Master's Thesis of Global Sport Management

Exploring Women Participation in Sport Leadership Positions:

The Case of Nepal

스포츠 리더십 지위에서 여성 참여에 대한 탐색:

네팔 사례를 중심으로

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Romee Giri

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Advisor: KWON Sun-Yong

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Romee Giri

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Romee Giri

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Chair	Kang, Joon-ho
Vice Chair	Lee, Chung Gun
Examiner	Kwon, Sun-Yong

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Abstract

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Romee Giri

Global sport management, Department of Physical education

The Graduate School

Seoul National University

This research aims to investigate the gender-equal practices identifying, why there is the underrepresentation of women leaders in sport's governing organization Nepal by exploring men's and women's perceptions, who were already in positions of leadership in the national sports governing organization of Nepal. Women in sports leadership research are limited to the United States and European contexts. Limited research exists on women in the leadership phenomenon within Asia, South Asia, especially from a prejudiced perspective. The data of this study follow the qualitative research method using a thematic analysis approach from Janet Musimbi M'mbaha.

Data were collected through Zoom interviews of four women and five men who are involved in the leadership position of the National Federation, Olympic committees, and National sport's governing bodies for at least three years minimum. Questions were covered with the main research objectives on (a) To find out what factor influences women to choose sports leadership as a career in Nepal. (b) To assess what are the major

challenges women in sports leadership positions experience. (c) To find out what strategies are needed to advance women's participation in sports leadership in Nepal.

Underrepresentation of women in sports leadership was identified as an issue by all participants during the study of gender equity practices. Some major factors discussed by the participant influencing women to choose sports leadership as a career in Nepal were family and friend support, leadership opportunities, and leadership style. Several challenges stopping women in leadership were outlined as individual challenges which involve self-limiting behavior, institutional challenges which involve lack of financial planning, weak governing policies. Importantly, gender stereotypes, balancing family work-life were considered as very common socio-cultural challenges.

According to the study's findings, Nepal also has a gender imbalance in sports participation and leadership. While certain measures have been put in place to increase women's participation in sports. Women only make up a small per centage of those in positions of authority and decision-making. Participants advise the certain strategies for enhancing women participation such as individual strategies involve self-motivation and positive attitude, institutional strategies involve education plan, development of sponsorship plan, and thirdly sociocultural strategies which involve women empowerment programs and campaigns.

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Chapter 1. Introduction

1.1. Background of the Study

According to Sartore and Cunningham (2007) women are underrepresented in sports administration by sports organizations. Nowadays, women underrepresentation is a global subject that academics are interested in despite the availability of data on women's participation in sport at the local, national, and international levels. Women are still significantly underrepresented in leadership roles in sports bodies and organizations (Mattila, 2010). The International Olympic Committee set a goal for the National Olympic Committee, the International Federation, and other sports bodies in 2005 to reach 20 per cent female representation in leadership roles (International Olympic Committee [IOC], 2010). It has been targeted by the International Paralympic Committee to achieve at least 30 per cent participation of women in sports organizations in 2009, however it has not been achieved (International Paralympic Committee [IPC], 2010).

Even though the participation of female leaders has improved, there is still a long way to go, especially in the field of sports. Females are still underrepresented in leadership positions in both East and West countries, as discussed by (M'Mabha, 2012). This prevailing scenario in Nepal is the focus of the study that in most national sports associations 99 per cent of sports associations are led by the male president while the position of the secretariat is for women (Prajapati, 2017). It defines social change and its impact on notions of femininity and masculinity is highly practiced, stereotypes influence the selection, workforce competencies, leadership process also a confluence of gender and power is in organizational practices. Lack of systematic selection criteria on sports organizations can lead to gender inequality within a sports organization. Working on the

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'Glass Ceiling', the invisible factor affecting women in career advancement and providing the required skill program for women in sports management and leadership is important. The situation of gender balance practices is very low in Nepalese sports organizations. Therefore, this research will explore the experiences of women and men in the position of sports leadership in Nepal and seeks to find a way to boost gender equal practices in sports management or leadership positions.

