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Master's Thesis of Global Sport Management

Exploring Individual and Social factors related to Women's sport participation in Cambodia

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Abstract

Exploring Individual and Social factors related to Women's sport participation in Cambodia

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Females are becoming more interested in sports as the number of chances for them to participate in a variety of sports without the previously related gender stereotypes increases, but we know little about their obstacles to engagement. In a qualitative study, the researcher studied the barriers to adolescent female sport participation in Phnom Penh, Cambodia.

This study aimed to explore important individual, relational and environmental factors and how they related to their participation in sports. The socio-ecological model was used to guide semi-structured focus-group

interviews with 22 adolescent women between the ages of 15 to 25. Analysis of the data we're using thematic analysis in Atlas.ti.

The participants highlighted the following as some key factors that influence adolescent women's participation such as: individual (Individual Experience, Changing motivation and nature of participation in sports, Individual Time), social (Relational/Social Level, Environmental/Organizational), and environmental (Schedule, Family Effect, External Condition).

This study showed that there are a variety of approaches that might be used to encourage adolescent women's participation in sports. These include 1. improving intrinsic motivation for sport, 2. addressing adolescent women's need for social relationships through opportunities for sports, 3 helping educate parents and/or members of the family about the advantages of sport, 4. removing the gender stereotypes and keeping about what is acceptable behavior for women, 5. helping educate PE teachers and coaches to understand of gender issues and encouraging less sport-active women, 6. providing accessible sports facilities, programs, and school services. These ways are not to quickly fix it but demand a community-wide response.

Keyword: Woman, Participation, Socioecological, Factors, Physical activities, Cambodia

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List of Abbreviations

AIAW: American Intercollegiate Athletics for Women

CAAWS: Canadian Association for the Advancement of Women and
Sports Physical Activity

EST: Ecological Systems Theory

FFC: Fencing Federation of Cambodia

FFC: Football Federation of Cambodia

MoEYS: Ministry of Education, Youth and Sport

MoWA: Ministry of Women's Affairs of Cambodia

RGC: The Royal Government of Cambodia

SDGs: Sustainable Development Goals

UN: The United Nations

UNDP: United Nations Development Programme

UNESCO: United Nations Educational Scientific and Cultural
Organization

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Chapter 1. Introduction

Particularly in the 20th century, the use of sport for development has shown amazing global expansion. The world community has turned its attention to how sport might help with development. United Nations (UN) in 2005 declared:

The world of sport presents a natural partnership for the United Nations system. By its very nature sport is about participation. It is about inclusion and citizenship. Sport brings individuals and communities together, highlighting commonalities and bridging cultural or ethnic divides. Sport provides a forum to learn skills such as discipline, confidence and leadership and it teaches core principles such as tolerance, cooperation and respect. Sport teaches the value of effort and how to manage victory and defeat. When these positive aspects of the sport are emphasized, sport becomes a powerful vehicle through which the United Nations can work towards achieving its goals (UN, 2005)

Participation in sport is the main tool of sport development, but participation is also the main concern for sport development academics and practitioners. Maybe due to the development of sport and it has a broad scope in public, they are careless of the issues of participation in sport and the ways to increase participation. However, this reason is still limited for sports development academics focus on the need and opportunities for sport and recreation participation influences and outcomes. In addition, this knowledge is essential because the sport manager will be challenged with sport and

develop the participation in sports such as Cambodia were challenged with sport for fewer women's participation.

Sporting activities have more skills than the structure of sport can apply to daily situations, such as team building, life skills and social relationships. Sport has the power to change the world. Sport is a language that can motivate. It can bring people in the world together (Nelson Mandela)

1.1 Background of the Study

Why should women want to participate in sports? Or why do women participate in sports? Traditionally mindset organizations excluded women in sports and keep the belief of women's weaknesses. These questions arise when women decide to participate in sports. Girls and women may be rejected the physical, social, emotional and relational benefits of sport (Me G et al.,). These questions are a basic rejection of women's participation in feminism's social change. The critical of one response, disapproves of patriarchal organizations and their activities.

Women's sport participation is a new studying in Cambodia. The main aim of this study is to examine how individual, relational and social influence young women's sport participation in Cambodia.

Cambodia is a developing country and is located in Southeastern Asia with 17 million population. According to Cambodia's population in 2021, the percentage of the female population is 51% and the male is 49%. The Ministry

of Education, Youth and Sport (MoEYS) is the education and sport governing body of the Kingdom of Cambodia. Recently, sports education is still an extracurricular subject.

Cambodia is changing social, economic and political at a quick speed. The government is also believed that it will be improving the condition of women nowadays. Based on the government and other partnerships with ministries and institutions, the Ministry of Women's Affairs of Cambodia (MoWA) made the Neary Rattanak Plans to promote gender equality, especially women's participation in different sectors such as education, media, sport, policies, culture, all services, and technology. The Cambodian government has implemented policies and plans to advance women in all fields. The Minister made an effort to create policies that would benefit all Cambodians, particularly women. Women are underrepresented in sports, and female athletes' growth is slow. According to estimates, there will be more women in Cambodia's population than men.

In Cambodia, there are 3.58 million of households (Helgi Library, 2020) according to the National Statistical Office and this result is more than in the previous years about 1.68%. There is nearly 85% of Cambodians live in rural areas. The main source of income is agricultural activities for

Cambodians who are living in rural areas and Cambodia has two industries textiles and tourism.

Ladan (2009) society has always claimed that boys compete in sports at a higher level than girls. Women's sports involvement has changed significantly in recent years, although the rate of development is quite slow. According to Adler (2008) because they are expected to care for a house and raise children, most female members of society today still have fewer options than their male counterparts. Compared to men, women are more restricted and have less free time to engage in their preferred hobbies. Women have pushed for social change to achieve parity with men for a very long time. Now women have more options for deciding how they want to conduct their life because of social developments. However, the struggle for equal chances with males continues.

It is not because women don't care about sports that there are so few of them participating in them. Instead, Adeyanju (2011) women have to deal with a long history of direct and indirect kinds of discrimination and stereotype.

Roles of women, contrary to what is expected of people, women face role conflict, which is evident in how the general public views females' sport

participation in Cambodia. Due to discrimination based on socio-cultural roles and expectations, women's entry into sports in Cambodia has historically lagged behind that of males. As a result, women's sport participation in Cambodia has frequently been obstructed by traditional gender roles. This may significantly restrict the already limited chances for women in sports. An examination of persons actively participating in sports in Cambodia indicates that men outnumber women as players, administrators, and coaches. Despite the country's variety in terms of ethnicity, religion, and culture, the traditional role of women in Cambodian society appears to be that of the housewife (homemaker). Participating in sports and leisure is justified on the premise that they act as vehicles for the development of positive attitudes and behaviors that are crucial for welfare, and the female ideal role is related to taking care of the child, raising, and housekeeping. The meaning of Sports for all was to play sports as an entitlement for everyone in a society that values equality above privilege. This indicates that the idea of sports for all includes equal participation chances for men and women, regardless of age, political affiliation, gender, religion, or color. While this was regarded as necessary and ideal, achieving it in practice has proven challenging, especially concerning women (Okey, 2011). For women to advance in their level of participation in sports, they have had to overcome obstacles. Amuche

(2004) provided evidence that males have dominated the sport throughout history, used it for their personal shaped it to fit their skills. As a result, more men than women have participated in sports activities.

Additionally, combative sports like wrestling, boxing, archery, and shooting are typically the emphasis of organized athletic events in most communities. Sports that tend to discriminate against women have a large male participant base. Several factors that are connected to and mostly dependent on socio-cultural background have an impact on both sports' participation or not participation. Sports or any other activity are thought to survive due to the socio-cultural norms that exist inside an organization. Therefore, sports as an organized social phenomenon depends heavily on the support it receives from cultural and social forces to continue existing. According to Adeyanju (2011), some factors that put pressure on women are psycho-social and cultural through the immediate community, religion, family, media, group of peers, and other socialization sources. By allowing for a comparison of innate against learned factors, sports are an excellent activity for bringing attention to gender affecting. Traditionally, sports have been seen as a masculine realm. Adeyaju (2011) noted that religious attitudes toward men and women's freedom of association and the exposure of certain

body parts, particularly those of women, are significant barriers to female involvement in sports.

Most communities in the late 20th century, according to Ikulayo (1998), still held the belief that a woman's place was in the home, taking care of the home, family, and cooking. To completely participate in sports, women may not have enough time or space at home. Cultural expectations impact children's physical activity habits and gender variations in motor skills (Yan & Thomas, 2005). According to Adler (2008), the signals or notions of children's sex role stereotypes in physical activity are created by their parents' attitudes and expectations toward their children. This research suggests that sex role stereotypes can have an impact on women's sports experiences.

Men were responsible for matters outside of the family in ancient Chinese culture, while women were in control of the household. Due to societal and familial expectations to devote all of their energy to raising their kids, women rarely worked outside the home. Women devote the majority of their time to caring for their families, housekeeping, and crafts. Other households do not allow women to participate in sports and discourage them from having life goals. They urged women to devote time and effort to their

families. Women are less motivated to improve their quality of life and participate in sports since their accomplishment is to see their spouse and son succeed. Fasting (1987) “A woman’s place is in the kitchen” is an old mindset that many societies still believe. Participation in sports is considered negative because it makes women more masculine. This statement demonstrates the cultural relationship between men’s and women’s actions.

1.2 Statement of Problem

Women have to deal with a long history of direct and indirect discrimination and stereotypes, as well as many other issues. Women’s sports participation in Cambodia has historically been lower than men’s owing to uneven treatment based on socio-cultural characteristics such as gender, culture, religion, parents and groups of peers.

Women are commonly prevented from participating in sports due to poverty, high duties of the household, safety concerns, lack of transportation, lack of sports activities, and lack of opportunities for physical education and skills. Constraints of knowledge, personal, socioeconomic, and sociocultural norms and other constraints are obstacles to women’s sports participation. For instance, married women are busy with their children and doing housework. Time is one of the main reasons that they have less time to participate in sports activities.

In comparison to males, women's situation in Cambodia, and rural women, in particular, are far worse. Women have faced discrimination from their birth and are not afforded the same opportunities to achieve development. They are growing with a lack of education, social and political decision-making, healthcare, economic, physical activities and sports participation. However, the efforts of both government and non-government policies are encouraging their effort to engage and empower women in Cambodia. But social-economic states are not significantly improved.

Chelladurai (2005) showed that it is necessary to recognize these constraints even if an organization may desire to achieve a particular purpose, because respondents may be experiencing other constraints such as those connected to the government, policies and strategies, cultural norms, and other constraints. Additionally, the researcher explained that it is important to define clearly what all activities are planned and connect to the program. The program should have clear objectives and the program should be assigned to one unit within an organization. And this makes it simple for the implementers to distribute resources more effectively.

