limit the aspirations and confidence of women aspiring to leadership positions (Schein, 2015a) It is crucial to have diverse representation at all levels of leadership to inspire and empower women to pursue their career

**Stereotypes of Masculinity and Physicality** Sport organizations are often associated with masculine attributes and physical prowess. These stereotypes can create an environment where women's leadership abilities are questioned or undervalued (Schein, 2015a) The emphasis on physicality can lead to the perception that women are more suited for support roles rather than top leadership positions, further limiting their opportunities.

**Limited Access to Resources and Funding:** Women aspiring to leadership positions in sport organizations may face challenges in accessing resources and funding. This includes financial resources for training, education, and professional development opportunities (Lesch et al., 2021). Limited access to resources can hinder their ability to acquire the necessary skills, knowledge, and networks required for leadership roles.

**Implicit Bias and Discrimination:** Implicit bias refers to unconscious biases that individual's hold, which can influence decision-making processes. Women aspiring to leadership positions may face implicit biases and discrimination in recruitment, promotion, and selection processes (Lesch et al., 2021)

**Lack of Supportive Organizational Culture** The organizational culture within sport organizations can either foster or hinder women's aspirations for leadership positions. A lack of supportive culture that values diversity, inclusion, and gender equality can create a challenging environment for women (Lesch et al., 2021). Organizations with a culture that promotes gender equity and offers opportunities for women's advancement are more likely to attract and retain talented female leaders.

**Intersectionality and Multiple Forms of Discrimination:** Women aspiring to leadership positions may face additional challenges due to intersecting forms of discrimination, including race, ethnicity, sexuality, and ability. Intersectionality acknowledges that women's experiences are shaped by the intersection of various social identities and that discrimination can be compounded (Lesch et al., 2021) Understanding and addressing the unique challenges faced by women from diverse backgrounds is essential for promoting gender equality in sport organizations.

Women in sport leadership positions like administrators and decision-makers still faced obvious challenges that significantly limit the advancement for greater opportunities. Despite these advances in women's equity and empowerment in leadership positions, women are still underrepresented(Aman et al., 2018). Workplace ((Turel, 2017.2004)which posits that few women ever reach to the top level of leadership because there have been few women in the lower level. This standpoint often assumes that the reason for underrepresentation of women in a traditionally male dominated field is the lack of women preparing to enter those(Gray, 2020a)This is also attributed to variety of causes, including women's family responsibilities and inherited tendencies for women to display fewer of the traits and motivations that are necessary to attain and achieve success in top level positions Explanations for this sparse representation of women in top leadership positions have traditionally focused on the idea that a lack of qualified women created a "pipeline problem"(Aman et al., 2018) (In the context of sport, the career path of higher level leadership includes coaching and lower administrative level, but because of the scarcity of women at the lower level thus, the career to move into the higher positions of leadership become more difficult ((Massengale, 2009)The increase participation of women as athletes and officials as the potential leadership hiring pool should have helped solve the pipeline problem, but underrepresentation is still prevalent in higher level of management.

The United States, particularly among senior leadership women, highlights the importance for coming career –related obstacles In Canada, women and girls participating in sport (Gray, 2020a)and decision makers in sport

Gender Representation in Sports Leadership:(Cosentino et al., 2021) Women in intercollegiate sport: A longitudinal study—Thirty-five year update 1977–2012. Women's Sports Foundation. This

longitudinal study examines the representation of women in leadership positions in intercollegiate sports in the United States over a 35-year period. It provides quantitative data on the progress and challenges faced by women in attaining leadership roles.

**Barriers and Challenges Faced by Women Leaders:**(Parker, 2019) Women in sport leadership: Research review. *Women in Sport and Physical Activity Journal*, 24(1), 5-14.This research review synthesizes empirical studies on women in sport leadership roles. It highlights the barriers and challenges faced by women, including gender stereotypes, discrimination, work-life balance, and lack of role models .**Leadership Styles and Effectiveness of Women Leaders**(Johnson, 2018). An examination of the leadership behaviors of female intercollegiate head coaches. *Journal of Sport Management*, 22(4), 409-426.This empirical study explores the leadership behaviors of female head coaches in intercollegiate sports. It examines the effectiveness of different leadership styles employed by women leaders and their impact on team performance.

**Organizational Culture and Climate:**(Hancock & Hums, 2016). An examination of administrative support provided to female collegiate athletic directors. *Journal of Issues in Intercollegiate Athletics*, 9, 1-21.This study investigates the organizational culture and support provided to female athletic directors in collegiate sports. It examines the role of administrative support in facilitating women's leadership success and job satisfaction.

**Mentoring and Networking:**(Cunningham, 2019). Mentoring in sport organizations: An examination of forms, functions, and benefits. *Sport Management Review*, 13(4), 307-327.This empirical study explores the role of mentoring in the professional development of women in sport organizations. It examines the different forms and benefits of mentoring relationships and their impact on career advancement.

**Gendered Pay Gap:**(Massengale& Lough, 2010). Gender equity in college athletics This study examines the gender pay gap in college athletics in the United States. It assesses the impact of legislation on gender equity in terms of coaching salaries and representation in athletic administration.

From the above literature, it's important to note that the challenges and barriers faced by women in sport organizations can vary across different cultural, societal, and organizational contexts. This review also demonstrates that while progress has been made, women's roles and representation in

sport organizations continue to be an important area of study. It highlights the historical context, current challenges, and potential solutions for promoting gender equality within these organizations.

## **2.5 Strategies**

Within Chapter 2 outlined some of the work of key organizations and institutions that are attempting to improve gender balance within sport leadership/governance. In addition to the work of these organizations and practitioners, several academics have proposed and/or evaluated strategies for change across various sectors, including sport governance.(Piggott, 2019) presents a long list of recommended strategies for change in developing greater gender equality within sport governance. Her recommendations include: greater awareness of gender inequalities and the barriers impeding the advancement of women in leadership positions, open and transparent recruitment processes, reducing the workload of leaders and expectations to work unsociable hours, offering childcare options, inviting women from outside of sport to apply for positions, and creating a pool of potential female leaders(Pfister, 2011) . Three additional recommendations that I will discuss in more depth in this section are, as follows: the introduction of gender quotas, the provision of education and support programs for women leaders, and new/creative approaches towards gender equality.

### **4.5.1 Gender quotas**

Quotas generally refer to positive action undertaken to recruit underrepresented demographic or social groups (Sisjord et al., 2017) highlight the key link between quotas and democracy, with a basic comprehension of both being that leaders should reflect the views of the whole population. Because of their explicit aim to advance the position of women within the field in which they are being applied, quotas are an example of a succession field strategy. Quotas come in many different forms, and(Skirstad, 2009) identifies three kinds of gender quotas: moderate, radical, and earmarking. Moderate quotas refer to the preference of the underrepresented gender if two candidates have the same qualifications. Radical gender quotas are used when the individual from the underrepresented gender is preferred, even if they are not the best qualified candidate for the position, as long as they meet the minimum requirements for the job. Finally, earmarking quotas are introduced when a certain number of jobs or positions are reserved for one gender (Skirstad, 2009), . Norway has been a leading country in the introduction of quotas within sport leadership. (Skirstad, 2009)discussed how the Norwegian Olympic Committee first introduced a moderate gender quota in

(Wassong, 2021) and its regional sporting bodies and sport federations. Whilst the election of women was encouraged, no representation figure or target was presented. The quota rules changed in 1990 to become more radical, with the introduction of a requirement for a minimum of two representatives of each sex to be represented on each governance group which was extended to sport clubs that sit under the 74 NOC. There were proposals put forward to the General Assembly of Sports in Norway in 2003 and 2007 for an earmarked gender quota of 30% and 40% female representation, respectively, but neither of these proposals were successful (Skirstad, 2009). This demonstrates the constantly shifting power relations within a field of forces where actors are seeking, individually or collectively, to safeguard or improve their position (Wicker & Kerwin, 2022). Aside from research undertaken on Norwegian sport organizations (Wicker & Kerwin, 2022).. (Adriaanse & Schofield, 2014) examined the impact of gender quotas within Australian National Sport Organizations and concluded that quotas are essential for advancing gender equality through reducing the dominance that men have both in power and production. (Adriaanse & Schofield, 2014) However, they also argued that gender quotas were not sufficient to advance gender equity within sport organizations' because there were other gendered dimensions operating simultaneously. I will discuss the impact of national and organizational quotas on both gender balance and gender equity within the governance of England Golf and the LTA within Section 7.2. (Adriaanse & Schofield, 2014) conclusions highlight that even if succession field strategies advance the position of women within the objective hierarchies of organizational fields, subversion field strategies are required to sustainably transform the field's system of authority and change organizational habitus to be more gender-equitable. Furthermore, women leaders need the opportunity to accumulate and convert capital to ensure that they are not seen as token women. Within the next section I will review the work that academics have done in evaluating how successful women's leadership development programs are at achieving this. 75 4.

## **5.2 Women's leadership development programs**

Leadership development has been defined as a process that expands 'the collective capacity of organizational members to engage effectively in leadership roles and processes' (Hartley & Hinksman, 2003). Increasingly, it has been argued across various sectors that leadership development programs need to be tailored for women leaders in order to meet their specific needs and experiences (Piggott, 2019). However, (Ely et al., 2011) outline weaknesses of women's

leadership development programs (WLDPs), including that ‘practitioners and educators lack a coherent, theoretically based and actionable framework for designing and delivering leadership programs for women’ (p. 475). As a result of this, they go on to suggest that many WLDPs adopt one of two problematic approaches: a ‘fix-the-women’ approach or an ‘add-women-and-stir’ approach (Ely et al., 2011, p. 475). A ‘fix-the-women’ approach locates the problem in women and stereotypically assumes that women have not been socialized to compete on the same level as men, and therefore must be taught the skills that their male counterparts have learnt (Ely et al., 2011). This is particularly problematic because of its association of effective leadership with male attributes, which can lead to problems of role incongruity for women leaders who attempt to adopt typically masculine qualities. An ‘add-women-and-stir’ approach promotes the deliverance of the same development programs that are delivered to men, and ignores that gender is a problem at all (Ely et al., 2011). Both approaches fail to resist the male dominated organizational habitus of the sport organizations that female leaders work within which, as I have outlined throughout this chapter, tend to be more harmonious with the habitus of dominant male leaders. In response to their arguments on the limitations of WLDPs, Ely et al. (2011) suggest that WLDPs would benefit more from elements such as 360-degree feedback, leadership networks, and exposure to a range of leadership styles. Furthermore, they argue that WLDPs should be based around three key principles. First, they should be situated within an analysis of subtle forms of cultural and organizational bias to increase awareness of gender bias, make women less susceptible to its effects, and offer women a framework for diagnosing and intervening in their organizations (Ely et al., 2011). This aligns with Bourdieu’s strong emphasis on reflexivity as a method of resistance. Second, there should be a safe space established for learning and experimenting with a community of peer support to allow participants to feel a sense of belonging and identification. This develops a bonding form of social capital amongst the women through their strong social ties, which in turn develops trust (Putnam, 2000) Third, WLDPs need to anchor participants on their leadership purpose to allow women to redirect their attention outward towards shared goals and who they need to be to advance those goals (Ely et al., 2011). This is more of a focus on enhancing the cultural capital of women, through identifying what experiences and qualifications they need to obtain (institutionalized cultural capital), and what mental and physical dispositions they need to adopt (embodied cultural capital) to become more effective leaders and achieve their goals. Despite the detail and depth of Ely et al.’s (2011) informative and distinctive recommendations for WLDPs, they are yet to conduct a study