1.2. Significance of the Study

This study hopes to enlighten people about the importance of equal involvement of women and men in sports leadership. The research will indicate the way people integrate gender and sport. It will introduce the importance of gender-equal practices on sports leaders of all levels, especially in the Ministry of Youth and Sports, Nepal Olympic Committee. It will add value to South Asia and the Asian sports industry on the proper practice of gender equality and skills required in a leadership position.

Various sporting groups and organizations will learn how best to train women and men for the future as a pioneer in sport organizations and leadership. There are few assumptions this research is based on, such as women in sports face many organizational and sociocultural obstacles and difficulties at work. Women are trapped in glass ceiling working environments. Women have ineffective leadership qualities to lead sport in comparison to men leadership qualities, and sport remains a gentleman's club.

1.3. Statement of the Problem

In Nepal, it is found that women are underrepresented in leadership positions in sports organizations. While the female representation in sports remains interesting, it's important to note, the research on the subject is limited to the United States and Europe.

Few and limited studies have been conducted in Asia, South Asia. Nepal itself is for the first time to discuss women's experience in sports leadership from the perspective of South Asia, and there is very limited research in terms of women in sports leadership within Asia as well. The study focuses on why there is a lack of equal women participation in a sports leadership position in Nepal. The current data of participation of men and women in Nepalese sports leadership are as follows:

Table 1. Number of Females and Males in Sports Organization

S.N.	Sports Organization Nepal	Female	Male	Total	Remark
1	Ministry of Youth and Sports	0	5	5	Minister
2	National Sports Council	2	14	16	
3	Nepal Olympic committee	2	17	19	
4	All Nepal Football Association	0	18	18	
5	All Nepal Lawn Tennis Association	5	21	26	
6	All Nepal Table Tennis Association	1	10	11	
7	Nepal Archery Association	1	12	13	
8	Nepal Badminton Association	1	30	31	
9	Nepal Basketball Association	0	11	11	
10	Nepal Boxing Association	1	23	24	
11	Nepal Cycling Association	0	12	12	
12	Nepal Fencing Association	2	17	19	
14	Nepal Gymnastics Association	4	30	34	
15	Nepal Handball Association	2	26	28	
16	Nepal Judo Association	1	27	28	
17	Nepal Shooting Association	2	13	15	
18	Nepal Ski Association	1	11	12	
19	Nepal Swimming Association	2	23	25	
20	Nepal Taekwondo Association	3	30	33	
21	Nepal Triathlon Association	3	15	18	
22	Nepal Volleyball Association	3	22	25	
23	Nepal Weightlifting Association	1	19	20	
	TOTAL	37	406	443	

1.4. The Purpose of the Study

The study aims to explore the women and men in Nepalese sports organizations to understand the experiences of women in leadership positions. It explores the underrepresentation of women in Nepalese sports organizations, identifies the factors influencing women to choose sports leadership careers, the challenges, and coping strategies. The present study will provide sport managers the guidance to correct methods between sports-related women and men. The following are the purposes of the study:

a) To understand the factor influencing women to choose sports leadership as a career in Nepal.

b) To explore the challenges women in sports leadership positions experience.

c) To investigate the strategies needed to enhance women's participation in sports leadership positions in Nepal.

1.5. Research Questions

The following three research questions were developed for the research.

RQ1: What factor influences women to choose sports leadership as a career in Nepal?

RQ2: What are the major challenges women in sports leadership positions experience?

RQ3: What strategies are needed to enhance women's participation in sports leadership positions in Nepal?