Women perform the majority of agriculture work and house construction. Crops are hoed, planted, weeded, and harvested. They have to travel far to collect firewood to cook and water is fetched from a well or the

local pump. The water that is carried is utilized for drinking, washing, and doing laundry. This means they have to bring a lot of water.

Less participation in sports is very high among women, and while the government is aware of the barrier preventing women from participating in sports, there have been strategies to encourage women's sports participation. They believe that women's and girls' participation are very important in sports, but on contrary, there seems to be low engagement in sports in both organized and individual participation.

The priority area of sport in Cambodia's national policy is also to establish programs to address obstacles that affect women and girls from participating in sports. Even though women are involved in these interventions, there are still fewer women who participate in sports.

According to the 2021 analysis of the outcome indicators, the Percentage of the program implemented in primary school slowly increased, from 79% in 2019-20 to 80% in 2020-21, PE program implemented in Secondary school is 50% in 2019-2020 to 52% in 2020-2021, and People who participated in PE and sport is 21% in 2019-2020 to 25.9% in 2020-2021, Female athletes trained per year are 500 in 2019-20 to 509 in 2020-21 (The 30th SEA Games Medals in 2019).

Previous studies have noted the importance of identifying constraints because, even though an organization may want to achieve particular goals and purpose, due to extra obstacles the respondents may be facing such as societal norms, policies, or problems with the government, they might not be reachable. Furthermore, it is mentioned that for interventions and programs to be effective, it is necessary to define exactly what activities are planned and connected to them. Programs should also have defined goals or objectives that must be met, and they should be assigned to a single unit within an organization. This makes it simple for the implementer to better distribute resources (Chelladurai, 2005)

1.3 Significance of Study

Currently, many people in Cambodia think sport is about winning at all costs. Also, they think sport is associated with money, all medals and trophies, without motivation to play sports. Even though, sport provides more benefits than people in Cambodia are aware of, according to the government.

Participation of all people in Cambodia, especially women and girls, is one of the objectives that will be developed in sports. There is a lack of knowledge and explanation of what factors can be affecting women's sports participation in Cambodia and how such obstacles can be affecting the social life of women in sport.

The government policy in Cambodia is still using treated conventionally in women's participation, and they are still less open to such innovative methods as athletics. This is reflected in the lack of government support for women's participation because there is still no perceived benefit or good impact. The findings of this study will be more important in addressing this issue.

Due to the fact that some of these sporting opportunities are in traditionally male-dominated sports, there may be a few obstacles to females' participation that are a little different from those that are frequently mentioned as obstacles to participation in sport generally. There has been a lot of research on adolescent female engagement in sport and physical exercise, with a focus on participation barriers (Casey et al. 2009; Craike et al., 2009; Eime et al. 2010; Rowe et al., 2017; Slater & Tiggemann 2010; Yungblut et al., 2012). Due to the accompanying societal expectations and gender norms, there may be particular obstacles to female involvement in traditionally male-dominated sports (Abadi 2017), however, little is known about these obstacles.

Because some of these sporting opportunities are in traditionally male-dominated sports, there may be a few obstacles to females' participation that are a little different from those that are frequently mentioned as obstacles to participation in sport generally. There has been a lot of research on

adolescent female engagement in sport and physical exercise, with a focus on participation barriers (Casey et al. 2009; Craike, et al., 2009; Eime et al. 2010; Rowe et al., 2017; Slater & Tiggemann 2010; Yungblut et al., 2012). Due to the accompanying societal expectations and gender norms, there may be particular obstacles to female involvement in traditionally male-dominated sports (Abadi 2017), however, little is known about these obstacles.

Before recently, there were some traditionally male-dominated sports that women were mostly prohibited from participating in since they were primarily driven by and intended for males. We must examine the obstacles that prevent women from taking part in traditionally and predominately male-dominated societies and clubs if we are to play sports meet the requirements of women. In order to better understand these obstacles, extensive study has been done, particularly about adolescent females. On the other hand, nothing is known about women's participation in sports like football, basketball, volleyball which have historically been dominated by men.

Some previous studies have concentrated on factors that influence participation in sports in general rather than a particular sport or one that is historically dominated by men. Although the idea of women playing sports has evolved, there are still societal norms about which sportswomen should and shouldn't participate in. Social norms suggest that some sports are

inappropriate for female participation because of the nature of physical contact, player size and strength, and hostility (Casey et al. 2009; Craike et al., 2009; Dwyer et al. 2012; Eime et al., 2010; Langille & Rodger 2010; Mooney et al., 2012; Slater & Tiggemann 2010). In addition, several female athletes have claimed that they have received unfavorable comments from others because they participate in sports that are dominated by men (Migliaccio & Berg 2007).

This study can be used as an item for future researchers to advance knowledge in the field of research for those living in similar geographic regions, and to offer authorities and policymakers interventions and additional strategies that are specifically tailored to meet the needs of this group to increase the participation of young women in activities that support their psychological and physical needs.

1.4 Purpose of Study

The main purpose of this study is to explore how individual, relational, and social factors influence women to participate in sports in Phnom Penh, Cambodia. There is not much-done research on this topic. Women's sports participation is still limited, and most women and girls are stopped participating in sports. In brief, this study is to examine the different

factors affecting women's participation and how can Cambodian women participate.

1.5 Research Questions

This study will examine the following with three research questions:

RQ1. How do individual factor influence women to participate in sports?

RQ2. How do relational and social contexts influence women to participate in sports?

RQ3. How can Cambodian increase women participate in sports?

Chapter 2. Literature Review

2.1 Gender and Sport Participation

Sports provide benefits for people's health, and sport are the activities of a game or competitive physical activity that improves social skills. However, sport is also a platform that strengthens, and challenges gendered stereotypes. These obstacles are limiting girls' and women's interests and participation in sports. And it has determined male roles where "masculine" or males are leaders and role play. Women faced these issues regarding their education, careers, and athletic opportunities. For example, women play the same sports as men, but it was found that men have held some roles and positions.

Sport is not inherently gendered. However, in a patriarchal culture, masculine and feminine identities have been imposed on sports activities. It has also been proposed that the apparent contradiction between "femininity" and participation in sports becomes more important throughout adolescence, as women's status becomes increasingly related to their feminism (LensyJ,1986).

For many years, the sport has served numerous physically, politically, and socially. (Roper, 2013) athletes have achieved world-class status, but that elite in any society, and those awards are not only for medals and money. In

this area, human activities have frequently functioned as a negative catalyst, racism, nationalism, homophobia, explicit groundless aggression, and sexism.

2.1.1 History Overview

The disparity of gender issues in sports extends back to the introduction of the first Olympic Games. They are one of the main factors that can help gender culture today, but they cannot help shape today's gender society. International athletic events with a long history of real discrimination feed gender stereotypes in one society (Roper, 2013).

Association between the game and religious ceremonies, rich and strong men who had to be as powerful as Greek soldiers accepted to participate. Women were not permitted to participate in and watch their events. Any abuse of this rule may result in death punishment (Roper, 2013).

Traditionally, women were allowed to participate in recreational sports such as fun, recreational, and sports activities to make friendly matches with other institutions. Women, who had been restricted to intramural competition, were granted the ability to compete in extramural sporting events. The day that is given to recreation, play, festivity, or play on holiday, called "Play Days", was designed as a particular time for such competitions.

This approach, however, did not persist long and was eventually replaced with a more traditional form. The American Intercollegiate Athletics for Women (AIAW), the body in charge of female sports and events, was formed to oversee the process. Although Title IX harmed gender equality. Before the 1970s, many coaches of female teams were women about 90% but after the 1970s, the figure had decreased to around 43%. Men became training women were acceptable, and women in sports administration remained to decrease (Pfister, 2010).

Additionally, the sport was preserved by men for many years. However, women have paved the way for gender equality in sports and changed the perceptions and pushed them to participate in sports. For example: the first woman who win six events and break four world records at the Amateur Athletic Union Championships in the 1932 Olympic Games, Babe Didrikson, was born in 1911 (Norwegian). She is the first superstar women athlete. She is the only athlete to remain to win individual Olympic events.

To clarify how this related to established gender norms, it must be defined in the social context. Gender is to refers to a collection of recognized behaviors that are assigned to males and females and can change over time

and it is more than the biological sex. Pfister, 2010 in the traditional, mindset is acceptable for what males are suitable for but not acceptable for women for participation in physical activities and psychological reasons.

Pfister (2010) traditionally, it must be admitted that sport has been mainly a male-dominated activity. Women were originally viewed as outsiders who were eventually allowed to engage in a limited range of female sports. Although their status has improved greatly over years, gender equality remains a source of concern.

In the past decade, gender stereotypes and role-sex beliefs are on a large scale globally. Beliefs of stereotypes believe that women in nature are to work as service and/or social-oriented and women are generally helpful, kind, quiet, warm, and gentle. Men are commonly achievement-oriented, and men are self-confident, independent, and strong (Melanie L. Sartore & George B. Cunningham, 2010). Women's stereotypes may be well noticed but can have problems with their perceptions of competence and power. Research also shows the two meanings of sex-typed: sex-matching and trait-matching. The sex-matching is the specific jobs that are matched based on men's and women are occ positions and trait-matching means jobs based on men's and

women's experiences and skills (Melanie L. Sartore & George B. Cunningham, 2007).

According to Gender equality and sports before the 19th century reported by Pfister (2011), the report stated that only males participated in sports, and women were latecomers and frequently outsiders. Women began to enter several sports gradually beginning in the nineteenth century. Tennis and golf quickly welcomed female involvement, but women had to fight for admittance to sports like football.

For decades, many authorities in sports have attempted to connect the gender gap. In 2012, the gender equality movement reached, and there are 26 sports for both men and women when the London Summer Olympic Games. However, traditionally, prejudices against women's participation in sports were far from being eliminated.

2.1.2 Current Overview

Promoting gender equality is one of the Universal agendas paid great attention to by the United Nations member states. In addition, "*The practice of physical education and sport is a fundamental right for all*" -article 1 ("International Charter of physical education and sport - UNESCO"). Through the establishment of sustainable development goals 5 (SDGs 5),

“Gender equality”, aims to “achieve gender equality and empower all women and girls.” Many kinds of literature indicate that most people view males as strong and more independent than females, but females are quiet, obedient attractive nurturers. Females and femininity have traditionally been defined by and contrasted to males or masculinity. Sport has long been associated with the masculine realm, with a history of opinion against female athletes. Females have limited opportunities and little idea that they should not participate in sports showing aggression as physical strength and athletic.

Gender identity for men and women was set from their birth, both men and women adopted traditional gender norms with men seeing themselves as more masculine and women seeing themselves as more feminine (Melanie L. Sartore & George B. Cunningham, 2007).

In previous studies in this area of research, traditional gender roles have shown categorized sports into three categories: masculine, neutral and feminine (Xu et al., 2021). The identification of these categories in sports is tied to gender beliefs.