which proves the effectiveness of their suggestions. As outlined within Chapter 2, there have been several WLDPs delivered in sport since the underrepresentation of women leaders was first identified as an issue in the 1980s. The extent to which WLDPs within the sport sector achieve Ely et al.'s (2011) recommendations also varies. Pike For example, the Women's Sport Leadership Academy (WSLA) uses 360-degree feedback, personal development planning, and the development of leadership networks (Pike et al., 2018), whereas the Women's Sport Network (WSN) just focuses on developing leadership networks (Burton, 2015) An outcome that seems to consistently be lacking in sport WLDPs is women leaders attempting to change the culture and structure of the gender-biased organizations within which they work.(Pike et al., 2018) suggest that the women who attend the WSLA tend to maintain a liberal approach towards gender equality rather than focusing on gender equity. This is because a liberal approach aligns with the requirements of the governance code that has been developed by the public bodies of sport that their organizations are funded by. It may be the case that a liberal approach is needed before more radical changes can take place, as the culture of sport organizations are unlikely to change without more women within them to initiate and substantiate change (Sayers-Brown, 2024). In terms of field strategies, WLDPs are succession strategies that better equip women with various forms of capital to take up leadership positions. Subversion strategies can then be introduced once these women are in positions of power to attempt to transform the field's system of authority, as well as organizational habitus, to be more gender-equitable. Within the next section I will discuss alternative frameworks that have been proposed to better understand ways of implementing subversion strategies to achieve organizational cultural change.

### **5.3 Alternative frameworks for understanding gender equity**

(Heiskanen, 2006) and (Grosser, 2011) outline three traditional approaches to gender and organizational change, and express their reservations towards each of these. The first of these, 'fix the women', was explained in the previous sub-section. The second, 'value the feminine', is in complete contrast to the first approach and celebrates women's difference from men. In particular, this approach values women's relationship orientation as an effective management style (Meyerson & Kolb, 2009). This approach is criticized because interventions are 'predicated on particular, dominant images of feminine and masculine, those that are heterosexual, white, and class privileged' (Meyerson & Kolb, 2009). The third approach, 'create equal opportunity', focuses on

structural barriers that women face in recruitment and advancement. Interventions within this frame are largely policy-based, such as revising recruitment procedures and establishing more transparent promotion policies (Meyerson & Kolb, 2009). . Although (Meyerson & Kolb, 2009). Acknowledge how these interventions have helped to improve the material conditions of women's lives, they also argue that their impact is limited because again they 'do not fundamentally challenge the sources of power or the social interactions that reinforce and maintain the status quo' (p. 112). In response to the inadequacy of these three traditional approaches, (Meyerson & Kolb, 2009). developed 'frame 4', which is a nontraditional approach to achieving gender equity. Frame 4 conceives gender as 'a complex set of social relations enacted across a range of social practices that exist both within and outside of formal organizations)' It is made up of three key phases: critique, narrative revision, and experimentation (Meyerson & Kolb, 2009).). The first of these phases, critique, identifies a need for organizations to be safer flexile in their social practices to make them more gender-neutral. This aligns with 78 Bourdieu's emphasis on reflexivity as a key first step in transforming problematic habitus. The second phase, narrative revision, encourages organizations to change dominant gendered narratives through which gender equities are discussed. For (Fowler, 2003), gendered narrative is a form of symbolic power because it Neutral sizes unequal gender power relations. Therefore, promoting alternative narratives can help to change the gendered logic of the field. The final phase is experimentation, which encourages small changes to be made to the behaviors of individuals which can in turn start to change organizational cultures. With organizational habitus being a structured structure that is influenced by the behaviors and interactions of individuals, changes to micro-behaviors such as refusing to laugh at sexist jokes can begin to transform the habitus (Piggott, 2019) and (Shaw & Frisby, 2006)developed and extended the 'fourth frame', highlighting two key limitations. First, they addressed a need to acknowledge the Intersectionality of gender in its application to management. As it is, frame 4 fails to acknowledge the differences in the experiences and ease of access to leadership positions for different women depending on their social background (Shaw & Frisby, 2006) argue that frame 4 would be stronger if it engaged with postcolonial feminism that challenges the authority of white feminist theorizing and questions its representativeness. Second, (Shaw & Frisby, 2006) emphasize a need for changing the assumption that gender equity is achieved at the expense of organizational effectiveness. Within the next section I will outline research that has provided evidence for gender balance on boards leading to improved organizational performance.

## 4.6 The business case for more women leaders

As I have highlighted within this chapter thus far, academics and practitioners are increasingly calling for a higher representation of women leaders within sport organizations. With this being the case, the important question arises as to whether an increased representation of women within sport organizations is beneficial to the functioning and effectiveness of organizations. Research reports and papers have contributed to this debate both outside and inside of sport. Outside of sport, Women on Boards UK's (Seierstad et al., 2017) review of the Davies Report outlines four key benefits of gender balance on corporate boards: improved performance, access to the widest talent pool, allowing a better response to the 79 market, and achieving better governance. They draw upon a number of different studies that have been conducted within the world of business to back up these claims (Desvaux et al., 2009). In their 2015 review, WOB UK add that greater gender balance helps to modernize British businesses and their reputation, and organizations benefit from more diverse perspectives (Kakabadse et al., 2015) No evidence is given to support these claims, however. A range of research projects have been conducted that have found benefits in increasing the number of women leaders within the business sector. Findings include that, on average, women leaders use more effective leadership styles (Eagly & Carli, 2003) that companies with good female representation in their top management groups have better financial performance (Moreno-Gómez et al., 2018) that leaders have reported that gender balanced boards have a positive impact on performance (Blanco-González et al., 2023) and that gender balance has a positive influence on corporate social responsibility (Piggott, 2019) Within politics, (Sammur et al., 2019) argues that a more gender-balanced parliament develops a greater awareness of the public's needs, considers a more expansive set of issues and interests, provides more informed decision-making, and enhances legitimacy due to the public feeling better represented by parliament. Conversely, two meta-analyses have been conducted that suggest there is little evidence that gender-balanced corporate boards lead to better performance (Pletzer et al., 2015); (Bennouri et al., 2018) found that firms with more female Directors tend to have slightly higher returns on assets and equity than firms with fewer female Directors, but the effect was very small. Furthermore, (Pletzer et al., 2015) found that a relationship between female representation on corporate boards and firm performance was small and not statistically significant. Comparatively little research has been conducted on the impact of gender-balanced leadership teams within sport governance. Women in

Sport's(Sotiriadou & De Haan, 2019) for Change argues that more gender-balanced sport boards would widen the skills and experiences on offer, develop more creative and forward-thinking boards, and bring more ideas and insight on how to better engage women and girls in sport participation and spectatorship. However, no evidence or references are provided to back up these arguments.(Sotiriadou & De Haan, 2019) gathered the opinions of male and female Danish senior level sport officials on the role of both women 80 and men within their organizations, and reported that the majority of sport leaders in her study claimed that they would prefer more women to be involved in the leadership of their organization. Reasons given for this included that women would bring different perspectives and new ideas to the boardroom, would improve the atmosphere in meetings, and would help with alleviating the lack of volunteers. Additionally, (Acosta & Carpenter, 2014) found that a benefit of more female Athletic Directors within intercollegiate sport in the US was a trickle-down effect of more female coaches working in that department. (Betzer-Tayar et al., 2017) argue that young women need to see women in decision-making positions in order to locate sports participation as being important in their futures, and that gender equity in administrative positions is simply a matter of fairness. The research findings that I have discussed within this section outline the complexity of the issue of gender balance within sport leadership. Findings that demonstrate the positive impacts of more female leaders suggest that women have the potential to accumulate gender capital through effective leadership styles, offering new and different perspectives, and effective ways of working. If legitimized and viewed positively, theoretically such gender capital should be a cultural resource which is convertible into power, influence, and status (Silva, 2005). However, as I have highlighted throughout this chapter, women remain underrepresented within sport leadership and the system of authority and organizational habitus of sport organizations continue to privilege men. More research needs to be conducted on the business case for gender-balanced sport leadership to better inform and substantiate calls for the appointment of more women leaders. I will discuss the views of senior leaders within England Golf and the LTA on the impact of gender-balanced leadership teams in

## Participative Theory

Participative leadership theories suggest that the ideal leadership style takes the input of others into account. Participative leaders encourage participation and contributions from group members and help group members to feel relevant and committed to the decision-making

Process .A manager who uses participative leadership, rather than making all the decisions, seeks to involve other people, thus improving commitment and increasing collaboration, which leads to better quality decisions and a more successful business (Lamb, 2013).<sup>16</sup>

## Transactional/Management Theory

Transactional theories, also known as management theories, focus on the role of supervision ,organization and group performance, and the exchanges that take place between leaders and followers. These theories base leadership on a system of rewards and punishments (Charry2012). In other words, the notion that a leader's job is to create structures that make it abundant clear what is expected of followers and the consequences (rewards and punishments) associate with meeting or not meeting expectations (Lamb, 2013). When employees are successful, they are rewarded and when they fail, they are reprimanded or punished (Cherry, 2012). The managerial or transactional theory is often likened to the concept and practice of management and continues to be an extremely common component of many leadership models and organizational structures (Lamb, 2013).