1.6. Definition of Terms

a. Evolution - A process of gradual change in a particular situation over some time

b. Femininity - Having qualities or appearance traditionally associated with women

c. Gender - The social perception of one being a man or a woman

d. Gender stereotypes - A collection of formal opinions about men's and women's characteristics.

e. Involvement - To take part in doing something

f. Management - The process of directing and controlling a group of people to achieve the goals set

g. Masculine - A term relating to the quality or appearance that is traditionally associated with men

h. Organization - The process of planning and organizing things in a way that makes sense, intending to achieve the goals set

i. Glass ceiling - An unacknowledged barrier to advancement in a profession, especially for women

j. Gender regime - The state of gender relation

k. Participation - To do things that others do

l. Representation - To act and do things on behalf of others

m. Sports - Physical activity of some kind that promotes physical fitness, mental wellbeing, or social contact.

n. Stereotype - A line of thought that can generally be adopted in the social setup on how they see things that seem normal but may not reflect reality.

o. Term's participation, involvement, and representation in this context have been used interchangeably, and they will mean the same thing

Chapter 2. Literature Review

2.1. Involvement of Women in Leadership

Before the 18th-century women's movement struggled for property rights and education in Europe and the United States, education was only considered important for men in positions of power, as discussed by M'Mbaha (2012) in her research. Education is seen as an "unnecessary privilege" for women because their job as a wife does not require intellectual abilities (Chepko & Couturier, 2001). Illustrating the evolution of education in the United States, McAllister (2006) says Men were given the best education, while women were given only a simple education suitable for domestic use, work, and educating a child. It is also feared that women with an education will enable them to be free from domestic responsibilities (Freedman, 2007).

Women's advancement, on the other hand, happened when men were called to serve in the army during the Civil War and World War, leaving women to fill typically male-dominated roles, such as leadership (McAllister, 2006). Furthermore, universities exclude women from administrative and management programs, limited education opportunities for women (McAllister, 2006). Management and management skills, on the other hand, are a requirement for being a school supervisor or principal in the United States McAllister (2006) defines educational changes occur together with changes in other community sectors.

Freedman (2007) defines the growth of the labor and markets of industrialization, which paved the way for men's paid work outside the home and creating a female bracket for housework. This is unusual and makes women depend on men. Streaming work "separate spheres" is used effectively to define gender roles, where housework/paper is

trivial. Feminists believe that capitalism and colonialism are a channel of suppression of women. Furthermore, the idea of the distinction between Charles Darwin, dominance, and men, which upheld the patriarchal hierarchical system that was commonly used during the Victorian period, strengthened women's subordination (Couturier & Chepko, 2001). This theoretical viewpoint is still present in many organizations today. Education and religion were used to train men for management roles by colonial and Christian missionaries, who spread the concept of human natural advantages to other continents such as Africa and Asia (Freedman, 2007). This diagram depicts the origins of women's marginalization, lack of power, and advanced losses in the grip of energy, both the public and private sectors are affected.

Some researchers claim that gender still plays a role in education and sports, and the dominant group still sets the agenda (Coleman, 2001& Maurtin-Cairncross, 2009). Even though affirmative action and equal opportunity via legislation has been adopted by many national and international bodies, women appear to be underrepresented in most leadership positions, with a clear distinction between policy and practice. Many men object to sections of the law, such as the Brighton Declaration in the United Kingdom, because they see it as a kind of "reverse discrimination" that denies them their legal standing (Freedman, 2007).

As discussed by the researcher M'Mabha (2012) women's advancement to leadership positions has been sluggish, even though international bodies recognize existing inequalities. It seems, aside from the rising number of women pursuing higher education and entering the workforce, there are a few women in positions of power. Women's members in the same management positions are found in statistics all over the

world. According to the American Association of Professors (AAUP) 2006 reports, there are 66 per cent of men and 34 per cent of women professors; 43 per cent of women and 66 Per cent of men names are discussed on the website (Carlson, 2008). Just 39 of the world's 179 countries have always chosen women as prime ministers or presidents, despite a global representation of 2000 women in parliament of 5100 (13.8 per cent). Furthermore, about a tenth of the world's cabinet will be made up of women, with women accounting for one-fifth of the deputy ministerial positions in Nepal's 222-member parliament (United Nations [UN], 2021).