Sport is used to promote gender equality, challenge gender norms, and empower girls and women in disadvantaged settings (Per G. Svensson, Hilary Woods). The Komera Project builds self-confident young women through

education, community, and sport. Any reasons that gender cannot be studied with consideration of other relevant factors such as social, ethnicity, religion, etc. which might make barriers to involvement in professional sports. Those factors are well-known that there are many challenges for women that is more difficult than for men. For instance, low-income and poor females and girls are faced with prejudice and excluded to participate in level elite competitions (Pfister, 2010).

The female domain is about 70% of women's participation such as yoga, dance, aerobics, fitness, and rhythmic gymnastics. Maybe, the only sport of women is who not engaged in keeping a healthy body, and a slim body, to be a popular sport and lifestyle, is horse riding which is largely a sport among females. There are new types of sports such as skating, skateboarding, streetball and other new sports that remain to gain popularity among athletes of both men and women. And some sports have different requirements for both men and women. However, some of them are so dangerous and require so much power of physical that women are not included to participate. For instance, there are no women who participate in mountain biking, adventure events, and base jumping. This example is to make gender imbalanced among young athletes. In the rising sectors, masculinity is recovering the dominant position, resulting in new demarcation

lines replacing those that previously existed. (Pfister, 2010). For example: cycling in Australia is male-dominated activity is 65% of adults participating and 83% of members (Katie, 2016).

Gender is important in many types of sports, even women are not allowed to participate in some sports whatever they choose. Some limitation prevents them from competing equally with men. However, no matter how far the fight for equality in sports has progressed, there is still a long way to go because the existing scenario in the sports arena does not allow for the assertion that gender differences are inconsequential for performance and outcome.

Many researchers have noted that women have experienced discrimination and dominance which continues to be a problem and currently manifests itself in the form of lower representation of women in sports participation, beginning from the context of play, communities, counties, and continents and finally described as a global issue.

A previous study showed that men's amateur athletics was founded in 1880, but the women's athletic association was later founded in 1992, and because running involves action, power, speed and strength, this, at that time, brought about hostile claims that exposure to the working muscles caused

masculinization of the female body and distracted essential femaleness. Sometimes women had trouble negotiating with males for time and space and seldom had access to free facilities (Hargreaves, 2002).

Bodybuilding represents a form of female power that can be interpreted as a positive act by women to take control of their bodies, however, female bodybuilding was seen as a threat to the natural gender order, which places bodybuilding as the male domain and women conform to these dominant images as a sign of masculinization. Males who worry about becoming more feminine worry that women will develop masculine traits and come out as dominating the man. Therefore, most women are concerned with creating images that are not sexually ambivalent out of fear of being called “Lesbians” (Hargreaves, 2002).

2.2 Women in Sport in Cambodia

Some sports almost played by males (e.g. football) while females are practiced other sports (e.g. yoga). This discrimination of sex has been characterized by sport. One of the previous studies examined gender in sports and found a high level of men in traditional gender role beliefs (Xu et al., 2021). Sport is often perceived as a masculine activity when a domain that is

strength, power and aggression and provides females only limited access (Xu et al., 2021).

For instance: In Cambodia, eSports is one of the most important social networking tools in male communities. Recently, women's eSports is slower developing than men's eSports.

In Cambodia, SDG 5 to published to achieve gender equality and empower all women and girls. The significant step to achieving gender equality is ending all platforms of discrimination against women at all levels. In Cambodian society, similar to the global issue of gender equality, the stereotype is embedded in Cambodian society through its existing traditional prejudice against men that “Women belong to the kitchen stove”. This old Cambodian stereotype has discouraged Cambodian women to perform man's tasks and out to work in society, except plating their roles are housewives whose tasks are to take care of children, do house chores, and cooking. The significance of women in Cambodia is the traditional prejudice or old stereotypes of women that affect women athletes' perceptions in the sports sector. The cultural life and people's mindset regarding the gender gap in level athletes' positions in all societies. Because males and females have unequal opportunities in sport positions this indicates gender inequality in the sports sector as well.

2.2.1 Women in Cambodia

In society, the roles of women are always housework and taking care of children and their home while men work outside, and men have higher career opportunities and rights than women. The reason for women not participating may be the high cost of accessory facilities, taking care of their children, the expectation of culture, and the need to ask permission from their family or from members of the family to agree and people who control the finance in their family.

Women have been housewives rather than having the opportunity to play or participate in sports. The issues of women's entry are obstacles to sports development in Cambodia. Women required within the male-dominated sport, are noted to be subjected to discrimination. In history, prejudice stems from the lack of confidence in their suffering, knowledge, and capacity compared with men. There are still girls and women who do not have the same opportunities as their male counterparts to participate in sports; in fact, they are just trying to survive each day. Traditional prejudice made gender inequality in society. This mindset has discouraged women to perform man's tasks. Also, it influenced Cambodian society as role-play creates social issues, for example, discrimination of race, class, gender, ethnicity, sexuality, and disability. Sports can be a part of supporting and strengthening

challenging stereotypes with the ability to impact a more comprehensive society.

2.2.2 Women's participation in Sport

In history, sports activities and recreation can view it at Bayon Temple (Siem Reap Province) and sport has been an essential part of Cambodia's daily life for centuries. Sport in Cambodia is martial arts and has been known as the traditional sport in Cambodia since ancient times after Cambodia had a tumultuous year and was affected by war with other countries and among itself. Cambodia has started adapting the western sport and Cambodia has competed in international competitions in ten Summer Olympic Games. This first competed in the 1956 Summer Olympics in Melbourne, Australia. But during the civil war, Cambodia did not join the Olympic for 1972 - 1996 Summer Olympics.

Sport became more popular in Cambodian society and has been well structured and embedded in the physical education system in schools for the last 30 years after the end of the civil war in Cambodia.

In 2019, Cambodia ended the 30th SEA Games, with won 46 medals including 4 golds, 6 silvers, and 36 bronze medals. Recently, this is the first time that Cambodia broke the 31st Southeast Asian Games with 9 gold, (3

females), 13 silver (3 females), and 41 (20 females) bronze medals, a total of 63 medals. Shadow of sport has been in Cambodia. Even though they try to taste new experiences, their suffering and struggles still make life difficult and it is an obstacle.

2.3 Theoretical Framework

2.3.1 Social Psychological Theory

Social psychological theories have been applied with mixed success to explain sport participation and physical activity of adolescents. Social cognitive theory (Bandura, 1986, 2004), the theory of planned behavior (Ajzen, 1985, 1999), and self-determination theory (Deci & Ryan, 1985, 1991) are the three common theories. According to Deci & Ryan (1985, 1991) self-determination theory stated that motivational types range from extrinsic to intrinsic. According to research, the Self-determined theory of behavioral regulation has positive influence on adolescent people (Ntoumanis, 2001). For example, extrinsic goals negatively impacted, whereas intrinsic goals positively influenced, self-determined motivation, which in turn positively explained the quality of life and exercise behavior among British adolescents (Gillison et al., 2006).

The development of an intervention method which aims to affect changes above the individual level cannot be guided by social psychology

theories alone, even though they help to understand the individual and micro social elements that influence sport and physical activity participation. We also don't know how these elements interact with the larger social, environmental, and policy issues that affect physical activity participation. Socio-ecological frameworks have some promise in this regard as a means of directing the study.

2.3.2 The Socio-Ecological Theory

The Ecological System Theory fundamentally implies and reflects the complex, dynamic interplay of forces within and between all ecological factors. For instance: Individual and interpersonal relationships are impacted by social structures and processes that surround them. The Canadian Association for the Advancement of Women and Sports Physical Activity (CAAWS) created the “Social-Ecological Model of Influence on Sport and Physical Activity Participation for Women and Girls”, as a body of theoretical concepts, the socio-ecological model helps scholars and practitioners understand how a variety of individual and environmental variables that influence behavior are interconnected (Stokos, 1996).

Through the perspective of the overall social environment, the socio-ecological model enables an examination of the variables that influence individual behavior. The method has been applied extensively in the research

on factors influencing individual engagement in sports and physical activity. The socio-ecological model, this model shows that intrapersonal, interpersonal, environmental, and policy-related issues can all be obstacles to women and girls participating in sports and physical activities.

2.3.2.1 The Ecological Systems Model and Sports

Using the socio-ecological model by Bronfenbrenner in 1979 as a starting point to understand individual differences in sport participation. The core idea underlying Bronfenbrenner's socio-ecological model is that individuals have a strong connection to and are affected by their environment. According to the socio-ecological theory, an individual's behavior is influenced by relevant personal elements and the environment in which they work, live and interact with others (Sallis et al., 2008). Individual factors such as age, sex, or education level; social factors such as family, peers, community norms, and support; physical environmental factors such as the built and natural environment; and policy/regulatory factors which include planning, sports and health policies, are some examples of the categories of influence (Sallis et al., 2008 & Rowe et al., 2009).

Based on Henderson (2009) the value of the ecological approach is important for studies on sports participation and physical activities. Sallis (2008) said that given the potential ecological models have for directing

approaches to population-wide health concerns like inactivity, researchers and practitioners in the physical activity literature have increasingly focused on understanding and utilizing them during the past 20 years.

Sport management scholars may have the possibility to concentrate on learning about factors that affect sports and leisure participation as a form of physical activity given the close relationships between sports, physical activity, and health (Rowe et al., 2013). Based on Henderson (2009) suggest that sport management researcher better use socio-ecological models with relevant frameworks for analyzing sport participation at different levels.

Stokols (1996) showed that there is a basic three-layered version of a socio-ecological model such as individual, social, and environmental factors. In other studies, Sallis & Owen, (2002); Stokols, (1996) showed that behavioral theories such as social-ecological models attempted to understand the influence on physical activity behaviors. There are multiple levels of impact such as individual (e.g., age, sex, motivation), social (e.g., family, peer), and environmental (e.g., individual safety, neighborhood).

a. Individual Factor

Women 's sport participation is influenced by a variety of individual factors. These include a lack of time, self-efficacy, attitude, perceived behavioral control, enjoyment, concerns about body shape and weight

management, individual autonomy and pressure to conform to public beauty norms (Allison et al., 1999; Cockburn & Clarke, 2002; Dwyer et al., 2006; Finch & White, 1998; Sas-Nowosielski & Krzysztof, 2006; Shen et al., 2008).

b. Social Factor

Women's participation in sports is influenced by social factors on both a micro level by important people such as parents, family, friends, peers, and on a macro level through the prevalent discourses of gendering in society sports activities. Parents, especially members of the family play a significant role in the development of children's health behaviors (Baumrind, 1993; Bugental & Goodnow, 1998), but the processes by which parents have an impact on their children's behavior are still poorly researched and understood (Prochaska et al., 2002). Women's participation in sport activities is significantly influenced by their peers. Their influence and lack of social support are barriers to participating in sports (Allison & Adlaf, 1997; Culp, 1998; Frankish et al., 1998; O'Dea, 2003).