## Relationship/Transformational

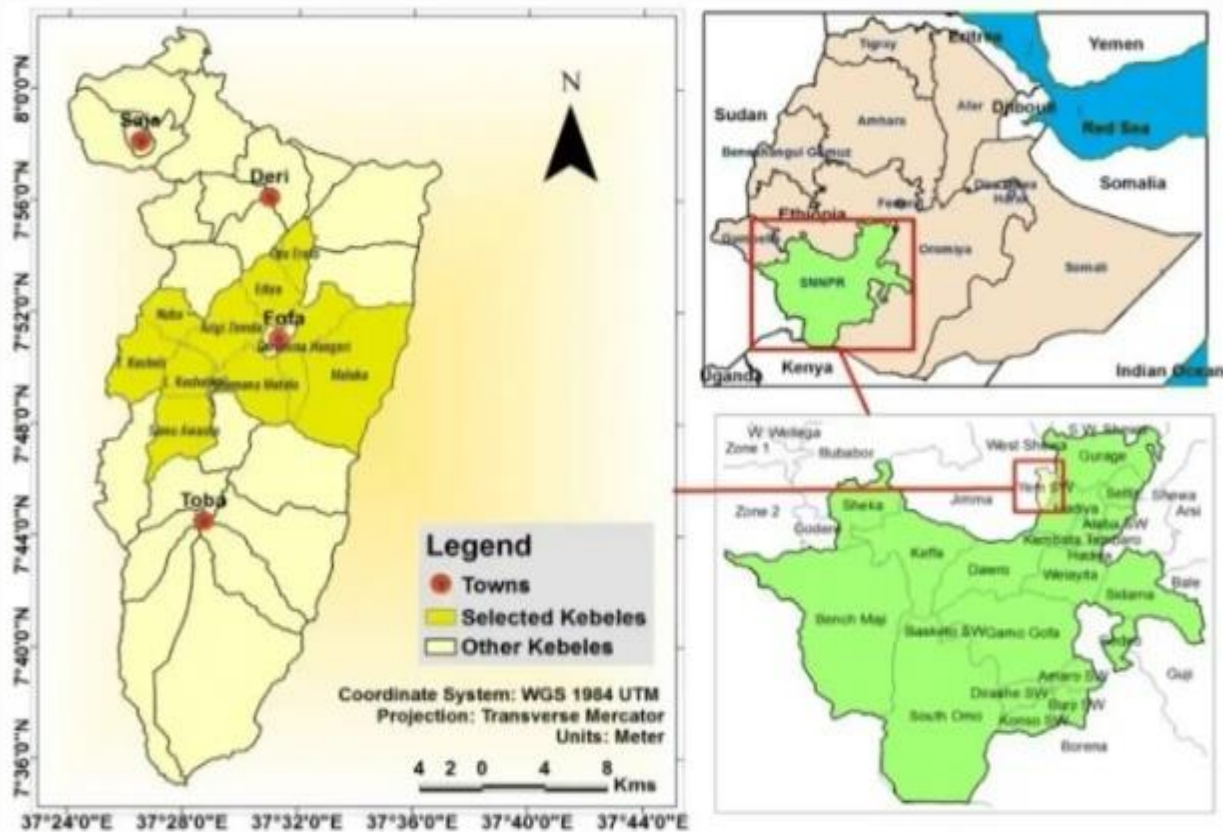
Theory Relationship theories, also known as transformational theories, focus on the connections formed between leaders and followers. In these theories, leadership is the process by which person engages with others and can “create a connection” that results in increased motivation and morality in both followers and leaders. Relationship theories are often compared to charismatic leadership theories in which leaders with certain qualities, such as confidence, extroversion, and clearly stated values, are seen as best able to motivate followers (Lamb, 2013). Relationship or transformational Management 2015, 5(1): 6-14 9 leaders motivate and inspire people by help in group members see the importance and higher good of the task.

## CHAPTER THREE

### 3. RESEARCH METHODOLOGIES

#### 3.1 Study Area

The study site, Yem Zone, is one of the zones in the Central Ethiopia Regional State. The zone is bordered by the Oromia Regional State on the west and north and separated from Gurage on the northeast. It is also bordered by Hadiya Zone on the east and by the Omo River in the south and (Gezahegn, 2015). within coordinates of 7°37'N to 8°02' N and 37°40' E to 37°61' E. Yem occupies a surface area of 724.5 km<sup>2</sup> (IEP, 2010). The district lies within elevations of 920-2939 meters above sea level (masl) and has three traditional agroclimatic zones; namely, Dega (cool highlands) (18.4%), Weyna Dega (tropical high- lands) (57.6%) and Kolla (lowlands) (24.0%) (Kassa et al., 2015). The zone is further subdivided into Saja, Fofa, Deri and Toba Woredas as its lower tiers of administrative structures which are going to be considered for this study.



### **3.2 Study Design**

To address the research objectives effectively, descriptive survey design involved both quantitative and qualitative methods was needed to generate and analyze the data. In this context, the mixed-methods method combines both quantitative and qualitative methods a quantitative approach involved analyzing statistical data on the representation of women in leadership roles, while a qualitative approach involved conducting interviews with women leaders and experts to understand their experiences and challenges. To this end, quantitative surveys and organizational reports were used. Qualitatively, a key informant interview was employed to generate contextual insights on the status and challenge of women leaders in youth and sports organizations in Yem Zone, central Ethiopian regional state.

### **3.3 Population of the Study**

Population of the study was among central Ethiopia regional state government zones yem zone youth and sport office was selected to conduct this study.

### **3.4 Sample size and sampling techniques**

The study population for this study was experts, coach sport federation and leaders in the sports organizations within Yem Zone. Accordingly, 12 leaders, 20 sports experts, 21 members of sports federations, and 26 coaches were included in the survey. Therefore, since the size of the population [total =79] was manageable, all of the 79 sampling units were selected for the survey using the purposive sampling technique. In purposive sampling, participants were selected based on specific criteria relevant to the research objective. Researchers might choose to include women in leadership positions in sports organizations or women who have attempted to enter leadership roles but faced challenges. This technique allows for a focused investigation of specific individuals who can provide valuable insights.

Table 1 Distribution of respondents by positions and organizations

|   | Positions               | Youth and sport organization office |                            |             |             |             | Total respondent |
|---|-------------------------|-------------------------------------|----------------------------|-------------|-------------|-------------|------------------|
|   |                         | Yem zone                            | Saja administration office | Deri Wordea | Fofa woreda | Toba woreda |                  |
| 1 | Youth and sport leaders | 3                                   | 3                          | 2           | 2           | 2           | 12               |
| 2 | sports experts          | 6                                   | 4                          | 3           | 4           | 3           | 20               |
| 3 | sports federation       | 8                                   | 4                          | 3           | 3           | 3           | 21               |
| 4 | Coaches                 | 10                                  | 4                          | 4           | 4           | 4           | 26               |
|   | Total                   | 27                                  | 15                         | 12          | 13          | 12          | 79               |

### 3.4 Data Sources and Collection Methods

Both primary data were used to collect the necessary information. Primary data was collect through in-depth interviews with representatives of sports office leaders, sports experts, sports federations, and coaches. In addition, a survey using a structured questionnaire was used to collect primary data from all stakeholders in the sports organizations in the zone.

### 3.5 Data collection instruments

Questionnaires and interviews were employed as data gathering tools to collect data from the respondents. In this regard, a closed-ended questionnaire was used to collect information from sports experts and sports federations and coach. Necessary questions were distributed to the target populations on time, and data was collected through self-administered questionnaires that were pre-determined statements and sets of questions to collect the appropriate information that supports the appropriate report writing and analysis. In addition, the researcher prepared semi-structured interview guides, and face-to-face interviews was carried out to gather in-depth information from the youth and sports office leadership, coaches working with a sports organization, and so on. Finally, checklists will also be prepared in advance to collect relevant data from secondary sources.

### **3.6 Questionnaire**

The study was used the method as a data collection instrument to gather reliable information. The questionnaire was designed in the form of. Summated scales (or Likert-type scales) are developed by utilizing the item analysis approach, wherein a particular item is evaluated based on how well it discriminates between those whose total score is high and those whose score is low. Those items or statements that best meet this sort of discrimination test are included in the final instrument.

#### **3.6.1 Interview**

The researcher prepared structured oral interview guides, and the interview was used to be carried out face-to-face to collect data from youth and sports office managers, working with a sports organization for sports development. For better communication between the interviewees and the interviewer

#### **3.6.2 Pilot study**

A pilot study conducted on seven respondents who are not part of the sample group. The purpose of the pilot study was to assess the relevance of the questionnaires designed to collect data for the 28 study. The objective is also to check the clarity of the questionnaire items. Accordingly, all questionnaires were distributed seven respondents. On the bases of the feedback from the pilot study and the expert's comments, some modifications were made to the questionnaire. And the reliability was checked by Cronbach alpha and its result and it was reliable. The value of cronbach's alpha should exceed 0.78 as suggested by (Nunnally ) and Hair et al , 1978and 2009)

### **3.7 Data collection procedures**

To conduct the current study, the following relevant procedures were used. A thorough literature review was conducted to understand the study variables and based on these questionnaires for the survey checklists for the key informant interviews were designed.

### **3.8 Method of data analysis**

Analysis of the Data: The data was analyzed using SPSS version 25 software. The collected data from questionnaires was analyzed quantitatively. Descriptive statistics were computed on the data produced by the quantitative instrument. Administering surveys or questionnaires to collect

quantitative and qualitative data on women's leadership positions, representation, and perceptions of gender-related barriers in sports organizations. Accordingly, the data generated using multiple methods and from multiple sources was analyzed through a triangulation. One of the most advantageous characteristics of conducting mixed-methods research is the possibility of triangulation, i.e., the use of several means (methods, data sources, etc.) to examine the same phenomenon and hence enhance the quality of the findings. The data was gathered through interviews and analyzed

### **3.9 Ethical Considerations**

Every data collection method deployed during the study at the organization was practiced after acquiring consent from the respondents, and following that, the participants of the study were made clear about the purpose of the study so that they would meaningfully participate in the study. The questionnaires provided to the respondents had general information about the purpose of the study. Apart from that, the questionnaire indicated that the participants are free to indicate their names in the questionnaires, and hence the questionnaire has ensured the confidentiality of the information provided by the respondents. As the distribution and collection of the questionnaires was done through sealed envelopes, it will reaffirm to the respondents the confidentiality of the information provided

## CHAPTER FOUR

### 4 RESULTS AND DISCUSSION

#### 4.1 Introduction

This chapter deals with the presentation and discussion of data collected from different respondents through household surveys, key informants, and interviews of concerned officials, experts, the sports federation, and coaches in Yem Zone. It starts with the response rate and demographic information of the respondents, such as their age category, gender composition, and educational status. It also presents an investigation on the status and challenges of women's leadership in sports organizations in the study area.