As discussed by Banda, White, Mascagni, and Henry (2004) through research assigned by IOC, provided some data about women in the National Olympic Committee (NOC) worldwide. However, these results confirm the findings that women are less represented in leadership positions because only 12.4 per cent of women has been recruited to serve in the NOC. Banda et al., (2004) focus on the absence of extensive statistical studies on women's sports leadership around the world. It shows ignorance on the role of female leaders of sports federations, or the level involved.

2.1.1. Women in Sports Management: International Review

One of the IOC wife's resolutions on sports policy, from 1997, was to raise the number of women in NOC leadership to 10 per cent in 2001 and 20 per cent in 2005. However, according to the IOC 2004 evaluation, these goals were not met due to a lack of female members or delegates in the Federation Local Sports. Since women did not volunteer for their positions in the sports federation, men continue to be the dominant leaders in the National Agency, according to the report (Banda, White, Mascagni & Henry, 2004).

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The foundation report for female sports executives in management and leadership training in the United Kingdom (UK) revealed a man-dominated environment, with all representatives of sports government agencies being men. For example, the central council for the physical recreational executive body is made up of 24 per cent women and 76 per cent men, and directors, high-performance composite coaches are made up of 19 per cent women and 81 per cent men at the sponsored English sports agency. The English University Sports Association's Executive Committee and members are made up of 39 per cent women and 61 per cent men. The recreational coach Institute hires 12 per cent of women and 88 Per cent of men in college, with active athletic coaches accounting for 34 per cent of women and 60 per cent of men. Furthermore, at the 2000 Olympics, fewer than five per cent of women's delegates served as coaches or team managers (Women's Sports Foundation, 2004).

According to Pfister and Radtke (2009) in the case of German sports federations, almost all top-level sports leaders were men, with 96.6 per cent of presidents and 80 Per cent of other senior executives. There are eighteen men and one woman on the area sports federation. Furthermore, men hold 20.1 per cent of regional federation management positions and 2726 leadership positions at different levels of regional sports bodies, while women hold just 14 per cent. The disparity between men and women in leadership roles is even more striking at the national level, with men holding 91 per cent of 682 positions and women only nine per cent. Because the state of work is increasing at all levels of government, from the regional to the national, the number of women in leadership roles is greatly reduced. Just four of the 55 national sports federations had a female president in 2002. According to the report, women have typically allocated positions in sports,

while strategic planning duties are reserved for men. Women are prevented from taking leadership positions on German due to the hierarchy of gender roles present in organizational culture.

2.1.1.1. Leadership Opportunity

Since leadership is seen as a male accomplishment, women are relegated to second-class status (Branson, 2007; Pfister & Radtke, 2009). Women hold relatively few executive positions in sports, including the IOC and associated sports organizations. The same situation existed in education, where women made up the bulk of the teaching population (80 per cent), but men occupied the supervisory administration and principal ship positions (McAllister, 2006). Organizational systems that are built to keep women out of government, thereby the dominance of males, are blamed for gender imbalances in leadership roles (Eddy & Cox, 2008; Webb & Macdonald, 2007). Women have fewer opportunities in decision-making, and the house to the position of Director of Athletics (Hoffman, 2006).

Gender stereotypes are often used in schools to define men's and women's positions. Women, for example, are given "soft tasks" such as pastoral responsibilities, encouragement, and therapy, gardening, and cleanliness (Coleman, 2001). Men are typically given "high-opportunity" positions, which include academic responsibilities and the resolution of disciplinary issues (Coleman, 2001). This encourages them to take on leadership roles. In general, women's roles lack the strength and authority required for advancement into positions of leadership Coleman (2001) or the opportunity to display their leadership skills (Shakeshaft, Brown, Irby, Grogan, & Ballenger, 2007). According to Norman (2010) the findings of this study back up previous findings that women have

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been excluded from leadership roles. According to Norman's report, women's coaches in the United Kingdom were barred from leadership positions in men's sports, but men were involved in women's sports.