Sports and physical activities have a significant role in the creation of feminine and masculine identities, and this needs to be taken into account on a much deeper and more comprehensive social level. Sports, particularly those exhibiting strength, speed, fighting and power are still regarded as primary shapers of masculinity in Western society (Dunning, 1986; Bryson,

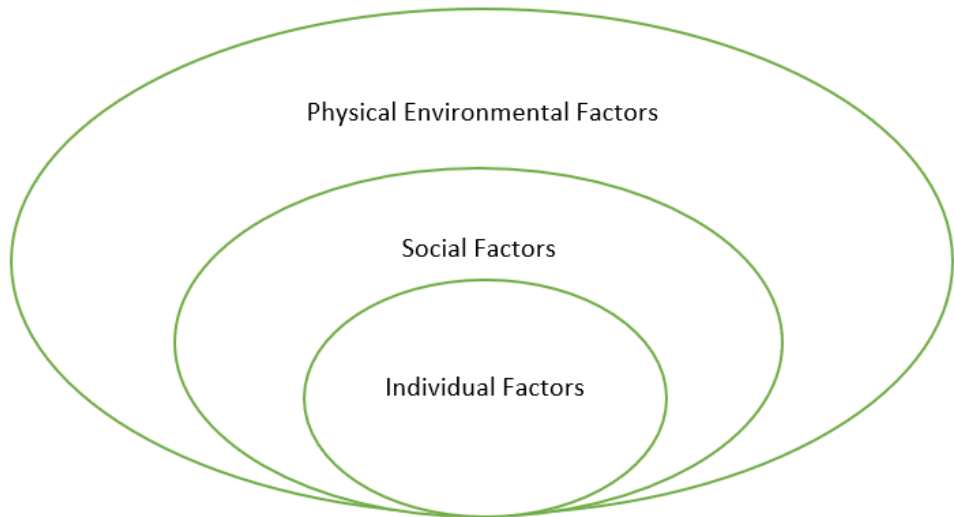
1987; Connel, 1987; Messner & Sabo, 1991,1994; Hargreaves, 1994; Nelson, 1994; Maguire, 1999). Feminine socialization, in addition to other factors, considerably contributes to the decline in women's participation in sport activities, according to Choi's (2000) research. While gender reasons for sport activities patterns are complex and challenging to measure, any framework for understating sport activities' behavior, maintenance, and improvement must consider these deeper and pervasive structural and identity shapers.

c. Environmental Factor

Environmental factors influenced sport participation which physical environment, policies and structural problems. More and more people are realizing that big populations' levels of sport may be influenced by their physical environment (King et al., 1995).

Figure 1

Socio-ecological model- three levels



Examined this concept and put out a model that takes elements of socioecological theory from a perspective of health and behavioral science and takes impacts on participation into the context of results of sports development (Rowe, 2013). Another study urged researchers to investigate the factors that affect involvement to determine how knowing these factors may help guide action in support of sport-specific results and community development objectives (Hylton & Totten, 2008).

2.3.2.2 The Socio-Ecological Model of Females

The Socio-Ecological models have been used to study factors affecting young female participation in sports and physical activity (Casey et

al.2009; Eime et al. 2010; Eime et al. 2015; Gargari et al., 2018; Jenkin et al. 2016).

The lack of female role models in visible positions can lead to many unfavorable consequences for girls and women, including the devaluation of ability and self-image (Lock wood, 2006), failure to achieve goals and potential for a sports career (Hums et al., 2007) and an inability to challenge or resist negative stereotypes related to gender and leadership. In short, same-sex role models inspire others to strive for and emulate similar achievements (Lockwood, 2006) and can provide insight and advice on how to navigate a sometimes-difficult environment.

Chapter 3. Research Method

3.1 Overview

Qualitative research is a method used by researchers to understand the meaning, sociality, and reality of the group or individual related to social or human issues. Qualitative research is defined as the person's life, story, behavior and interacting relationship (Corbin, 1990). This study examined how individual, relational, and social factors affect women's sport participation among young women. Based on literature, this research will identify and analyze the necessary information by using the research method, and it enabled to understating of the line reasons for women's sports participation or non-participation.

This study helped to examine the problem of women's sport participation in the Cambodian context and contribute to using as literature on the future topic, due to the lack of research on this area and research significance.

3.2 Qualitative Research

The opinions and reasons are more understood by using the primary exploratory in this study. Qualitative research is used to uncover insight into opinion and thought and have a deeper into the problems. The method is focused on groups, and individual interviews.

The research questions for this study are best suited for qualitative investigations since they provided a more thorough and different examination of motivations and experiences. This study aimed to close a gap in the body of knowledge on the issue by offering insight into why women are still notably underrepresented in sport participation in Cambodia.

Based on Flynn and Korcuska (2018) this study used phenomenological research, which is a useful and relevant method of understanding gathered data. With this strategy, the research is able to explain the participants' subjective experiences and utilize the information gathered to make inferences about their perceptions and experiences.

3.3 Participants and procedure

This study examined how individual, relational and social factors influence women's sport participation among females in Phnom Penh, Cambodia; the selection of participants allowed only females to be involved. This was done to make sure that this finding of the study accurately reflected the thoughts, feelings, beliefs, and views of women.

During communication explained to them the purpose of this study, and the significance of the study, and showed them how important their participation in this study is.

The interview questions were created by following the research questions as well as the literature review. The main purpose of this research is covered by interview questions. (See Appendix A)

Adolescents' involvement in sport and physical activity, especially among women, is low, and it seems that the age at which young women stop participating in sport and physical activity is lowering (Australian Bureau of Statistics [ABS], 2003). 33 percent of Cambodians are between the ages of 15 and 30, a significant proportion of that age group (Norn Louert, n.d.). This drop may be partially explained by the significant life changes that adolescent females experience between the ages of 15 to 25.

All participants were selected for this study based on their roles in sports as well as their availability to participate in the interview process. Participants who are adolescent females currently in Phnom Penh, can relate to the topic and can discuss in-depth difficulties and perspectives of being these things. Participants were recruited using both interview and snowballing methods. A group of sampling was chosen from females who used to play sports in Phnom Penh, Cambodia.

To better understand participation in this study, detailed information was sent via email to the participants who were selected. Information should be the introduction of this study, so each participant had to reply through

email by confirmation for interview and participation. The scheduled interview followed their replying email, and before the interview, the was letter discussed with the interviewees.

Before the researcher started to interview, the demographics and background questionnaires asked included open-ended questions such as name, age, place of birth, what sports they used to play, how long they play and how do they get involved in sports.

With open-ended questions, respondents were able to elaborate on their comments and provided more thorough responses. Based on McMahon and Winch (2018), extra information helped to qualify and clarify replies, providing the researcher with more accurate information and relevant insight. The open questions discussed their words and described how factors are affecting sports participation. The interview questions were used to follow up with the participants to get a deep understanding of each factor.

The researcher conducted the interview in Khmer language via Zoom and Facebook Messenger voice call, it was recorded in mobile and laptop. Researcher was asked all interviewees to have audio documents using a digital recorder to assure the correctness and validity of the responses. Then researcher would be translated in English.

Table 2.

Participants of Interview

<i>No</i>	<i>Age</i>	<i>Education</i>	<i>Positions</i>
P1	17	Grade 12	22 adolescent females who stay in Phnom Penh and they used to play sports.
P2	18	Grade 12	
P3	16	Grade 10	
P4	16	Grade 11	
P5	15	Grade 9	
P6	16	Grade 11	
P7	17	Grade 11	
P8	16	Grade 10	
P9	18	Grade 9	
P10	17	Grade 10	
P11	21	BA	
P12	20	BA	
P13	21	BA	
P14	20	BA	
P15	20	BA	
P16	21	BA	
P17	21	BA	
P18	21	BA	
P19	22	BA	
P20	20	BA	
P21	21	BA	
P22	21	BA	

3.4 Collecting the Data

The percentage of the sample represents various sports and levels of experience in those sports. In a phenomena study, 22 subjects met the minimum need as suggested by earlier research (Fowlie et al., 2021).

The snowball or chain sampling method was used by the researchers to identify suitable participants for the study (Patton, 2002). Focus groups, interviews, documents, and observations are a few of the numerous data gathering methods Morgan and Harmon (2001), recommend being employed

in qualitative investigations individuals chosen for this study's participation were interviewed to provide the data for this investigation. Before taking part in this study, participants got an introduction email detailing the aim of this study, interview protocol, research process, potential risks, and benefits. With informed permission, participants are protected, and ethical research practices are encouraged throughout the whole study. To provide informed participation, all participants had to understand the purpose of the research, benefits, and risks, and feel free to give or make the decision to participate in the interview (Flynn & Korcusk, 2018).

3.5 Analyzing the Data

Flynn and Korcusk (2018), this study was guided by interview questions to gather participant beliefs and experiences that are related to the purpose of study. Even though this study used research questions to direct the interview, the data still used to be examined to uncover the themes that emerged from the participants' experiences. Although this study considers the approach to be inductive and used the socio-ecological concept to help shape interview questions.

Analyzing the Data process was on going and the researcher used thematic analysis to utilize analyze the interview data and produced the themes that were examined using Atlas.ti software (<https://web.atlasti.com>).

The researcher used thematic analysis to find out the themes which are necessary and used the themes and sub-themes to address the issue or the research.

Interview data read and re-read by the researcher, have generated the coding, themes, and sub-themes. The Interview was corded, transcribed, and then translated Khmer to the English language. The researcher was coding, words by words, sentence by sentence according to the main themes using Atlas.ti software.

Braun & Clarke (2006) showed that many qualitative researchers used thematic analysis, there are six steps approach that is quite important to find out this research.

Table 3.

The six-steps approach of thematic analysis

	Phases	Detail
1	Familiarizing with data	The interview will be done by transcribing, read and read, take note of the ideas for coding and initial thought about themes
2	Generating initial codes	Coding interesting features of the data in a systematic fashion across entire data set, collating data relevant to each code

3	identifying themes	Organizing codes into potential themes, gathering all data relevant to each potential theme
4	Reviewing themes	Checking if themes work in relation to code and entire data set, generating clear definitions and names for each theme
5	Defining and naming themes	Ongoing analysis to refine the specific of each theme and the overall story the analysis tells, generating clear definitions and names for each theme
6	Finalize themes	Selection of vivid, compelling extract examples, final analysis of selected extracts, relating the analysis back to the research questions, objectives and previous literature reviewed, producing the report.

3.6 Strategies for Validating

Creswell (2009) asserts that one benefit of qualitative research is its high validity. According to Creswell, validity refers to the process through which researchers check the truth of their findings by implementing a variety of strategies that enhance their ability to do so. Creswell suggested eight ways for evaluating the validity of the information provided, among which research, triangulation, and member checks will be carried out.