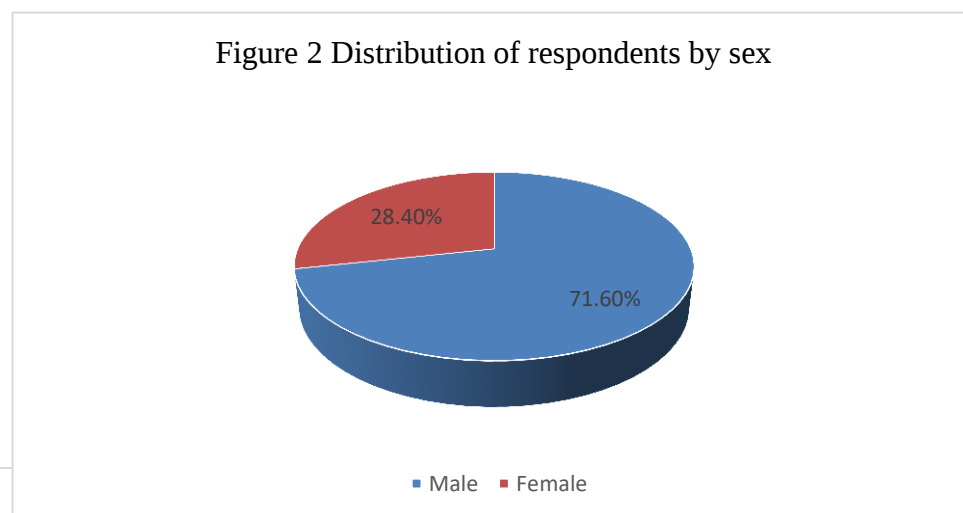
In this chapter, there is a central analysis, presentation, and discussion of the status and challenges of women's leadership in sports organizations in the study area, based on the quantitative and qualitative data obtained from questionnaires, key informant interviews, observations, other related government offices, and the activity of the study area.

#### 4.2 Demographic Characteristics of the Sample Respondent

Demographic variables such as age, sex composition, and educational status are important inputs for the process of socio-economic development planning, whose ultimate goal is to improve the welfare of the people.

##### 4.3.1 Gender Composition of the Respondents

As stated earlier, the sample size of household heads for this study was 67. From these sample populations, about 71.6% (48) were male household heads, while the remaining 28.4% (19) were female household heads. Figure 2 Distribution of respondents by sex



Source: Field Survey, (2024)

#### 4.3.2. Age Category of the Respondents

As indicated in the table, the age composition below 25 6 (9.0%) to 26-30 18 (26.9%) is the age category of 31-35 years, followed by 43.3% (29) to 36-40 (10.9%) and above 40 (4.0%), who were in the age group above 31-35 years old.

**Table 2 Age composition of the respondent**

| Age      | Frequency | Percent |
|----------|-----------|---------|
| below 25 | 6         | 9.0     |
| 26-30    | 18        | 26.9    |
| 31-35    | 29        | 43.3    |
| 36-40    | 10        | 14.9    |
| above40  | 4         | 6.0     |
| Total    | 67        | 100.0   |

Source: Field Survey, 2024

#### 4.3.3. Educational Status of the Respondents

As indicated in Table 4.3, the educational status of the respondents. Out of 67 respondents, 48 (71.6%) people have has BSc (Bachelor Degree) degree, and from all respondents' only 1 (1.5%) persons, twelve completed them: 12 (17.9%) diploma holders and master's, holder 6 (9.0%)

**Table 3 Educational Status of the Respondents**

| Educational status | Frequency | Percent |
|--------------------|-----------|---------|
| Twelve compel it   | 1         | 1.5     |
| Diploma            | 12        | 17.9    |
| BSc                | 48        | 71.6    |
| MSc                | 6         | 9.0     |
| Total              | 67        | 100.0   |

Source: Field Survey, 2024

#### 4.3.4 Names of worda of respondents

As indicated in Table 4.4, among the 67 respondents, 24 (35.8%) were from the Yem Zone, and 12 (17.9%) were from Saja administration Town. 10 (14.9%) were from Deri Worda. 11 (16.9%) were

from Fofa worda, and the remaining 10 (14.9%) were from Toba worda. This indicated that Yem Zone has more interviewers and Toba has the fewest interviewers in their project. The summary is also expressed in the figure as follows:

**Table 4 Name of wordas of respondents**

| Names of worda      | Frequency | Percent |
|---------------------|-----------|---------|
| Yem zone            | 24        | 35.8    |
| Saja administrative | 12        | 17.9    |
| Deri                | 10        | 14.9    |
| Fofa                | 11        | 16.4    |
| Toba                | 10        | 14.9    |
| Total               | 67        | 100.0   |

Source: Field Survey, (2024)

#### 4.3.5 Summary of respondents by responsibility

As indicated in Table 4.5, among the 67 respondents, 20 (30.3%) were experts from sport organizations, 21 (31.3%) were from federations from sport organizations, and the remaining 26 (38.4%) were from coaches from sport organizations. This indicated that 26 (38.4%) were from coaches, who had more respondents. The summary is also expressed in the figure as follows:.

**Table 5 Responsible of respondent**

| Responsible of respondent |           |         |
|---------------------------|-----------|---------|
|                           | Frequency | Percent |
| Expert                    | 20        | 30.3    |
| Federation                | 21        | 31.3    |
| Coach                     | 26        | 38.4    |
| Total                     | 67        | 100.0   |

Source: Field Survey, (2024)

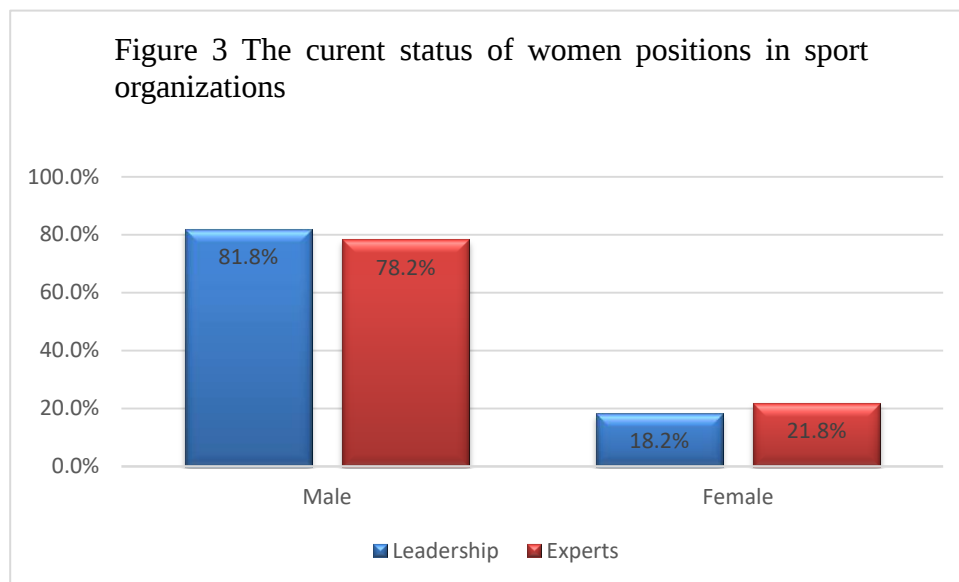
#### 4.4. Results of the Study

This part deals with the results of both primary data which were gathered through household surveys, key informants, and field observation. It presents the results based on the order of the objectives of the study as listed in chapter one.

##### 4.4.1 The status of women leaders in sports Organizations

In order to assess the stratus of the women's positions in sport's organizations in Yem zone, secondary data was collected from the zonal Youth and Sport organization. The analysis of the data revealed that women assumed only 18.2% of the leadership positions at different scales compared to the males (81.8%) dominations in the leaderships of the organizations. Likewise, women occupied only one-out of five expert positions in the Zonal sport organizations at different administrative levels (see figure 1). Thus, women's performance in terms of assuming leadership positions in sports organizations in the study area is very low.

Figure 3 The status of women positions in sport organizations



### Women leader in sport organization face gender discrimination

As indicated in table 4.6 that from 67 respondents of this research 30 (44.8%) were strongly agree about Women leader in sport organization face gender discrimination, 26(38.8%) were agree about, 4(6.0%) were normal and about their 7 (10.4%) were disagree about their Women leader in sport organization face gender discrimination. This indicates that the Women leader in sport organization face gender discrimination because 30 (44.8%) were strongly agree. The mean 1.78 and the standard division .867 results show that the respondents, on average, tended to strongly agree with the statement on gender discrimination in sport organization

The chart below also summarizes the above description

**Table 6 Distribution of respondents by their scale of agreement on gender based discrimination of Women leaders**

| Gender discrimination | Frequency | Percent | mean | St-<br>division |
|-----------------------|-----------|---------|------|-----------------|
| Strongly agree        | 30        | 44.8    | 1.78 | .867            |
| Agree                 | 26        | 38.8    |      |                 |
| Neutral               | 7         | 10.4    |      |                 |
| Disagree              | 4         | 6.0     |      |                 |
| Total                 | 67        | 100.0   |      |                 |

Source: Field Survey, (2024)

### Women leaders are equally competent as their male counter parts

As indicated in Table 4.6 of 67 respondents in this research 18 (26.9%) were strongly agree that Women leaders in sport organization are equally competent as their male, 31 (46.3%) agreed about them and 7 (10.4%) were Neutral about their 11 (16.4%) were disagree about their Women leader in sport organization are equally competent as their male. Nearly half of the respondents 31 (46.3%) indicate that the Women leaders in sport organizations are equally competent as their male. <sup>1</sup>the mean 2.16 and standard division 1.009 show results show that the respondents, on average, leaned towards agreement that women leaders are equally competent as their male counterparts, but

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<sup>1</sup>

not strongly. There was a moderate level of agreement among the respondents, with relatively consistent responses.

**Table 7 Perception on the competency of Women leaders in youth and sport organization compared to their male counterpart**

| Women leaders are equally competent as their male counter parts |           |         | Mean | St-division |
|-----------------------------------------------------------------|-----------|---------|------|-------------|
|                                                                 | Frequency | Percent | 2.16 | 1.009       |
| Strongly agree                                                  | 18        | 26.9    |      |             |
| Agree                                                           | 31        | 46.3    |      |             |
| Neutral                                                         | 7         | 10.4    |      |             |
| Disagree                                                        | 11        | 16.4    |      |             |
| Total                                                           | 67        | 100.0   |      |             |

Source: Field Survey, (2024)

**Women leaders in sports organizations are effectively generating positive change.**

As indicated in Table 4.9, from the 67 respondents to this research, 10 (14.9%) strongly agreed that women leaders in sport organizations are effectively generating positive change, 28 (41.8%) agreed about theirs, and 18 (26.9%) were Neutral about theirs. 10 (14.9%) disagreed about their 1.5% of women leaders in sports organizations are effectively generating positive change. This indicates that women leaders in sports organizations effectively derive positive change because 28 (41.8%) agreed. the mean 2.46 and standard division result .974 show that the respondents, on average, leaned towards agreement regarding the ability to derive positive change, but not strongly. There was a moderate level of agreement among the respondents, with relatively consistent responses.