In the 2000 Olympic Games, women made up less than five per cent of the coaches and members. Men also dominated high-profile roles including Executive Director, Chairperson, Head Coach, and team managers, while women served on the General Committee (Foundation, 2004). Despite the IOC's efforts to increase the number of women in leadership positions, gender roles are still assigned by the IOC and its related organizations. Even though women were highly educated, Henry et al. (2004) found that men could be given the task of strategic planning, while women could only deal with women and youth or general problems, just 21.3 per cent of women in NOCs around the world are chairpersons. The low representation of women on the Executive Board in the United Kingdom, Germany, and the International Olympic Committee (IOC) exemplifies current myths about women's leadership and supports the position theory. Eagly and Karau (2002) define against women Congruity theory of roles is used to explain prejudice against women's leaders.

2.1.1.2. Leadership Style

Leadership style is the way of decision-making and implementing ideas. There are two styles of behavioral patterns: relational properties and behavior (North house, 2007). According to McAllister (2006) women's leadership styles vary from men. People, overall, favor offensive, competitive, and direct leadership styles. Previously, democratic, laissez-faire and autocratic leadership styles were the most common. The analysis of organizational behavior, on the other hand, culminated in organizational management

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improvements, which led to the idea of a new leadership style (McAllister, 2006). Understanding people, establishing relationships in the workplace, and working together to achieve the organization's goal are all part of the modern leadership concept. Consequently, leadership is no longer seen as a series of individual actions; rather, it is seen as a collaborative mechanism (McAllister, 2006). Some of the leadership types that come up are transformational, transactional, situational, and participatory. Burns suggested transformational leadership in 1978, and it focused on employee empowerment, relationship building, engagement, encouragement, and motivation, as well as communicating and forming organizational vision, power division, and partnership (Caldwell-Colbert & Albino, 2007).

2.1.2. Explicit and Implicit Factors: Women in Positions of Leadership

According to Acker (1990) as described in his study on gender and management, there is a belief that work and organizational practices are gender-neutral; however, this expectation contributes to the perpetuation of masculine supremacy in sports. Noting how the practice can strengthen institutionalized discrimination, Cunningham (2010) describes how an organization's agreed-upon way of working can be institutionalized and embraced. Identifying man's action as a privilege, sports organizations have institutionalized masculinity as the operating concept in the sport, reinforcing masculinity and masculine conduct as necessary leadership attributes required in a sport (Shaw & Frisby, 2006). As a result, gender discrimination in sports organizations has become an institutionalized phenomenon (Cunningham, 2008). The institutionalized gender-neutral practices and their influences on men's behaviors towards women are respectively

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considered as an explicit and implicit factor influencing women in a sports leadership position, and it is important to take timely corrective action.

2.1.2.1. Demographics Organization

Ely and Padavic (2007) draw attention to the importance of the role played in the organization. Demographics promote the belief that everyone is appropriate for a specific role within a company because they are correct for that job. If the organization's demographics are such that women do certain work and men do other work, for example, the stage is set for communicating those women have talent and a preference for some types of work and men prefer others (Ely & Padavic, 2007, p. 1136). In the case of the USA, Men hold many leadership positions in sports organizations in the US and internationally (Acosta and Carpenter, 2012; Lapchick, 2012; Smith & Wrynn, 2013). Men held the most influential leadership roles at the interpersonal level in the United States, such as the athletic director of a Division I Bowl Championship Series (BCS) college, a higher proportion of head coaching jobs in women's sports, and almost exclusively trained male sports (Acosta & Carpenter, 2012). In all major sports leagues, women hold fewer than 25 per cent of senior leadership positions as (Lapchick, 2012). The Women's National Basketball Association is an exception; however, women only hold 33 per cent of general manager positions in the league.