3.6.1 Triangulation

Triangulation is a validity check that uses information from three different sources (Patton, 1999). Further, as noted by Glesne & Peshkin (1992), the triangulation process involves substantiating data from different sources to support a position or subject.

3.6.2 Member Check

This data validation method is the most crucial. The validity of the interview data interpretations is questioned, and the participant's views are urged (Lincoln & Guba, 1985). The study's interpretations are evaluated by the participants, who also have the power to offer revisions.

Chapter 4. Results

The data has been divided into three main sections for the purpose of answering the study's research questions. In the first section, the "How" (Individual-level factor) was one of the primary emphases which then discussed the "Who" (Relational factor) and social systems or institutions that have an impact on females' participation in the second section. The third section was about how adolescent females can increase their participation in sports. The results followed include quotes from all 22 participants.

4.1 Research Finding

A theme analysis method was used to analyze the interviews. The findings led to seven major themes (Table 4), which were paired with research questions and subsequently divided into sub-themes to create descriptions for simple analysis as suggested by Crewell (2002). Crewell (2002), states that his proposal for the six-steps data analysis approach for qualitative research can help identify themes regarding the topic being studied. He added that in order to create themes and subthemes, the data should be organized by the research questions.

In this chapter, the researcher discussed the findings in response to three researcher questions:

RQ1. How do individual factor influence women to participate in sports?

RQ2. How do relational and social contexts influence women's participation in sports?

RQ3. How can Cambodian increase women participate in sports?

The key findings of two research questions from the investigation were classified as (i) Lack of appropriate participating, (ii) Changing motivation and nature of participation in sports, (iii) Time Constraints, (iv) Relational/Social level factor, (v) Environmental/Organizational factor. The third research questions the most prominent factors that influence women's sport participation are (i) Lack of appropriate participating opportunities, (ii) Time Constraints. (See Table 4)

Table 4.

Themes and Sub-themes

Research Questions	Themes	Sub-themes
Individual factors influence women to participate in sports	Lack of appropriate participating	Lack of knowledge of playing available (n=14)
		Lack of skills of playing available (n=11)
		Lack of motivation of playing available (n=14)

Relational and social contexts influence women's participation in sports	Changing motivation and nature of participation in sports	Being for fun to being for weight loss (n=17)
	Time constraints	Limited time to participate (n=12)
		Wasting time on Screen time (n=14)
	Relational/Social Level Factors	Lack of family members' supporting (n=15)
		Lack of peers/Friends' supporting (n=18)
		Lack of teacher/ educator' supporting (n=13)
	Environmental/Organizational	School facilities, Programs, and policy (n=13)
Cambodian women can increase participation in sports	Lack of appropriate participating opportunities	
	Time constraints	
	Using indoor facilities	

4.2 Lack of appropriate participating

The three sub-themes for Individual level factor were (i) lack of knowledge of playing available, (ii) lack of skills of playing available, (iii) lack of motivation of playing available.

4.2.1 Lack of knowledge of playing available

Participants showed a lack of understanding of the advantages of participating in sports and physical activity while being relatively engaged in housework and transportation-related sports and activity. Adolescent individuals were more likely to lack knowledge than other participants. A female participant said: *"People are not aware of its [sport] importance, and they do not realize the consequences of missing it"*. We did not realize that exercising had additional advantages for us. Additionally, there was a lack of knowledge about the kinds of adult activities that might be done indoors in the limited space given. Another female from the university group stated,

The main reason for not engaging in sports is mostly because of the lack of awareness about its value, types of sports that can be done in a restricted space, and lack of skill. (P4)

*Well, maybe trainers/coaches might offer some advice and pointers; you know, it would probably be useful. Since there is many other workout equipment available where I go, I might obtain advice from a trainer/coach and be told, **"Okay, this would be nice to work on or have,"** or something similar. Yes, they could certainly add a bit more diversity to how they use the equipment that I would use for machines. (P5,6)*

4.2.2 Lack of skills of playing available

The study's participants said that playing sports required a certain amount of knowledge because it is a highly technical activity and that playing it was enjoyable. For instance, one female commented that women's fencing abilities *"are not progressed"* in general. *"They lack the skills and don't know the basic skills (focus group)"*. Women may lack fundamental sports skills because they haven't had as much attention to fencing. A participant said

Like in football, we don't need to worry too much, we only have to get to the field and start playing. We are lacking the required resources, such as training, knowledge, and space.

Female participants said that their ability to play football or other adult sports that require little room restricted them from participating in sports. *"We don't have the abilities for football, and nobody is willing to advise us,"* a participant added.

... I mean, I dunno... I have consistently participated in all sports. I was a great football player. The year after, I played basketball and... [a top league club] asked for me. I mean, I feel... [able]. (P4)

...I wasn't good at football or anything else. For instance, I used to throw tennis balls off the court because I wasn't very good at the sport. I've never been particularly good at sports. (P5)

*There are **a lot of shy ladies**, and because **they aren't skilled**, they avoid doing athletics to stop people from making fun of them and causing shame. (P8)*

I wasn't very good at this [fencing]... well, and [...]. However, if they had just told me something, they [team] wouldn't have picked on me. It was enough to damage me, [she smiles], [serious tone in voice]. (P7)

4.2.3 Lack of motivation of playing available

The belief that there were "good teams" and "bad teams" based on talent level had an impact on motivation to play team sports as well. The advantages of skill-level matching teams were explored by one set of participants; however, they also believed that the "bad team" was unpleasant and hurt their confidence to participate in sports:

*I feel that being **in a team of only bad people would give you more confidence** because you would know that they are not better than you. On the other hand, being in a team of people who are better than you make you feel like "**Oh my God, I will stop it if you do this or that,**" and you want to run away. If they determine **that this is the good team and you are on the bad team**, you won't feel as confident because **you are put on the bad team**, which makes you feel horrible. (P11)*

4.3 Changing motivation and nature of participation in sports

4.3.1 Changing of motivation from being for fun to being for weight lose.

Participants showed reasons for participating in sports and physical activity because of some different motivations. *The changing of motivation from sport and physical activity is for fun to sport and physical activity being for weight loss/maintenance.* These changes were accompanied by changes in the nature and experience of sport and physical activity, which included a

narrowing of the range of physical activities, a move away from competitive sport and physical activity toward informal fitness or socially focused activities, and a shift toward planned rather than impulsive sports and physical activities. Participants said (when asked about the reason you play sports and physical activity):

Physical activity as a means of reducing weight gain, controlling aggression, and trying to relax from academic stress (P4)

Well, I'm not gaining too much weight, as well as stress reliever. (P5)

Sports and physical activity's type and experience changed while motivation and benefits for participating in them changed. The group of females mentioned engaging in a wider range of sport, including increased participation in casual lunchtime activities and in *spontaneous and play* types of activities as such

I enjoy playing basketball during lunchtimes and other times, although I used to play football. (P20)

Frequently stated that they engaged in sports and physical exercise for enjoyment or simply because they wanted to, in addition to the benefits to their overall health. *You feel healthier after engaging in physical activity (P7).* It offers you something to do, and *I enjoy jogging in my free time and "I'm merely moving" (P5).*

These are examples of how the group's sports and physical activity tended to be much more planned and at a fixed time. These remarks illustrated how sport and exercise had evolved from being scheduled activity that was mostly extrinsically motivated to being a sport that was somewhat spontaneous and internally motivated.

4.4 Time Constraints

Individual time was a frequent theme that affected their participation in sports and physical exercise and weakened it.

4.4.1 Limited time to participate

Participants mentioned that their interests had changed since elementary school, and although they had previously participated in many sports, *they now had to choose just one because of time limits and a desire for "chill out time" on the weekends. Many participants had part-time jobs, making it challenging to "fit in" physical activity and sport.*

*By the time I get home [from my part-time job] at about quarter to midnight I can't be bothered doing anything.
(P6)*

When it came to working on other school assignments, participants who were taking physical education as a subject at school reported *"buying and selling"* their physical education time. Following a sport or engaging in

physical activity outside of school directly competed with taking after-school classes. Even for general entertainment and downtime, let alone for sports and physical activities, participants said about a lack of time such as *weekends are supposed to be a time for relaxation* (P7,11,12,14). The activities that participants said:

It includes shopping, going to the movies, watching TV, and hanging out with friends. I prefer hanging out with mates just chilling, Partying. (P16)

Young people in urban areas have a variety of recreational options available to them, giving them some discretion over how they spend their free time. As they grew older, according to the students, they were permitted to engage in more activities alone, unsupervised by parents.

I feel like my mother. . . She gives me more freedom to act than I used to prefer. . . . I was not permitted to frequently go out and do that, but now I am permitted to outside by myself. (P14,17,20,21)

Consequently, when young individuals age, they have access to a wider variety of leisure activities (as parents allow them to out). This led to a wider variety of leisure activities and thus less time for sport and physical activity.

It is far more complicated than this, even though competing priorities may be seen as individual decision-making. The larger social, environmental,

and policy context has an impact on an individual's competing priorities. The opportunities available to P18 decreased, while P15 reported that their parents had advised them to stop participating in some sports and physical activities:

I was pretty much forced to give up like I had to choose one thing that I was going to stick to and drop the other one. (P18)

Parents are going to force you to stop something to go to study. (P15)

Participants experienced a reduction in the opportunities that were available to them through school.

Conflicts between timetables were cited as a problem by students when choosing physical education classes, and timetabling issues were cited in females' participation in physical education and sport. Participants claimed that they were occasionally "*forced*" to spend time on homework because of the workload. Some students had a choice to undertake sports and physical activity during physical education classes or to use this time to catch up on other schoolwork.

4.4.2 Wasting time on smartphones

It was noted that female participants' access to *smartphones* and the *internet* was displacing active forms of leisure. Most people who were younger and more educated engaged on their phones during their free time.

The most popular platforms were YouTube and Facebook. Participant: *"If I have any free time, I normally spend it watching TV, using my phone, or speaking with friends in the neighborhood businesses."* With greater access to smartphones and the internet, females—who typically have busy domestic schedules—were becoming sedentary as well. An additional participant said, *I used to be active all day long. Anytime she has free time these days, I catch her on Facebook.*

4.5 Relational/Social factor

4.5.1 Family members' supporting

The effect of friends, family, the media, and role models was cited by participants in focus groups. Overall, compared to P19 and P11 noted a wider variety of factors and spoke more extensively about how those factors affected their engagement.

Family members had a direct and indirect impact on these students' participation in sports and physical exercise. For example:

The family was a significant influence. When it came to the kinds of activities they choose to engage in, they indicated that they did so in the footsteps of their siblings (both brothers and sisters were named). (P7).