The chart below also summarizes the above description

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**Table 8 Women leaders in sports organizations are effectively generating positive change.**

| derive positive change | Frequency  | Percent      | Man         | St –<br>division |
|------------------------|------------|--------------|-------------|------------------|
| <b>strongly Agree</b>  | <b>10</b>  | <b>14.9</b>  | <b>2.46</b> | <b>.974</b>      |
| <b>Agree</b>           | <b>28</b>  | <b>41.8</b>  |             |                  |
| <b>Neutral</b>         | <b>18</b>  | <b>26.9</b>  |             |                  |
| <b>Disagree</b>        | <b>10</b>  | <b>14.9</b>  |             |                  |
| <b>Strong disagree</b> | <b>1.5</b> | <b>1.5</b>   |             |                  |
| <b>Total</b>           | <b>67</b>  | <b>100.0</b> |             |                  |

Source: Field Survey, (2024)

**Gender diversity in leadership positions positively impacts the overall performance of sports organizations.**

As indicated in Table 4.10, of the 67 respondents to this research, 12 (17.9%) strongly agreed that gender diversity in leadership positions positively impacts the overall performance of sport organizations, 19 (28.5%) agreed with their views, and 23 (34.3%) were Neutral about their views. 10 (14.9%) disagreed that gender diversity in leadership positions positively impacts the overall performance of sports organizations. This indicates that gender diversity in leadership positions positively impacts the overall performance of sports organizations because 23 (34.3%) were Neutral. The mean 3.284 and standard deviation 0.439 results show that the respondents, on average or neutral, leaned slightly towards agreement regarding the performance of the sport organization.

The chart below also summarizes the above description

**Table 9: Gender diversity in leadership positions positively impacts the overall performance of sports organizations.**

| performance of sport organization | Frequency | Percent | Mean  | standard deviation |
|-----------------------------------|-----------|---------|-------|--------------------|
| strong agree                      | 12        | 17.9    | 3.284 | 0.439              |
| Agree                             | 19        | 28.4    |       |                    |
| Neutral                           | 23        | 34.3    |       |                    |
| Disagree                          | 10        | 14.9    |       |                    |
| Strong disagree                   | 3         | 4.5     |       |                    |
| Total                             | 67        | 100.0   |       |                    |

Source: Field Survey, (2024)

#### 4.4.2 Major challenges and barriers faced by women

The fieldwork showed that various barriers had been impeding the advancement of women to leadership positions which are presented and discussed in detail as follows.

##### Gender bias and stereotypes

Table 4.11 shows that of the 67 respondents in this study, 21 (31.3%) were strongly agreeing about gender bias and stereotypes, 28 (41.8%) were agreeing, and 4 (6.0%) were Neutral about their gender bias and stereotypes, while 14 (20.9%) disagreed. This indicates gender bias and stereotypes because 28 (41.8%) agreed. And the mean 2.01 and standard division .879 results show that the respondents, on average, leaned towards agree regarding the presence of gender bias and stereotypes..

The chart below also summarizes the above description

**Table 10 Gender bias and stereotypes**

| Gender bias and stereotype | Frequency | Percent | Mean | St-<br>diversion |
|----------------------------|-----------|---------|------|------------------|
| <b>Strongly</b>            | 21        | 31.3    | 2.01 | .879             |
| <b>Agree</b>               | 28        | 41.8    |      |                  |
| <b>Neutral</b>             | 14        | 20.9    |      |                  |
| <b>Disagree</b>            | 4         | 6.0     |      |                  |
| <b>Total</b>               | 67        | 100.0   |      |                  |

Source: Field Survey, (2024)

#### **Lack of support mentor ship aspiring women leader**

According to Table 4.12, 11 (16.4%) of the 67 respondents in this study strongly agreed about the lack of support and mentorship for aspiring women leaders, 40 (59.7%) agreed that they were Neutral about it, and 9 (13.4%) disagreed (10.4%) about it. This indicates a lack of support for aspiring women leaders because 40 (59.7%) agreed.

The mean 2.18 and standard deviation .833 of these results show that the respondents, on average, leaned towards agree lack of support and mentorship for aspiring women leader. However, agreement among the respondents, with relatively consistent responses.

The chart below also summarizes the above description.

**Table 11 Lack of support for aspiring women leaders**

| Lack of support mentor ship aspiring women leader | Frequency | Percent | Mean | standard<br>deviation |
|---------------------------------------------------|-----------|---------|------|-----------------------|
| <b>Strongly agree</b>                             | 11        | 16.4    | 2.18 | .833                  |
| <b>Agree</b>                                      | 40        | 59.7    |      |                       |
| <b>Neutral</b>                                    | 9         | 13.4    |      |                       |
| <b>Disagree</b>                                   | 7         | 10.4    |      |                       |
| <b>Total</b>                                      | 67        | 100.0   |      |                       |

Source: Field Survey, (2024)

Likewise, the study also established that there is a lack of opportunity for women to advance to leadership positions in sports organizations. As indicated in Table 4.7, of the 67 respondents to this

research, 7 (10.4%) strongly agreed that there is a lack of opportunity for women to advance to leadership positions in sports organizations, 32 (47.6%) agreed about theirs, and 19 (28.4%) were Neutral about theirs. 9 (13.4%) disagreed that there is a lack of opportunity for women to advance to the leader position in sports organizations as compared to men. This indicates that there is a lack of opportunity for women to advance to leadership positions in sports organizations compared to men. Because 32 (47.8%) agreed. the mean 2.46 and standard division.974 results suggests that a majority of the respondents agreed or somewhat agreed with the perception of potential challenges or disparities in leadership positions within sport organizations.

**Table 12 Leadership position in sport organization**

| Leadership position in sport organization | Frequency | Percent | Mean | St-division |
|-------------------------------------------|-----------|---------|------|-------------|
| Strongly Agree                            | 7         | 10.4    | 2.46 | .974        |
| Agree                                     | 32        | 47.8    |      |             |
| Neutral                                   | 19        | 28.4    |      |             |
| Disagree                                  | 9         | 13.4    |      |             |
| Total                                     | 67        | 100.0   |      |             |

Source: Field Survey, (2024)

### **Limited access to networking opportunities**

As indicated in Table 4.13, of the 67 respondents to this research, 6 (9.0%) strongly agreed about limited access to networking opportunities. 28 (41.8%) agreed about theirs, and 25 (37.3%) were Neutral about theirs. 7 (10.4%) disagreed about their limited access to networking opportunities. This indicates that there is limited access to networking opportunities because 28 (41.8%) agreed..

The mean result 2.54 and standard division results .859 suggests that a substantial number of the respondents agreed or somewhat agreed with the perception of limited access to networking opportunities

The chart below also summarizes the above description.

**Table 13: Limited access to networking opportunities**

| Limited access to networking opportunities | Frequency | Percent | Mean | St- division |
|--------------------------------------------|-----------|---------|------|--------------|
| Strongly agree                             | 6         | 9.0     | 2.54 | .859         |
| Agrees                                     | 28        | 41.8    |      |              |
| Neutral                                    | 25        | 37.3    |      |              |
| Disagree                                   | 7         | 10.4    |      |              |
| Strongly disagree                          | 1         | 1.5     |      |              |
| Total                                      | 67        | 100.0   |      |              |

Source: Field Survey, (2024)

**Balance working and personal family responsibility**

As indicated in Table 4.14, of the 67 respondents to this research, 11 (16.4%) strongly agreed with balanced working and personal family responsibility, 24 (35.6%) agreed with theirs, and 23 (34.3%) were Neutral about theirs. Nine (13.4%) disagreed with balancing working and personal family responsibility. This indicates that there is a balance between working and personal family responsibility because 24 (35.6%) agreed. The mean 2.45 and stanandared division .926. Results suggests that a substantial number of the respondents agreed or somewhat agreed with the balanced working and personal family perception of challenges in balancing work and personal/family responsibilities

The chart below also summarizes the above description.

**Table 14Balance working and personal family responsibility**

| Balance working and personal family responsibility | Frequency | Percent | Mean | St-devein |
|----------------------------------------------------|-----------|---------|------|-----------|
| Strongly agree                                     | 11        | 16.4    | 2.45 | .926      |
| Agree                                              | 24        | 35.8    |      |           |
| Neutral                                            | 23        | 34.3    |      |           |
| Disagree                                           | 9         | 13.4    |      |           |
| Total                                              | 67        | 100.0   |      |           |

Source: Field Survey, (2024)

### Unequal pay and compensation compared to male leaders

As indicated in Table 4.15, out showed the 67 respondents to this research, 5 (7.5%) strongly agreed with unequal pay and compensation compared to male leaders, 22 (32.8%) agreed with it, and 18 (26.0%) were Neutral about it. 16 (23.9%) disagreed with unequal pay and compensation compared to male leaders. This indicates unequal pay and compensation compared to male leaders because 22 (32.8%) agreed. the mean 2.94 and standard division1.113 results show that a substantial number of the respondents agreed or somewhat agreed with the perception of unequal pay and compensation compared to male leaders.

The chart below also summarizes the above description.

**Table 15 Unequal pay and compensation compared to male leaders**

| Unequal pay and compensation compared to male leader | Frequency | Percent | Mean | St-division |
|------------------------------------------------------|-----------|---------|------|-------------|
| Strongly agree                                       | 5         | 7.5     | 2.94 | 1.113       |
| Agree                                                | 22        | 32.8    |      |             |
| Neutral                                              | 18        | 26.9    |      |             |
| Disagree                                             | 16        | 23.9    |      |             |
| Strongly disagree                                    | 6         | 9.0     |      |             |
| Total                                                | 67        | 100.0   |      |             |

Source: Field Survey, (2024)

### Limited representation of women in decision-making roles

According to Table 4.16, 14 (20.9%) of the 67 respondents in this study were strongly agreeing about the limited representation of women in decision-making roles, 26 (38.8%) were agreeing about it, and 8 (11.9%) were Neutral about it, while 16 (23.9%) disagreed. This indicates a limited representation of women in decision-making roles because 26 (38.8%) agreed. Table 4.16: Limited representation of women in decision-making roles

The mean2.52 and standard division1.198 of these results implies that a significant number of respondents agree perceive a limitation on the representation of women in decision-making roles.