The International Olympic Committee has achieved its self-imposed target of making at least 20 per cent of its board members be women for the first time in Olympic history (Smith & Wrynn, 2013). According to the Olympic Games' national governing bodies (NGB) 85.3 per cent have an all-male leadership team, 14.1 per cent have a mixed leadership team, and only one (point five per cent) has an all-female leadership team

(Smith & Wrynn, 2013). Based on these findings, global demographic, organizational leadership positions in sports organizations are heavily skewed toward men. The skewed gender ratio in the sport reinforces the notion of masculinity and masculine leadership as the standard. Gender balance in sports organizations functions as a power axis in which men and masculinity are granted power over and above women, and women are marginalized from leadership roles or positions of power because of this power (Shaw & Frisby, 2006). Which has been a serious issue, and it is needed to take corrective action.

2.1.2.2. Hegemonic Masculinity

The operating philosophy in the organization of sport is hegemonic masculinity, which restricts women's access to leadership roles in sport. According to Whisenant, Pedersen, and Obenour (2002) the impact of hegemonic masculinity on women's and men's promotion to senior leadership roles in athletics was examined. Their results support the hegemonic effect of masculinity in the sport between, as men hold the role of director of athletics at the highest level of the sport between (i.e., Division I) and have a higher rate of organizational achievement (e.g., level of career advancement) than women at this level. According to Grappendorf and Lough (2006) since they lack comprehensive advanced representatives' athletics directors combined with athletic departments, hegemonic masculinity in sports exists. Further research reveals that hegemonic masculinity hampered women's access to roles as interscholastic athletic directors, with women holding fewer than 15 per cent of such positions (Whisenant, 2008).

2.1.2.3. The Influence of Power

As noted by Claringbould and Knoppers (2007) the impact of affirmative action initiatives in sports organizations was investigated. Male representatives of sports

organizations were interviewed to address the benefits of including women on their boards of directors, but they did not support legislative changes that would increase the number of women on their boards. Furthermore, before personal schedules became flexible and well-behaved, as described by male leaders, women were recruited and selected based on their gender 'fit,' i.e., no children, trained, no high-level employment for women. Additionally, women were elected to leadership positions, although the organization is not overtly feminist, and they have expertise, awareness, and dedication to their sport (p. 504). These findings show how male leaders use their power to keep male-dominated leadership organizational practices, and women's involvement be limited to the leadership positions.

2.1.2.4. Stakeholder Influence

Stakeholder impact can be discussed at the macro level as well, for example, how stakeholder groups influence corporate operations and gender roles in sports organizations. Schull, Shaw, and Kihl (2013) provide support for this idea in their examination of the " gender political process " (p. 57) that operates in the search for a new athletic director in the athletic department affiliated merger gender. Stakeholders interested in retaining power in the women's athletics program actively support the athletic director hiring a man out of a fear that if women's athletics has a woman director. The director must be chosen, he will be 'eaten alive' (p. 71) by members affiliated with the men's athletic program. Also, because of the power and political influence enjoyed by the stakeholders aligned with the men's athletic department, they have access to key decision-makers in universities, access to the main financial support of the university, and important access to key constituents in the media. Finally, the criteria laid down for

support to hire a new athletic director, although it appears to be neutral in terms of gender, " privilege certain kinds of masculinity in the context of a sportsperson who respects gender equality " (p. 76). Stakeholders associated with the women's athletics programs actively campaigned for a certain type of male candidate and did not campaign for women candidates. Which shows the stakeholder direct influence on gender equal practices in sports sectors.