I played football for a year or two after my brother played for around three years since he had so much fun. (P9)

Therefore, siblings acted as “*models*” for females. Parents’ impact was more pronounced in terms of how they encouraged or discouraged activity than in terms of how much their children copied their actions. Many students claimed that as they grew older, they were obligated to reduce spending on the variety of sports they engaged in. Parents also had a beneficial impact on engagement by supporting their children in taking advantage of chances and encouraging them to do so:

***They can motivate you.** I sort of continued the little routes that my mother started for me. And when I was in high school, my father taught me football and used to take my siblings and me out to play basketball. (P19)*

Participants also noted the importance of family support, saying that:

you won’t get the kids if you don’t get the parents (P1&2)

As their daughters advanced through their education, some parents discouraged young women from being active because it is not academic and instead put pressure on them to perform well in class:

*I think it’s more towards the later years during their studying that they find it hard because their parents are like **I want you to study, I want you to do this**, you are not allowed to play sport. (P1)*

The age of the parents may also affect how much they support participation, especially in non-traditional sports and physical activities. For example:

Parents who were younger appeared more eager to let their kids experience a wide range of sport and physical activities. (P1)

4.5.2 Peers/Friends' supporting

The most mentioned recreational sport for adolescent females was socializing and "hanging out", which is shown in the impact that friends had on the students. Friends' involvement in activity was frequently the motivation for getting involved in the same activity and the opposite. Friends' involvement in an activity was also frequently the reason for someone stopping that activity. Participants said,

My friend Pheary she kind of got me into long-distance running. (P7)

I play sport because I like it and the sports allowed me to meet new friends, and I started to get better at sport and make new friends. (P8)

Also, it is necessary for this study of having a friend of the same gender to play sports. Participant 7,8,9 said that

*I agreed to play the sport because **one of my close friends played too and they asked me to play, and I joined this sport because I like it and a lot of my friends played.** (P7,8,9)*

The study's findings show that the female participants believed that more women would play if they had the chance to join an all-girls team:

*I think to get more girls we should encourage them more. **Like a boys' team and a girls' team.** (P12)*

If they get the chance and want to play, they should, is another. (P13)

A benefit and a source of satisfaction for adolescent females was the social component of engagement as well. The females' self-identity was linked to and reflected in their friendship groups. Some people did not identify as "*sporty types*," while others did. Comments made in response to the question of why they believed some other young ladies did not enjoy participating in sport or physical exercise included:

*Because some chicks are too dainty. They worry that they will break a nail and other things. Being "**girlie**" or feminine seemed to be the contrast to being "**sporty**," which was more associated with the male. (P2,3,4)*

Participant 1 emphasized the topic of the interactions between male and female students and how this changed moving forward, even if it wasn't brought up explicitly by all participants.

*While in school, guys included young girls in their sports and physical activity; however, this changed in later years: "**we do have a lot of male/female interaction while practicing sport.**" Boys in the school were starting to act more aggressively, aggressively competitively, and less inclusively. This period is also when young girls start to feel more self-conscious about their appearance, especially in front of boys. It also happens to be the time when girls start showing more interest in socializing and less intense sports and physical activities. (P2)*

4.5.3 Teachers/Educators' supporting

On participation in sports and physical exercise, *the teacher also had an impact*. Participants 9, 10, and P 18 agreed that

Teachers may either play sports and physical exercise for fun or not. (P9,10,18)

Teachers can influence the experiences students have in physical education. (P18)

Because there were few female students in the class, Participant 18 complained that

It was difficult when teachers assigned traditional male-sports. (P18)

Due to the vast differences in the requirements and preferences of the kids, Participant 1 and Participant 2 said in the interviews that

They found it challenging to plan for the entire group. Teachers understood that for adolescents to participate in activities and feel comfortable, relationships with them must be established. (P1,2)

4.6 Environmental/Organizational

4.6.1 School Program, Facilities, Policy

In their interviews about sports and physical activity, adolescent females frequently emphasized the school environment. The focus groups were held on school grounds, which may be the cause of this. The location of the participants' homes was stated as having an impact on their ability to participate in certain sports and physical activities; hence, they tended to engage in nearby their homes. But the environment at school and the

availability of resources there and nearby seemed to have a more significant impact.

Adolescent females do not feel that there are enough options for them to participate in sports and physical exercise, even though the school offers some opportunities for females to do so. An important component to participate in sports and physical activities are opportunities at high school. Participant 16, said

I believe it's a high school and where you live and what sports are around here and such. I began playing sports with a nearby organization or a school team. (P16)

High school made an effort to expose students to a variety of sports and physical activities, and that they did this by using both the school's facilities and outside's campus including a football field, parks, and fitness centers, while the places need students to travel to other places and it was necessary to get there by walking. (P2)

*Students involved the sports and physical activities at school. There are many schools that provided **“Formal competitive sports like inter-school and sports tournaments”**, as well as more **“Informal competitive sports like lunchtime activities (walking)”**, those activities depended on the teachers, and they did not take place if no teacher was willing to organize them. (P1)*

4.7 Issue of Participation in sports for women

4.7.1 Lack of appropriate participating opportunities

In this survey, it was frequently mentioned that there were not enough chances for community sport, either due to a lack of information, a lack of

abilities, or a lack of enthusiasm. In other low priority demographic groups, such as culturally and linguistically diverse communities (Hanlon & Coleman, 2006) or for disabled people (Field & Oates, 2001), the concept of a lack of appropriate playing opportunities has been reflected. These groups are frequently not prioritized by organizational or policy domains. However, if involvement in sport among adolescent people and other non-prioritized demographic groups is to significantly expand, suitable opportunities that are tailored to meet their requirements must be made available.

4.7.2 Time constraints

Having a busy schedule of jobs and education makes a woman's life difficult. In order to manage their careers and spend time with their families, adolescent females lamented their condition of having no free time.

Most college students are juggling both work and study, so they focus on managing their obligations and doing their work. They seem to prefer to relax at home and spend time with their families, shopping even in their free time, in my opinion. (P6,7,10,11,14,15)

Lack of time to engage in sport was a barrier that was frequently mentioned in this study and across all age groups (Hardy, Kelly, Chapman, King, & Farrell, 2010; Ruseski, Humphreys, Hallmann, & Breuer, 2011). One could argue that other factors, such as the fact that older people prioritize other leisure activities over playing sports, affect this perception of time

constraints. The perception of a lack of time may also be influenced by interpersonal factors, such as societal issues or the organizational area of limited suitable playing opportunities.

The impression and individual opinions of adolescent women individuals regarding their own sport involvement will be influenced by the lack of acceptable opportunities and the uncertainty of the "societal appropriateness" of practicing sport at an adolescent age in some sports.

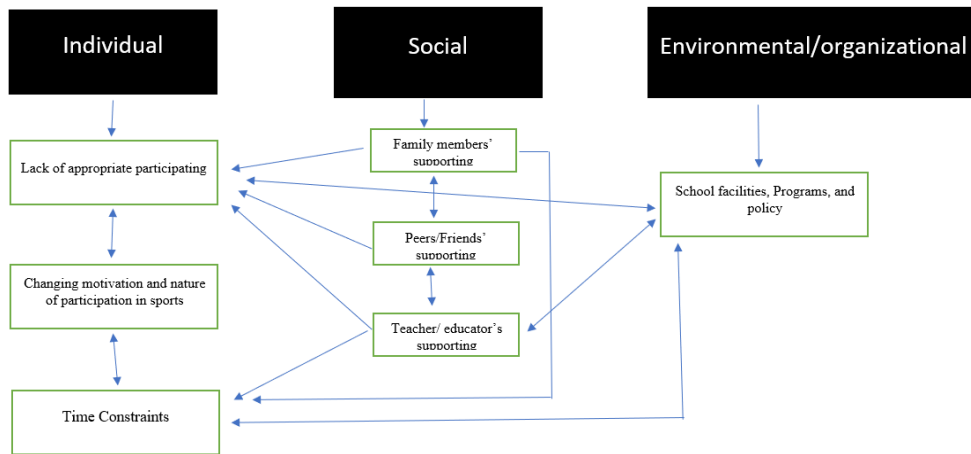
4.7.3 Using indoor facilities

Based on the interview with all the participants, the weather is a constant obstacle. As one participant expressed it:

Basically, because of weather factors. There are many outdoor sporting places in Phnom Penh, but not many indoor ones. If we made a reservation on the spot, using indoor facilities is not easy to book. Therefore, the weather issue is crucial in my opinion. (P12)

Figure 1

Linked themes of socio-ecological model for adolescent women's sport participation



Chapter 5. Discussion and Conclusion

To sum up, the purpose of this study is to explore how individual, relational and social contexts influence adolescent female participation in sports and physical activities in Phnom Penh, Cambodia. This study was carried out among adolescent females in Phnom Penh, with the aim and objectives. This chapter provided the key finding through the purpose and linked themes of socio-ecological model for adolescent women's sport participation.

5.1 Discussion

a. Individual Factor

Based on the participants have different sports and physical activity experiences, which has an impact on how people participate in sports and physical activity. While some of the participants talked about their participation in sports and physical activity that they took part and some of the participants were more organized and controlled.

Participants' interest in and participation in sports was influenced by their perception of their level of activity as well as their awareness of the advantages of sports. Even individuals who were willing to exercise reported lacking the knowledge about age- and situation-appropriate exercises, such as small-space indoor workouts. It was acknowledged that organized group-

based practices and training facilities could give participants a chance to pick up skills and be inspired by peer role modelling. Notably, most study participants reported feeling tired and lacking the drive to start and maintain sports and physical activity on their own. This result is consistent with a prior qualitative study conducted among Cambodian women, which found that while other training possibilities served as motivation, non-domestic forms of PA were limited by a lack of interest and drive. Therefore, group-based activities may be a useful component of future therapies to allow for peer role modelling and to encourage long-lasting behavior modification.

The emphasis on weight loss and achieving a thin body is a crucial component of the feminine and sexualized motivation that supports young women's culture and grows increasingly powerful as they become older (Choi 2000; Hargreaves, 1994). Young women have less opportunity to view their bodies in more useful and empowering ways when physical activity is largely motivated by the desire to improve natural characteristics (Choi & Murtie, 1997; Choi 2000).

Fun is considered a secondary factor after losing weight. When focusing on female athletes' participation, having fun is an occurring theme (Casey et al. 2009; Skille & Osteras 2011; Slater & Tiggemann 2010). The

idea showed that fun is a key component of female sports involvement in general, and more particularly in the context of rapidly rising female sports, *"I want to do it for fun"* (focus group). According to Slater and Tiggemann (2010), females were more likely to discontinue participating in sports or other physical activities if they did not enjoy it or if they became bored. Fun, however, entails more than just having a good time. Having enough competence and self-confidence has also been connected to enjoying the sport (Slater & Tiggemann 2010; Skille & Osteras 2011; Casey et al. 2009). According to Skille and Osteras (2011), ladies' self-consciousness regarding their competence level is hurting their confidence.