**Table 16 Limited representation of women in decision-making roles**

| <b>Limit representation of women in decision-making roles</b> | <b>Frequency</b> | <b>Percent</b> | <b>Mean</b> | <b>standard deviation</b> |
|---------------------------------------------------------------|------------------|----------------|-------------|---------------------------|
| <b>Strongly agree</b>                                         | 14               | 20.9           | <b>2.52</b> | <b>1.198</b>              |
| <b>Agree</b>                                                  | 26               | 38.8           |             |                           |
| <b>Neutral</b>                                                | 8                | 11.9           |             |                           |
| <b>Disagree</b>                                               | 16               | 23.9           |             |                           |
| <b>Strongly disagree</b>                                      | 3                | 4.5            |             |                           |
| <b>Total</b>                                                  | 67               | 100.0          |             |                           |

Source: Field Survey, (2024)

### **Lack of organization and policy promoting gender equality in sports organizations**

As indicated in Table 4.17, of the 67 respondents to this research, 10 (14.8%) strongly agreed with the lack of organization policy promoting gender equality in sports organizations, 26 (30.8%) agreed with theirs, and 22 (32.8%) were Neutral about theirs. 9 (13.4%) disagreed with their lack of organization policy promoting gender equality in sports organizations. This indicates a lack of organizational policy promoting gender equality in sports organizations as the majority of the respondents confirmed by agreeing 26 (38.8%) with this statement.

The mean value for the perception of promoting gender equality in sport organizations is approximately 2.776. This indicted Agree." It suggests that the majority of respondents have a slightly positive perception or is neutral regarding the promotion of gender equality in sport organizations.

The standard deviation of approximately 0.899 suggests that there is a moderate amount of variability or spread in the responses around the mean. This indicates that there is some diversity in the respondents' perceptions, with some expressing stronger agreement or disagreement compared to others. The results implies that a significant number of respondents agree about the promotion of gender equality in sport organizations

**Table 17**Lack of organization policy promoting gender equality in sports organizations

| promoting gender equality in sport organization | Frequency | Percent | Mean  | St- division |
|-------------------------------------------------|-----------|---------|-------|--------------|
| <b>Strongly agree</b>                           | 10        | 14.8    | 2.776 | 0.899        |
| <b>Agree</b>                                    | 26        | 38.8    |       |              |
| <b>Neutral</b>                                  | 22        | 32.8    |       |              |
| <b>Disagree</b>                                 | 9         | 13.4    |       |              |
| <b>Total</b>                                    | 67        | 100.0   |       |              |

Source: Field Survey, (2024)

#### 4.4.3 Strategy proportion

##### Implementation of gender quotas for leadership positions

As indicated in Table 4.18, of the 67 respondents to this research, 21 (31.3%) strongly agreed with the implementation of gender quotas for leadership, 27 (40.3%) agreed with them, and 10 (14.9%) were normal about their implementation of gender quotas for leadership positions. This indicates that the implementation of gender quotas for leadership positions is acceptable because 27 (40.3%) agreed. The mean 1.12 and standard division 1.038 results show that a significant number of respondents agree about the implementation of gender quotas for leadership positions.

The chart below also summarizes the above description.

**Table 18** Implementation of gender quotas for leadership position

| Implementation of gender quotas for leadership position | Frequ<br>ency | Percen<br>t | Mean | St-division |
|---------------------------------------------------------|---------------|-------------|------|-------------|
| <b>Strongly agree</b>                                   | 21            | 31.3        | 2.12 | 1 .038      |
| <b>Agree</b>                                            | 27            | 40.3        |      |             |
| <b>Normal</b>                                           | 10            | 14.9        |      |             |
| <b>Disagree</b>                                         | 8             | 11.9        |      |             |
| <b>Strongly disagree</b>                                | 1             | 1.5         |      |             |
| <b>Total</b>                                            | 67            | 100.0       |      |             |

### **Providing leadership training and development programs specifically for women**

As indicated in Table 4.19 showed that of 67 respondents in this research 16 (23.3 %) strongly agreed about providing leadership training and development programs specifically for women 36(53.7%) agreed about and 9(13.4%) were normal about their 6 (9.0%) were disagree about their providing leadership training and development program specifically for women. This indicates that the leadership training and development program is specifically for women because 36(53.7%) agreed.

The mean value 2.716. This indicates that, on average, the respondents' perception Agree and the standard deviation of approximately 1.031 suggests that there is a moderate amount of variability or spread in the responses around the mean

The results imply that a significant number of respondents either agree about providing leadership training and development programs specifically for women.

The chart below also summarizes the above description

**Table 19 Providing leadership training and development program specifically for women providing leadership training**

| <b>Providing leadership training and development program specifically for women<br/>Providing leadership training</b> | <b>Frequency</b> | <b>Percent</b> | <b>Mean</b> | <b>St-division</b> |
|-----------------------------------------------------------------------------------------------------------------------|------------------|----------------|-------------|--------------------|
| <b>Strongly agree</b>                                                                                                 | 16               | 23.9           | 2.716.      | 1.031              |
| <b>Agree</b>                                                                                                          | 36               | 53.7           |             |                    |
| <b>Normal</b>                                                                                                         | 9                | 13.4           |             |                    |
| <b>Disagree</b>                                                                                                       | 6                | 9.0            |             |                    |
| <b>Total</b>                                                                                                          | 67               | 100.0          |             |                    |

Source: Field Survey, (2024)

### **Encourage sponsorship and mentorship programs for aspiring women leaders.**

As indicated in Table 4.18, of the 67 respondents to this research, 15 (22.4%) strongly agreed with the Encourage Sponsorship and Mentorship Ship Program for Aspired Women Leaders. 37 (55.2%) agreed with their and 10 (14.0%) were normal about their; 5 (7.5%) disagreed with their Encourage Sponsorship and Mentorship Ship Program for aspiring women leaders. This indicates that the Encourage Sponsorship and Mentorship program is for aspiring women leaders because 37 (55.2%) agreed. The mean value 2.687. This indicates that, on average, the respondents' perception "Agree"

the that the result show majority of respondents is in agreement the encouragement of such programs.

The standard deviation of approximately 1.051 suggests that there is a moderate amount of variability or spread in the responses around the mean. This indicates that there is some diversity in the respondents' perceptions, with some expressing agreement. The results implies that a significant number of respondents either agree about encouraging sponsorship and mentorship programs for aspiring women.

The chart below also summarizes the above description.

**Table 20 Encourage sponsorship and mentorship programs for aspiring women leader**

| <b>Encourage sponsorship and mentors ship program for aspiring women</b> | <b>Frequency</b> | <b>Percent</b> | <b>Mean</b> | <b>St-division</b> |
|--------------------------------------------------------------------------|------------------|----------------|-------------|--------------------|
| <b>Strongly agree</b>                                                    | 15               | 22.4           | 2.687       | 1.051              |
| <b>Agree</b>                                                             | 37               | 55.2           |             |                    |
| <b>Normal</b>                                                            | 10               | 14.9           |             |                    |
| <b>Disagree</b>                                                          | 5                | 7.5            |             |                    |
| <b>Total</b>                                                             | 67               | 100.0          |             |                    |

Source: Field Survey, (2024)

### **Create awareness compelling to change gender stereotypes in sports leaders**

As indicated in Table 4.20, of the 67 respondents to this research, 19 (28.4%) strongly agreed with creating awareness compelling to change gender stereotypes in sport leaders, 27 (40.3%) agreed with theirs, and 18 (26.9%) were normal about theirs. 3 (4.5%) disagreed about their creation of awareness compelling to change gender stereotypes in sports leaders. This indicates that creating awareness is compelling to change gender stereotypes in sports leaders because 27 (40.3%) agreed.

The mean 2.07 and the standard division .858 the results implies that a significant number of respondents agree about the importance of creating awareness and challenging gender stereotypes in sports.

The chart below also summarizes the above description.

**Table 21 Create awareness compelling to change gender stereotypes in sports leaders**

| Create awareness compelling to change Gender stereotypes in sport | Frequency | Percent | Mean | St- division |
|-------------------------------------------------------------------|-----------|---------|------|--------------|
| Strongly agree                                                    | 19        | 28.4    | 2.07 | .858         |
| Agree                                                             | 27        | 40.3    |      |              |
| Normal                                                            | 18        | 26.9    |      |              |
| Disagree                                                          | 3         | 4.5     |      |              |
| Total                                                             | 67        | 100.0   |      |              |

Source: Field Survey, (2024)

**Establish policies to ensure gender pay equity in sports organizations.**

As indicated in Table 4.21, of the 67 respondents to this research, 7 (10.4%) strongly agreed with the establishment of policies to ensure gender pay equity in sports, 33(49.3%) agreed with theirs, 17 (25.4%) were normal about theirs, 9 (13.4%) disagreed with theirs, and 1 (1.5%) strongly disagreed. This indicates the establishment of policies to ensure gender pay equity in sports organizations because 33 (49.3%) agreed.

The mean 2.46 and the standard division .910 of these results implies that a significant number of respondents agree about the importance of establishing policies to ensure gender pay equity in sports organizations. This shows that there is recognition of the need to address gender-based pay disparities within the sports industry.

The chart below also summarizes the above description

**Table 22 Establish a police's to ensure gender pay equity in sport organization**

| Establish police's to ensure gender pay equity in sports organizations | Frequency | Percent | Mean | St – division |
|------------------------------------------------------------------------|-----------|---------|------|---------------|
| Strongly agree                                                         | 7         | 10.4    | 2.46 | .910          |
| Agree                                                                  | 33        | 49.3    |      |               |
| Normal                                                                 | 17        | 25.4    |      |               |
| Disagree                                                               | 9         | 13.4    |      |               |
| Strongly disagree                                                      | 1         | 1.5     |      |               |
| Total                                                                  | 67        | 100.0   |      |               |

Source: Field Survey, (2024)

## Qualitative Results of the Study

Qualitative data were collected and analyzed with sport leader in sport organization from five youth and sport organization leader participating in the study to address the second research question which was stated

The challenge that women face in thing leader ship position in sport organization

*The interviewers says there are several challenge face women leadership the challenge is family responsibility ,gender serotype, lack of representation , Work life balance ,Lack of access leader ship field, Attitude problem , Lack of leader ship training ,Shortage of clear policy Social attitude, Lack of positive role model , Discrimination, Personal limitation , Lack of professional network Social perception, Lock of commitment Generally women leader face personal , social ,and organizational challenge face in leadership position*

What factors contribute underrepresentation women leadership role in sport organization *There are several factors that contribute to the underrepresentation of women in leadership roles in sports organizations*

*The challenge that women participation in sport organization include personal limitation lack of professional network lack of budget family responsibility social cultural factors consisting of traditional practice and social perception on women and lack of confidence .domination of men .low level of education or capacity of gap Organizational and individual factors Addressing these factors requires a comprehensive approach that includes creating a more inclusive and equitable organizational culture, providing equal opportunities for women's participation and advancement, implementing policies that support work-life balance, promoting mentorship and sponsorship programs, and actively challenging gender biases and stereotypes within the sports industry*

The strategy or action do you believe could help increase the number of women in leader ship position with sport *Majority of the interviewer says*

*To increase the number of women in leadership positions in sports organizations, several strategies and actions can be implemented like Implementing Quotas or Targets: Some organizations have successfully implemented quotas or targets to ensure a minimum representation of women in leadership roles ,Leadership Development Programs: Establishing leadership development programs specifically targeted at women in sports can help build their skills, confidence, networks ,Mentorship and Sponsorship Programs:*

*Creating mentorship and sponsorship programs that pair women leaders with aspiring female talent can be highly beneficial, Motivational encouragement them provide access ,Give special chance or affirmative action ,Share family responsibility ,Confortable policy for women ,Giving training for society to change attitude ,Education and skill development ,Promoting Gender Diversity Policies: Organizations can develop and implement gender diversity policies that explicitly promote equal opportunities for women in leadership positions ,Encouraging Female Representation on Boards: Actively promoting female representation on boards and decision-making bodies within sports organizations is crucial, Visibility and Recognition: Highlighting the achievements and contributions of women leaders in sports organizations can inspire and motivate others*

What step in your opinion can individual and organization take to promote gender equality and support women leader ship development in sport industry?