2.1.2.5. Institutionalized Discrimination

The Author Walker and Sartore-Baldwin (2013) argues that sport among certain men, is a cognitive institution, described as "social norms adopted by society and are so ingrained in the institutional organization that change cannot be accepted or understood." The author tries to figure out why there are so few female coaches at the interagency level of male sports. It is discussed that the nature of institutionalized gender discrimination of women in coaching, coaching men cannot understand how women would probably be acceptable in coaching the forefront of sports men's team. Thus, the focus of sports among women is to maintain social norms, which is not received from the men's team coach. The sport among men is one of the last social institutions to exclude women, Walker and Sartore-Baldwin (2013) found gender restrictive practices such as threatening the long-term survival of women in the sport. They emphasize the importance of stakeholders and decision-makers recognizing gender exclusivity to incorporate improvements that sustain the institution's viability.

2.2. Career-Path and Success

Women's sports careers typically involve socialization, education, and preparation, as well as encouragement that can influence their career and sport choices (Whitely,

dougherty, & dreher, 1991). Career development is described as one level of advancement at work, with promotions and salary increases determined by qualifications, experience, the recruiting process, long-term employment, and career counseling (Whitely, Dougherty, & Dreher, 1991). It is noticed that socialization skills, mentorship, training and development, education system, recruitment policy, required skills for men or women and sponsorship programs are important for career success which is discussed as follows.

2.2.1. Socialization Skills

According to Shakeshaft et al., (2007) the ability to identify socialization skills aids in being linked to a specific community of people who have different customs and religions. The social learning theory (SLT) of Bandura (1987) is commonly used to describe how socialization transforms into the experience. This theory defines the importance of life experiences in making decisions and acting. It emphasizes the characters' perspectives on the world. Since we are social beings, our socialization skills have a significant effect on our job choices and long-term success. Simple skills such as socialization are important (Shakeshaft et al., 2007).

2.2.2. Mentorship

Mentoring is also considered an important element in the process of socialization in any profession, both for men and women (Oplatka, 2001). Mentoring is described as providing psychosocial and material support to students for them to build social capital (Doherty & Manfredi, 2010). According to Shakeshaft et al., (2007) mentoring involves professional growth, preparation, and sponsors, as well as providing psychosocial support and increasing mentors or acting as trusted friends, counselors, and role models. Mentors

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play a crucial role in advancing an individual's career by providing advice and encouragement (Lafreniere & Longman, 2008).

2.2.3. Education System

Education is regarded as a crucial component of personal and social progress (M'Mbaha, 2012). People have used to prepare young people through formal and informal education for positions of leadership in their communities all over the world (M'Mbaha, 2012). Sociocultural misconceptions, for example, in the absence of extreme and academic practices in Victoria. Women's activities are used to deny them educational opportunities (Couturier & Chepko, 2001). Integrated attempts are also being made to keep women out of university administration and management courses, allowing men to stay as principals or supervisors (McAllister, 2006). Following the women's movement's active campaign in the 1960s, which resulted in women's access to educational opportunities and jobs, the last decade saw the rise of female leaders involved in engaging in political, social, and sporting leadership (Branson, 2007; Coleman, 2007; Henry et al., 2004; Inglis, Danylchuk, & Pastore, 2000 & Norman, 2010).

2.2.4. Recruiting Procedures

Female leaders aren't just nominated or recruited, several women have found success through experience, collaborating, building social capital and social support, and applying for elective positions (Henry et al., 2004). In addition to the experience and effects described above, training and preparation for women leaders to use mentoring services will help them advance in leadership roles. (Chabaya, Rembe, & Wadesango, 2009). High demands put on women leaders result in women who have outstanding academic studies, the likelihood that organizations will look at other specifications, such

as personal attributes, can be found or more specifically presume that rejecting women's chances of maintaining the status quo (Budworth & Mann, 2010). However, it is undeniable that women's egalitarian advancement into positions of leadership is linked to high academic achievement.