Even though enjoyment is an important factor in sports is required, its implications for the acceptance and adoption of participation in sports and physical activity is still under-researched. According to Henderson, Glancy, and Litter (1999), "Fun" is a word that is hard to define and is frequently undervalued in our work-oriented society. Adolescent women's motivation to engage in sports and physical activity is likely to change if there is a focus on it as a fun activity rather than a means to a goal. It was interesting to see how much fewer participants enjoyed competitive activities. This was especially true of Participants 6 and 7, while Participant 6 enjoyed competition, Participant 7 enjoyed less competitive and more social sports

and activities. This might be the result of several social influences. Females place great attention on the social, encouraging, and friendship parts of their participation in sports as much as their accomplishments, even in an environment where team sports are high competition (Trail et al., 1996). Later young adults are characterized by an increase in interest in relationships with more sexuality as well as a strong focus on friends, group influence and engagement. Coakley and White's (1992) showed that young women with their lovers frequently choose their romantic relationship over their sporting goals. The competitive sporting and performances and interests of the young man which were consistent with his identity (male identity), were valued with his girlfriends' sporting and interests. In the free time of many young women, worriers with fashion, socializing and image of the body that is reasonably feminine and thin seem to exercise power (Hargreaves 1994; Choi 2000).

Time Constraints are one of the factors that influence adolescent women especially the strongest influence between ages 18-25. Individual, social and environmental/policy factors all had a role in the development of these competing priorities. Individual factors, females had a wider variety of recreational options to select from, but they also had part-time jobs and academic obligations that demanded more of their time. The problem of part-time is an important topic to emerge. The number of women aged between

15-25 working part-time has continuously increased in recent years (Norn Louert, n.d.). On a more general social level, some parents “*Force*” their children to take part in fewer sports and physical activities so they could spend more time on their studies, which were deemed to be of higher importance. Finally, on a policy and environmental level, school structures and timetables reflect the reduced importance of sports and physical activities within a full schedule and busy curriculum.

These results support Coleman’s observations (1961) who hypothesized that different amounts of time spent engaging in social, sports and/idea academic activities compete against each other. A similar idea is used in the sport commitment model (Scanlan, Carpenter, Schmidt, Simons, & Keeler, 1993) to demonstrate how athletes’ levels of patience and commitment in sport, decreased as they were increasingly engaged in competition activities (e.g., Scanlan, Simons, Carpenter, Schmidt, & Keeler, 1993; Guillet, Sarrazin, Carpenter, Trouilloud, & Cury, 2002). Boiche (2007) suggested that to improve our knowledge and understanding of adolescents’ decisions and behaviors in the context of sport and physical activity, it is important to take into consideration the self-determined motivation of potentially competing activities such as school, work, and friendships. They discovered that there is a perceived competition between athletics and

schoolwork, as well as a lack of internal motivation for homework and the importance that parents and the school place on it (Boiche, 2007). This study shows that it's necessary to consider a variety of factors, including cultural attitudes and education systems, when evaluating competing priorities.

As parents give more independence in terms of accessing leisure, adolescent females aged a time of growing opportunity to engage in independent leisure activities. The amount of time required for obligations like academics and part-time employment is increasing at the same time as the opportunity to do different leisure activities is developing. Because of this, there are both more opportunities for free time but less free time to take advantage of them. Thus, the students experienced more independence and freedom in their free time, leading to higher levels of extracurricular personality (Deci & Ryan, 1985, 1991). Though perceived independence and freedom are seen as beneficial aspects of free time, this also implies that sports and physical exercise must argue with an increasing number of other activities for their personal time.

The provision of sport and physical exercise has not been given a high ranking in many schools, even though children and adolescents' engagement in these activities has received more attention recently. Schools are being

evaluated based on their ability to create students who perform well academically, and pressure is growing on them. This puts pressure on curriculum developers to create academically challenging programs, and some parents and educators are against physical activity and sport replacing "real" learning. This viewpoint is unhelpful because current research showed that more physical education may have a positive impact on academics (Carlson et al., 2008).

b. Relational and Social

This research found that family, friends, and teachers acted as important roles in sports and physical activity. The connections between members' families, sports and physical activities are frequently described in the literature as social support. Based on Prochaska (2002), three constructs can be used to implement social support:

1. Instrumental and direct support
2. Motivational support
3. Observational support

According to our research, parental support generally takes the form of instrumental support and help, and sibling support typically takes the form of role models.

Regarding their ability to affect physical activity, teachers were also included. The school environment, including the facilities and programs that are easily accessible, the supporting policies, and the curriculum that allows for important physical activity programming, certainly has an impact on the social support and encouragement that teachers can offer. Females are more likely to participate when teachers start lunchtime physical exercise programs. Females typically prefer these kinds of activities because they offer informal, noncompetitive physical activity.

According to studies, having buddies of the same sex with whom to engage in sports and physical exercise increases women's engagement and commitment to those activities. This may be at least in part because of the social support that such linked experiences can provide, particularly for young women, when many young women consider limiting their commitment to physical activity. They are currently most worried about being rejected from or left out of same-sex friendships. Physical activities for young women frequently lose importance in their life because of peer pressure to pursue other achievements that fit their preferred views of femininity (Taylor et al., 1999). The ability to build or accept social connections through sport and physical activity is also acknowledged (Boiche, 2007).

Based on the interview of women, the topic of boys and physical exercise was not a big one. However, participants did bring up the issue of boys in the first years of high school becoming less accepting of girls and more unsupportive and competitive. A participant also mentioned how the boys' "*ownership*" of outdoor recreation areas, such as bike sheds, and fields, discourages young girls from biking to school. James (1999, 2000) showed that teenage women were discouraged from playing basketball during their lunch break because of males' higher level of competition and that young women who were embarrassed by the presence of boys' swim less frequently and with less proficiency.

According to this research, access to facilities from both home and school should be considered when analyzing how it affects women's participation in sports and physical activity. The chances for sports and physical activity that are available to teenagers are impacted by both types of access. Although some study has looked at the impact of facilities and programs that are accessible to teenagers in terms of where they live, there is less emphasis on the significance of facilities and programs that are accessible to the school that they attend. Based on Humber (2008) found that the Programs, facilities, and accessibility were determined to be three crucial environmental factors that have an impact on teenagers' sports and physical

activity. Our findings contribute to this by showing that such factors should be examined in terms of facilities and programs that are accessible in the communities around the homes of teenagers as well as those that are available at the school or that the school has access to. Further investigation is required to determine whether access to school resources like facilities and programs affects how much and what kind of sport and physical activity students engage in both during and outside of school hours.

Schools are an important setting for young people to observe, adapt, learn, and exercise health and wellness through physical activity. This setting and the rules that direct the curriculum in schools have the potential to positively impact young women's participation in sports and physical activity (Elder et al., 2007). Through both more formal means, like organizing lunchtime activities, and more informal ways, like athletic games and physical education classes, schools offer chances for students to be physically active. According to research, the number of young women who engage in physical activity during lunch periods is up to four times greater when the school environment is high in both physical improvements and adult supervision (Sallis et al., 2001).

For the participants, there was a general decrease in sports and physical activity, which was mostly explained by fewer chances for these activities through school. Fewer participation chances at school, according to the high school students, were reported. Parents of the university students had told them that in focusing on their children's academics, they needed to reduce their engagement in physical exercise.

In high school, levels of physical activity during lunchtime rapidly decreased, and few students reported being active during this period. Prior studies have shown that levels of physical activity drastically decrease in high school, and freely choose to engage in physical activity during unstructured time (Yates, 1999). It was up to the teachers/educators to decide whether or not to hold activities during lunchtime, however, some schools did. The young women who participated in this study liked how casual these activities were. In schools, it would be wise to look into the possibility of using lunchtime to deliver physical activity. The demands on their time made it challenging for some students to participate in activities outside of school, and some of them expressed not liking competitive sports. Therefore, students must have access to physical activity opportunities during the school day.

c. Issue of women's sport participation

If there are a lot of guys using indoor sports facilities, one of the barriers preventing women from participating in sports is that they endure body shaming and insecurity over their looks. It's interesting to note that female cyclists in Phnom Penh are willing to spend a lot of money on their bikes and accessories. However, many of them enjoy exercising lightly, such as jogging and brisk walking. Every single one of them engages in sports at least twice a week for a duration of one to two hours.

In Phnom Penh, safety of women is also a serious problem. Perceived well-being shows that people are looking for a balance in their lives. It's important to emphasize that this term refers to the commitments people have to their families, careers, and involvement in sports, all of which have caused some people to express difficulties in finding this balance at first. If they are not as active as the other ladies, they become depressed.

According to Humphrey, Wilson, and Pritchard (2005), time management, finances, social relationship and physical health problems are all factors that contribute to stress. The researcher has observed that time management is also a factor in maintaining a healthy work-life balance. When examining women's participation in sports, time management is the biggest problem. For adolescent women, especially those with or without children, managing their time is always crucial. They manage to fit their training and

workouts around the needs of their family, and they are still working to better manage their time to strike the right balance.

The respondents to the current survey also mentioned stress about how to manage their time and balance their life, particularly how to be outgoing and overcome their fears of playing competitive sports. Do not let it discourage you, even if they're not as engaged as the other women. Instead, assist them in doing things at their own pace and level. The secret to time management and life balance is to establish balance, even if it means making sacrifices to start or end the day earlier or later.

The results showed how crucial it is to encourage people to participate in sports. For instance, the participants stated that if there is less encouragement and support for participating in sports, sports can hurt women as well as their children and families, who may find it difficult to get involved in whatever they desire due to a lack of support from their parents, lack of encouragement, lack of confidence, and lack of experience.

The respondents also expressed concern about receiving equal recognition for participating in sports at any location and obtaining sponsorship in sports as they have observed that women's team and solo sports have a harder time obtaining sponsors than males, particularly in football.

Playing well-known sports like badminton will make it easier for female competitors to find sponsors.

5.2 Practical implication

Practical applications of this research could encourage local, regional, and/or sports groups to help create an all-women sports program, which could result in additional chances for female participation in the sport. Additionally, by examining current women who are involved in sports, this research could help determine whether they incorporate some of the important elements that affect women's engagement in the sport. Finally, decision-makers in sports at all levels can consider the findings of this study. For instance, this might involve establishing clear player pathways at the national and international levels, ensuring PE teachers and coaches have the right skills to help players develop their skills, and developing club-level policies to foster an inclusive and encouraging environment.

5.3 Limitation and Future direction

This study has helped us to better understand the interactions between individual, social and environmental factors and how they affect young women's sports and physical activity during their transitional life phases. But several restrictions should be considered while analyzing the research's results.