*Majority of interviewer to promote gender equality and support women's leadership development in the sports industry, both individuals and organizations can take several steps.*

#### *Individual Actions:*

*Self-Education: Individuals can educate themselves about gender biases, stereotypes, and issues related to gender inequality in the sports industry, Challenging Biases and Stereotypes: Individuals can actively challenge their own biases and stereotypes related to gender in the sports industry, Mentorship and Sponsorship: Individuals in leadership positions can act as mentors or sponsors for aspiring women in the sports industry*

#### *Organizational Actions:*

*Establishing Equal Opportunity Policies : Organizations can develop and implement policies that ensure equal opportunities for women in recruitment, hiring, promotion, and career advancement. These policies should be transparent, fair, and free from gender bias.*

*Leadership Development Programs: Organizations can create leadership development programs specifically tailored for women in the sports industry. These programs can provide training, mentorship, and networking opportunities to help women build their skills and confidence as leaders.*

*Diversity and Inclusion Initiatives: Organizations can prioritize diversity and inclusion by establishing initiatives that foster an inclusive culture, promote diversity in decision-making processes, and provide support systems for women in the workplace.*

*Creating Safe and Inclusive Environments: Organizations should prioritize creating safe and inclusive environments that are free from harassment, discrimination, and bias*

## 4.5. Interpretation and Discussion

This section presents the interpretation and discussion of the results of the status and challenges of women's leadership in sports organizations in yem zone. Based on the findings obtained in the result section, which is discussed in detail under the findings section

### 4.5.1 The status of women leaders in sports organizations

The results of this study indicate that the representation of women in leadership is low in sports organizations. Most of the respondents agreed that women leaders in sports organizations are equally competent as their male counterparts. Effectively generating positive change and impacting the overall performance of sports organizations. The status of women in sport organization is low (18.2) leadership position in yem zone. Women leader in sport organization face gender discrimination because 30 (44.8%) were strongly agree The mean 1.78 and the standard division .867 results show that the respondents, on average, tended to strongly agree with the statement on gender discrimination in sport organization

The results of the respondents showed that having more women in leadership positions in sports organizations can have several positive impacts on the overall sports industry. Here are some ways in which increased female representation in leadership roles can be beneficial: diverse Perspectives and decision-making: women bring unique perspectives and experiences to leadership positions. By having more women in decision-making roles, a more diverse range of viewpoints is represented, leading to more comprehensive and inclusive decision-making processes.

From the result, the researcher reported that despite significant progress in women's participation in sports organizations in Yem Zone, there are challenges in women's leadership and gender discrimination. This finding was supported by(Harrison et al., 2009) , who state that women are underrepresented in leadership areas in professional sports.

Research indicates that despite significant progress in women's participation in sports organizations, their representation in leadership positions (Jones et al., 2023) remains limited. A study found that

women accounted for only 20% of executive leadership roles in major sports organizations. This underrepresentation can be attributed to various factors, including gender biases, a lack of opportunities, and stereotypical perceptions of women's capabilities in leadership roles.

The benefits of gender diversity in sports leadership have been widely recognized. Research (D. G. Assefa, 2016) demonstrated that organizations with a higher proportion of women in leadership positions tend to be more inclusive, innovative, and successful. This finding highlights the need for sports organizations to prioritize gender diversity and actively promote the inclusion of women in decision-making processes. Various initiatives and programs have emerged to support and empower women in sports leadership. The Women's Sports Leadership Academy (WSLA), founded in (Schein, 2015a) aims to provide leadership training and mentorship opportunities for women in sports management. A study by (Schein, 2015a) evaluated the impact of WSLA and revealed positive outcomes in terms of increased confidence and career advancement for participants.

#### 4.5.2 Major challenges and barriers faced by women

The respondents agree that the following factors contribute to the challenge of women's participation in sports organizations: gender bias and stereotypes, 14 (20.9%) disagreed. This indicates gender bias and stereotypes because 28 (41.8%) strongly agreed. And the mean 2.01 and standard deviation .879 results show that the majority respondents, strongly agree regarding the presence of gender bias and stereotypes. And lack of support for aspiring women's leaders. Limited access to networking opportunities. Lack of organization and police promotion of gender equality in sports organizations

The results of the respondent showed the following factors that contribute to the challenge of women's participation in sports organizations: personal limitations. Lack of professional network, lack of budget, family responsibility social-cultural factors consisting of traditional practices and social perceptions of women, and a lack of confidence. Dominance of men. Low level of education or capacity for a gap Organizational and individual factors

As a result, the researcher reported the challenges women face when looking for leadership positions and opportunities and the lack of access to networks; they are excluded from the large professional networks.

The above result was supported by (Tsegay et al., 2021). Women make up the majority of civil servants in lower-level positions, requiring lower qualifications and not carrying significant responsibility. and supported by (Budaza, 2018) and (Taylor et al., 2012) where findings showed that lack of self-esteem among women and girls was one of the factors identified to have been preventing more women and girls from participating in sports organization and management. . Schneider, (Biernat, 2018). Measuring gender role stereotypes in sport. *Psychology of Sport and Exercise*, 15(3), 367-377. This article applies social role theory to examine gender role stereotypes in the context of sports

A study conducted by (Eagly & Karau, 2002) examined the experiences of female sports executives and highlighted the existence of an invisible barrier that prevents women from reaching top leadership positions. The research emphasized the need for organizational policies and cultural changes to break through this glass ceiling and promote gender equality in sports leadership. (Daye, 2022). *Women's Leadership in Ethiopian Sports Organizations: Challenges and Opportunities*. *International Journal of Sport Management, Recreation, and Tourism*, 36, 69–74. This article discusses the challenges and opportunities for women's leadership in Ethiopian sports organizations. It explores barriers such as cultural norms, gender stereotypes, and limited access to resources, while also highlighting strategies and initiatives that promote women's leadership in the sports sector. (Pielichaty, 2024) *Women's Leadership in Ethiopian Athletics: A Case Study of the Ethiopian Athletics Federation*. *International Journal of Sports Policy and Politics*, 9(2), 211-227. This case study examines women's leadership in the Ethiopian Athletics Federation, focusing on the experiences, challenges, and achievements of women leaders in the context of Ethiopian athletics. It provides insights into the unique dynamics of women's leadership in this specific sports organization.

#### 4.5.3 Strategy proportion

The respondent agreed on the following strategy that contributes to the status and challenges of women's leadership in sports organizations in the YEM zone: the implementation of gender quotas for leadership positions. Providing leadership training and development programs specifically for women. Encourage sponsorship and mentorship programs for aspiring female leaders. create awareness compelling to change gender stereotypes in sports leaders. Establish policies to ensure gender pay equity in sports organizations.

The results of the respondents showed the following points to help: To increase the number of women in leadership positions in sports organizations, several strategies and actions can be implemented, like Implementing quotas or targets, Leadership Development Programs: Establishing leadership development programs specifically targeted at women in sports can help build their skills, confidence, and network. Mentorship and sponsorship Programs: creating mentorship and sponsorship programs that pair women leaders with aspiring female talent can be highly beneficial. Motivational encouragement helps them provide access. Give a special chance or affirmative action. This result is supported To improve their the position of women (Wicker & Erwin, 2022) Aside from research undertaken strategy on sport organizations Share family responsibility. Comfortable policy for women, giving training to society to change attitudes, Education and skill development, Promoting gender diversity Policies: Organizations can develop and implement gender diversity policies that explicitly promote equal opportunities for women in leadership positions. Encouraging Female Representation on Boards: actively promoting female representation on boards and decision-making bodies within sports organizations is crucial. Visibility and Recognition: Highlighting the achievements and contributions of women leaders in sports organizations can inspire and motivate others.

The above result supported that women's participation and involvement in sport is accompanied by additional, strictly gender-normative, sports-based stereotypes in addition to the general stereotypes girls are subject to. Sport is generally stereotyped as a 'masculine' arena. Gender stereotypes in sports are prevalent and historically based and continue to affect, firstly, how girls interact with all sports. The UN's 2007 report on Gender Equality in Sports details how the founder of the modern Olympics, Baron Pierre de Coubertin, felt that "no matter how tough a sportswoman may be, her organism is not cut out to sustain certain shocks." These stereotypes have continued to the present day. The disproportionate focus of media coverage on men's over women's sports and the

difference in style in which it is presented perpetuating the sporting stereotypes girls are subject to. Girls' participation in the historically and traditionally highly masculine domain of sports can help challenge gender stereotypes in society, empower girls, and challenge boys' perceptions of girls' capabilities.

Their results found that sex stereotypes were broadly in favor of one's sex at the beginning of adolescence, whereas by the end, both boys and girls were pro-male. In conclusion, they found that adolescence is a period during which sex stereotypes 'relative to sports become stronger.' Leadership programs aimed at girls, including sports leadership programs, alleviate some of the factors that affect girls and thus promote more positive attitudes toward bodies, increase self-esteem, and increase physical activity and associated health benefits. (Forsyth et al., 2019) . The study focuses on the specific sports leadership barriers girls face and suggests options for overcoming them. They suggest girls are put off leadership from an early age as the qualities associated with leadership are perceived to be masculine qualities, which girls avoid as these qualities are viewed to undermine their femininity. They recommend that girls be encouraged to become leaders and exhibit leadership qualities, and that what constitutes leadership must involve a masculine-based concept. position (Wicker & Kerwin, 2022) Aside from research undertaken on Norwegian sport organizations (Wicker & Kerwin, 2022).. (Adriaanse & Schofield, 2014) examined the impact of gender quotas Examples of leadership interventions include the 'human knot' exercise in two teams with two leaders, with debrief awards prompting group analysis of different ranges and styles of leadership and their effectiveness. Girls are also negatively affected by a lack of female role models and networking and mentoring experiences. Examples of role models and mentoring networking interventions include the inclusion of women's examples and, most importantly, highlighting the comparisons between the women's examples and the girls themselves so the girls do not view them as out of reach or unattainable. The authors also highlight the importance of facilitating and promoting girls

## **CHAPTER FIVE**

### **5. SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Summary**

The purpose of this study was to investigate the status and challenges of women in sports leadership in Yem Zone, a Central Ethiopian regional state. Hence, the researcher raised the following research questions: These were what is the current status of women in leadership positions within sports organizations? What are the main challenges and barriers faced by women aspiring to leadership positions in sports organizations? How will the main challenges and barriers faced by women aspiring to leadership positions be addressed? Based on the above research questions, a mixed research design was used to generate and analyze the data. To achieve the aim of the study, 79 sampling units were selected for the survey using the purposive sampling technique. Both primary and secondary data were used by questionnaires and interviews as data collection tools to collect the necessary information from the respondents. Then the findings obtained from the study are presented in tables and analyzed using descriptive statistics. It can be summarized that women's participation in sports organizations and their representation in leadership positions are limited. Women leaders in sports organizations face gender discrimination. Women face this when looking for leadership positions and opportunities, and because of a lack of access to networks, they are excluded from the large professional networks Strategies to Promote Women's Leadership: implementing gender quotas or targets for leadership positions .providing leadership development and training program. Establishing mentorship and sponsorship programs to support aspiring women leaders

#### **5.2 Conclusions**

Based on the major findings, the following conclusions were made as observed and analyzed previously, the general objective of the study is to identify the status and challenges of women's leadership in youth and sports organizations yem zone. The result indicates that women's participation is making significant progress in sports organizations. The status of women leadership position it is low in Yem Zone. The status of women in

sport organization is low (18.2) leadership position in yem zone. Women played a very insignificant share of the leadership positions in the study area and multiple challenge and barriers was identified gender bias and serotype 28 (41.8%) strongly agreed. And the mean 2.01 and standard division .879 results show that the respondents, strongly agree regarding the presence of gender bias and stereotypes.. To impede them from advancing to the leadership positions implementation of gender quotas for leadership positions is acceptable 27 (40.3%) agreed. The mean 1.12 and standard division 1.038 results show that a significant number of respondents agree about the implementation of gender quotas for leadership positions the general challenges for the respondents in the organizations are that they face gender discrimination and a shortage of time for training. Lack of sufficient equipment in each organization, lack of professional networks, lack of effective mentors, women's participation in leadership, and training should be given for women leaders in yem zone sports organizations.

Based on the findings of the study, the following intervention measures are recommended so as the status and challenges of women leadership in yem zone sport organization

## 5.2 Recommendations

In light of the above key findings, the following recommendations are forwarded:

- Sport organizations in the studied zone should prioritize diversity and inclusion by establishing initiatives that foster an inclusive culture, promote diversity in decision-making processes, and provide support systems for women in the workplace.
- They should prioritize creating safe and inclusive environments that are free from harassment, and discrimination. In other word
- The institutions should prioritize creating safe and inclusive environments that are free from harassment, discrimination, and bias.
- To this end, the zonal administration at all levels in general and sport organization in particular should promote women's leadership in sports organizations at different levels. Promoting women's leadership in sports organizations should start at the grassroots level. Investing in youth development programs, providing equal opportunities for girls to participate in sports, and fostering leadership skills from an

early age can help cultivate a pipeline of future female leaders in the sports industry.

- The sports organization and other stakeholders should create awareness in society to avoid some misconceptions like women have poor leadership skills
- Youth and sport organizations at the Zonal and Woreda levels should create awareness compelling to change gender stereotypes in sports leaders.
- To improve the current gender unbalanced compositions of leadership positions, there is a need to implementation of gender quotas for leadership positions.
- The local government should work in creating partnerships with nongovernmental organizations and higher educational institutions to encourage sponsorship and mentorship programs for aspiring women leaders as well as provide leadership training and development programs specifically for women to build their capacities.
  
- Implementing comprehensive strategies, the sports industry can create a more equitable and inclusive landscape, fostering the growth and success of women leaders in sport organizations establishing Equal opportunity Policies Organizations can develop and implement policies that ensure equal opportunities for women in recruitment, hiring, promotion, and career advancement.
- The policies should be transparent, fair, and free from gender bias. Organizations can create leadership development programs specifically tailored for women in the sports industry.
- The organization should make the working environment inclusive for women by developing clear promotion criteria, implementing of women's policy for leadership, allocating adequate budget and resources for women's empowerment, creating a supportive working system, facilitating training opportunities, etc..

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**Appendix A**  
**Jimma University**

**Sport Academy Postgraduate Program**

The status and the challenge of women leadership in youth and sport organization, in the case of Yem zone, central Ethiopia regional state.

The questionnaire is to be filled out by sport experts and federation heads and sport coaches.

The purpose of this survey is to assess the status and the challenges of women's leadership

Please complete the questionnaire diligently research will critically depend on your answers.

***Thank you again for your kind assistance.***

**PART ONE :Personal data**

1. Name of Sport Office:\_\_\_\_\_

2. Responsibility: \_\_\_\_\_

3. Date: \_\_\_\_\_

4. Sex: M=\_\_\_\_F=\_\_\_\_\_

5. Age: 25 & below\_\_\_\_26-30\_\_\_\_31-35\_\_\_\_36-40\_\_\_\_Above 40\_\_\_\_

6. Educational qualification: Grade 12\_\_\_\_Diploma\_\_\_\_BSc/BEd\_\_\_\_MSc\_\_\_\_\_

7. Number of years" experience: 5 & below\_\_\_\_6-10\_\_\_\_11-15\_\_\_\_16-20\_\_\_\_21-25\_\_\_\_26 & above

**PART TWO:** Choose for the question a number 1, 2,3,4,5

(1) Strongly Agree (2) Agree (3) Neutral (4) Disagree (5) Strongly Disagree

| NO | Question                                                                                                 | Alternative    |       |         |          |                   |
|----|----------------------------------------------------------------------------------------------------------|----------------|-------|---------|----------|-------------------|
|    |                                                                                                          | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| A  | <b>The status of women leader ship in the sport organization</b>                                         |                |       |         |          |                   |
| 1  | Women leader in sport organization face gender discrimination                                            | (1)            | (2)   | (3)     | (4)      | (5)               |
| 2  | Women leader in sport organization are equally competent as their male                                   | (1)            | (2)   | (3)     | (4)      | (5)               |
| 3  | There is lack of opportunity for women advance to leader position in sport organization                  | (1)            | (2)   | (3)     | (4)      | (5)               |
| 4  | Women leader in sport organization are effectively in derive positive change                             | (1)            | (2)   | (3)     | (4)      | (5)               |
| 5  | Gender diversity in leader ship position positively impact the overall performance of sport organization | (1)            | (2)   | (3)     | (4)      | (5)               |
| B  | <b>Major challenges and barriers faced by women</b>                                                      |                |       |         |          |                   |
| 6  | Gender bias and stereotype                                                                               | (1)            | (2)   | (3)     | (4)      | (5)               |
| 7  | Lack of support mentor ship aspiring women leader                                                        | (1)            | (2)   | (3)     | (4)      | (5)               |
| 8  | Limited access to networking opportunity                                                                 | (1)            | (2)   | (3)     | (4)      | (5)               |
| 9  | Balance working and personal family responsibility                                                       | (1)            | (2)   | (3)     | (4)      | (5)               |
| 10 | Unequal pay and compensation compared to male leader                                                     | (1)            | (2)   | (3)     | (4)      | (5)               |
| 11 | Limit representation of women in decision making role                                                    | (1)            | (2)   | (3)     | (4)      | (5)               |
| 12 | Lack of organization police promoting gender equality in sport organization                              | (1)            | (2)   | (3)     | (4)      | (5)               |
| C  | <b>Strategy proportion</b>                                                                               |                |       |         |          |                   |

|    |                                                                                |     |     |     |     |     |
|----|--------------------------------------------------------------------------------|-----|-----|-----|-----|-----|
| 13 | Implementation gender quotas for leader ship position                          | (1) | (2) | (3) | (4) | (5) |
| 14 | Providing leader ship training and development program specifically for women  | (1) | (2) | (3) | (4) | (5) |
| 15 | Encourage sponsor ship and mentors ship program for aspiring women leader      | (1) | (2) | (3) | (4) | (5) |
| 16 | Create awareness compelling to change Gender stereotype in sport leader        | (1) | (2) | (3) | (4) | (5) |
| 17 | Establish policy's to ensure gender pay equity in sport organization           | (1) | (2) | (3) | (4) | (5) |
| 18 | Offering flexible work agreement to support work life balance for women leader | (1) | (2) | (3) | (4) | (5) |

**Appendix B**  
**Jimma University**

**Sport Academy Postgraduate Program**

The status and the challenge of women leadership in youth and sport organization, in the case of Yem zone, central Ethiopia regional state.

The interview is to be fulfilled by leaders.

The purpose of this survey is to assess the status and the challenge of women leadership

Please complete the questionnaire diligently research will critically depend on your answers.

***Thank you again for your kind assistance.***

**PART ONE: Personal data**

1. Name of Sport Office: \_\_\_\_\_

2. Responsibility: \_\_\_\_\_

3. Date: \_\_\_\_\_

4. Sex: M=\_\_\_\_F=\_\_\_\_\_

5. Age: 25 & below\_\_\_\_26-30\_\_\_\_31-35\_\_\_\_36-40\_\_\_\_Above 40\_\_\_\_

6. Educational qualification: Grade 12\_\_\_\_Diploma\_\_\_\_BSc/BEd\_\_\_\_MSc\_\_\_\_\_

7. Number of years" experiencer: 5 & below\_\_\_\_6-10\_\_\_\_11-15\_\_\_\_16-20\_\_\_\_21-25\_\_\_\_26 & above

**PART TWO: Structured oral interview for youth and sport organization managers.**

1 How would rate the current representation of women in leadership position with sport origination

A /very low

b low

c /high

d/ very high

2 Is there any challenge that women face in their leadership position in sport organization -----

-----  
-----

3 In your opinion what factors contribute under representation women leadership role in sport organization -----

-----  
-----

4 Have you witnessed any initiative or program aimed at promoting women leadership in sport organization (if yes please describe -----

-----  
-----

5 what is the strategy or action do you believe could help increase the number of women in leadership position with sport -----

-----  
-----

6 Have you personally encountered any obstacle or biases related to gender in your own career with the sport industry .if yes please describe

-----  
-----  
-----

7 Do you believe that having more women in leadership position in sport organization can positively impact the overall sport industry please explain -----

-----  
-----

8 what step in your opinion can individual and organization take to promote gender equality and support women leadership development in sport industry -----

-----  
-----  
9 Please share any other comment or insights you have regarding women's leadership in sport organization -----  
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// Thank you for your participation //

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