This study is limited, and the results of this study cannot be applied to the larger women population because they are restricted to the sample population and their environments. The selection of research participants was the second limitation. Participants were recruited by voluntary participation. As a result, women who volunteered are more likely to have an interest in sports and physical activity. In the focus groups, we discovered that many women engaged in at least moderate physical activities.

Furthermore, each of the participants could only last an hour and could only include a total of 22 people due to time limitations. Last but not least, considering that every participant is involved in some form of physical activity every week, their opinions on exercise and sports may differ from those of non-participants. The participants were urged to consider their fewer active friends and consider how they might feel about participating in physical activities and sports. Due to these restrictions, it is essential to use caution when interpreting results.

Future studies could develop knowledge in this area, as this research is the first study to focus specifically on women's participation in sports.

Future research could have more in-depth discussions with females to understand what would motivate them to engage in sport more generally;

parental attitudes about children, particularly daughters, participating in sports; adolescent males and their views and attitudes towards females participating in traditionally male-dominated sports; and evaluating strategies that are currently used by sporting organizations.

5.4 Conclusion

This study is to explore the Socio-Ecological factors related to women's sport participation in Cambodia. The researcher focused on the individual, social and environmental factors that affect women's sport participation during key life phases. We discovered that decreases in women's sport participation were linked to a shift from intrinsic to extrinsic sources of motivation, competing priorities from university, school, work and other opportunities, a lack of focus support from parents, family members, gender stereotyping that limited the range of sport participation that women feel comfortable participating in, and a lack of easily available sport and physical activities.

The following action should be implemented in Phnom Penh city to promote the participation of women in sports. Government spending on sports facilities must increase because women who participate in sports are more likely to be healthy women, and only healthy women can lead their families

in the true direction. Participation in sports supports a healthy society and can lower the cost of sickness treatment. Toilet and change facilities are required in public sporting facilities. Allow women to use facilities in the early morning and late at night, create a safe and secure environment. Biographies and media coverage of successful female athletes should be published. Adult women should have access to recreational and sporting facilities.

To encourage more women to participate in sports, funding and scholarships are effective benefits. An important part of life is being physically active at school. In-school recruiting should focus more on women teachers and coaches. It is crucial to acknowledge the personal achievements of Phnom Penh-based athletes and to highlight them as role models for girls and women as well as for the larger society. One way to encourage women and girls to pursue sports careers or to begin or continue participating in sports and recreational activities is by promoting role models from a variety of diverse backgrounds. Women should be represented in leadership positions by the organizations that oversee sports organizations and initiatives, including those of coach, administrator, mentor, and role model selected from neighborhood and the school.

To guarantee that their participation in sports and physical activity is continued throughout their lives, these should reflect the diversity of viewpoints and interests and force-acting relationships with their local communities and schools. To overcome the opposition that women encounter and to encourage them to engage in physical activity, schools and sports organizations should implement programs to promote a sport that is aimed at parents. Even though not everyone should participate in sports, we offer some suggestions expressly for women in sport and physical activities. Various important aspects need to be taken into consideration in order to lower the barriers that limit adolescent females from playing sports. It is advised that the following be considered to increase women's participation in sports: implementing skill development for women, which may provide confidence and, therefore, the opportunity, to compete confidently and competently; developing a females' competition that incorporates skill development and fosters friendships.

Decision-makers at the federal and club levels can have a significant impact on these recommendations. For instance: changes might include, making sure coaches are qualified to offer sufficient skill development to keep players, creating female-only teams and competitions with appropriate

rules to encourage success, offering a player pathway, and making sure clubs have a welcoming and inclusive environment and culture for all players.

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Appendix A: Consent Form

Seoul National University

Dream Together Master Program

My name is Sivkheng OUK and I am a Global Sport Management master's degree candidate at Seoul National University. I am looking for your permission to participate in a research study entitled **“Exploring the Individual and Social factors related to Women's sport participation in Cambodia”** Specifically, it is a qualitative study on the effects of role incongruity.

Recently, this is a new topic in this study area in Cambodia. The purpose of this study is to explore how individual, relational, and social contexts influence women's participation in Cambodia, which is to explore the experiences of women athletes in Cambodia.

I am requesting your participation in this study because you fall within specific criteria that would enable you to speak in great depth about the challenges and perceptions of this study. Also, your participation is voluntary, which means you are allowed to refuse to participate or interest anytime during the study, without giving any reason and without a penalty or losing the benefits that you meet the terms and identity of the information.

If you agree to participate in this study, you will be interviewed online. The interview questions were derived from the study's research questions and a literature review on the topic of women in Cambodia.

There is no risk or inconvenience that can be estimated related to my research subject. However, the nature of this research requires me to collect personal information. If at any time you become uncomfortable with the discussion, you have the right to choose not to answer questions, and we will move to another question. Confidentiality is assured for you as all information is for academic purposes only.

Procedure: all interviews will be conducted in the same way and follow the same guidelines:

- Participants will be contacted and confirmed electronically
- Interviews will be conducted via zoom or video-chat platforms
- All interviews will be audio-recorded and transcribed
- Participants might be contacted after the initial interview for follow-up questions or clarification
- Participants can withdraw at any time or refuse to answer any question without hesitation

Confidentiality:

- The recorded interview will be destroyed after the transcription is done
- Extracts from the interviews maybe be directly quoted in the final study manuscript
- The participants may communicate without any hesitation to the researcher.

If you wish to participate, please respond to this e-mail and I will arrange an interview time at your convenience.

I do thank you in advance for your consideration and hope to include your unique perspective in the subsequent research. Your experience and perspective are invaluable toward our understanding of this ongoing challenge.

Respectfully,

Sivkheng OUK

Appendix B: Interview Guiding Questions

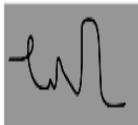
Semi-Structure Interview Guiding Questions	
Part 1: General	
<i>Adolescent females</i>	
<ul style="list-style-type: none">a. Demographic:b. Namec. Genderd. Agee. What sort of sports and physical activity do you participate in inside or outside of school?f. What has influenced your attitude towards sports and physical activity?g. How has your participation in physical activity changed in the past couple of years?	
Part 2: Semi-Structure Interview questions	
RQ1. How do individual factor influence women to participate in sports?	
<ul style="list-style-type: none">- What sport (s) do you participate in?- At what age did you start participating?- How did you get involved in that/those sport(s)?- Did family/friends/media coverage/school influence this?- Do you feel you have adequate skills to participate in sports?	

<p>RQ2. How do relational and social contexts influence women to participate in sports?</p>
<ul style="list-style-type: none"> - Who or what would you credit with getting you started in sports? How influential has this event or person remained in your life? Do you think you would have gotten involved if it weren't for this event or person? - Do your friends' influence/impact/support your participation in sports? <ul style="list-style-type: none"> ▪ How? - Do any of your friends/family participate in sports? - Do sporting role models (e.g., elite players, school PE teachers, playing parents) influence your participation in sports?

<p>RQ3. How can Cambodian increase women participate in sports?</p>
<ul style="list-style-type: none"> - Why do you think women are less than men to participate in sports? - Could you tell me the sports that you enjoy and participate in? - Can you tell me how you got the sports? Can you explain if you think it is more important? - Can you describe barriers that allow you to participate in sports in your life?

- Can you tell me factors that limit you to participate in sports?
- How do you think about women participate in sport currently in Phnom Penh?
- In your opinion, how do we help adolescent participate more in sports?
- Is there anything you would like to share about barriers to female adolescent participation in sports?
- Are there any other issues or topics relating to your participation in sports that you would like to discuss?

Appendix C: Participant's Consent

<u>Participant Consent Form</u>		
<p>Title: Exploring the Socio-Ecological factors related to women's sport participation in Cambodia</p>		
<p>Name of Researcher: Sivkheng OUK</p>		
- I confirm that I have read and understood the information for this study and what my contribution will be.	<u>Yes</u>	No
- I have been given the opportunity to ask questions (via Zoom and Facebook messenger and Email)	<u>Yes</u>	No
- I agree to take part in the interview	<u>Yes</u>	No
- I agree to the interview being tape-recorded	<u>Yes</u>	No
- I understand that my participation is voluntary and that I can withdraw from the research at any time without giving any reason	<u>Yes</u>	No
- I agree to take part in the above study	<u>Yes</u>	No
Name of participant: Kong Chhon Chhon	<u>Yes</u>	No
Signature 	<u>Yes</u>	No
Date: 22/11/2022		

국 문 초 록

캄보디아 여성의 스포츠 참여와 관련된 개인적, 사회적 요인 탐색

Sivkheng Ouk

글로벌스포츠매니지먼트 전공

체육교육학과

서울대학교 대학원

여성들이 이전에 관련된 성별 고정관념 없이 다양한 스포츠에 참여할 수 있는 기회가 늘어남에 따라 스포츠에 대한 관심이 높아지고 있지만, 우리는 그들의 참여를 방해하는 장애물에 대해 거의 알지 못합니다. 이 연구에서 연구원은 캄보디아 프놈펜에서 청소년 여성들의 스포츠 참여에 대한 장애물을 연구했습니다.

이 연구의 목적은 중요한 개인적, 관계적, 환경적 요인을 탐색하고 이들이 스포츠 참여와 어떻게 관련되는지를 탐구하는 것을 알아보는 것입니다. 사회 생태학적 모델 은 15 세에서 25 세사이,

22 명의 청소년 여성을 대상으로 반구조화된 포커스 그룹 인터뷰를 진행했습니다. 데이터 분석 Atlas.ti 에서 주제별 분석을 사용하고 있습니다.

참가자들은 다음과 같은 여러 요인들이 청소년 여성의 스포츠 참여에 영향을 미치는 몇 가지 주요 요인으로 언급했습니다. 개인적요인 (개인적 경험, 스포츠참여의 동기와 성격변화, 개인시간), 사회적요인(관계/사회적 수준, 환경/조직적 수준), 환경적 요인(일정, 가족 영향, 외부 조건).

이 연구는 청소년 여성들의 스포츠 참여를 장려하는 데 사용할 수 있는 다양한 접근 방식이 있음을 보여주었습니다. 여기에는 1. 스포츠에 대한 본질적인 동기 부여 개선, 2. 스포츠 기회를 통해 사회적 관계에 대한 청소년기 여성의 요구 해결, 3 부모 또는 가족 구성원에게 스포츠의 이점에 대한 교육하는 것 4. 성별 고정관념 제거 및 여성에게 허용되는 인식을 바로잡는 방법 5. 체육교사와 코치가 성에 관련된 문제에 대해 이해하도록 교육하고 스포츠 활동이 적은 여성을 격려함 6. 접근 가능한 스포츠 시설, 프로그램 및 학교 서비스를 제공한다.

이러한 방법들은 문제를 빠르게 해결할 수 없고, 지역사회 전체의
노력이 필요합니다.

키워드 : 여성, 참여, 사회생태, 요인, 신체활동, 캄보디아.

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