2.2.5. Men and Women's Career Paths and Performance

For women, it is believed that the road to leadership becomes slower and more often obstructed (Chabaya, Rembe, & Wadesango, 2009; Dominici, Fried, & Zeger, 2009). Various organizations maintain various recruitment and promotional procedures and organizational culture. In most sports organizations, women's representatives have a variety of advanced credentials and work on a volunteer basis. However, research has shown solid sports training as a factor inherent to most women's leaders. The typical schedule involves solid athletic training, which acts as an official representative/athlete, becomes a coach or referee, and eventually becomes a sports manager (Henry et al., 2004, McAllister, 2006). For women, who are promoted into leadership positions based on long experience or services in the organization, the ability to develop networks, visibility, and service tests (Martel, 2007; Pfister & Radtke, 2009; Sherman & Agezo, 2010). According to research, men and women spend varying amounts of time in leadership positions in the German sports federation. According to Pfister and Radtke's (2009) research, men served in leadership positions for a longer period than women. Regardless of their disparities in years of experience, both men and women seem to have the same credentials, which makes their career paths to some degree identical (Doherty & Manfredi, 2010). Women at the highest levels of government, on the other hand, advance more slowly in their career paths.

2.2.6. Sponsorship Program

Recently, there is an increase in sport and cultural sponsorship programs on events (Cornwell & Maignan, 1998). Sponsorship is an effective component that sets the positive relationship between consumer sports team and product. Corporate social responsibility (CSR) programs aimed at integrating social, economic, and environmental issues are profoundly influencing sport policy (Cornwell & Maigan, 1998). Sport has increasingly adopted social policies that are entrepreneurial in nature, resulting in an increase in sports event sponsorship from both social entrepreneurship and CSR standpoint (Cornwell & Maigan, 1998). Many businesses in a variety of industries, especially those involved in sports, benefit from sponsorship agreements because they gain a stronger link with their customers (Jamieson, 2014). This is because sporting events are used not only to disseminate advertisements for sports, clubs, and organizations on a local, national, and international level, but also to help build a brand's identity in the community via fulfilling social responsibility (Kennelly & Toohey, 2014).

2.3. Gender Equality: Sports Leadership

A study conducted by Saito (2011) on gender equality shows that female leaders have a distinct leadership style, serving as role models for girls and illustrating gender inclusiveness. It also demonstrates how improved access to empowering sex-related experience and expertise will hasten the transition to greater gender equity in sport management and leadership. The lower the number of women in sports leadership, the more hampered the leadership style shown in organizations, the less the role models available, and the slower the pace of progress toward gender equality (Rosa, 2017).

2.3.1. Gender Representation on Sport Boards

In 2003, an international comparative study Hartmann-Tews and Pfister (2003) examined the representation of women and women in sport, including in the decision-making position. They looked at data from 16 nations, including North and South America, the Middle East, Asia, Oceania, Africa, and Europe, and found socioeconomic, political, and cultural disparities that influenced state elections. In all nations, they discovered a low level of female participation in sport governance and management roles. As a CEO, board member, and chair, women are represented in the community and voluntary sports sector. With a few exceptions, the most senior positions in the national governing body are occupied by men in all the countries studied in this book, and there is no general trend toward a rise, and in some cases, women representation is even on the decline (Hartmann-Tews & Pfister 2003, p. 275). In many countries in South Asia, women's participation in sports is only 2 in number among 20 men (Hartmann-Tews & Pfister, 2003).

Women and men have different gender roles and engagement as of their social status. The theory of the role of harmony developed by Eagly and Karau (2002) is employed to promote a comprehensive understanding of the sports organization's under-representation of women in decision-making or leadership positions. Harmony role theory offers a theoretical foundation for understanding the complexities of women's and men's separate evaluations in the workplace. This explains the negative perception of female managers, which stems from a perceived inconsistency between the managerial position and the feminine woman's role (Eagly & Karau, 2002).

The theory of the role of harmony is rooted in the social role theory that explains that contrasting the social position of men and women produces different gender roles

(Eagly, Wood, & Diekman, 2000). Gender roles describe the quality or behavior tendency that is believed to be desirable for men and women (Eagly & Karau, 2002). As mentioned by Eagly and Karau (2002) agentic characteristics such as assertiveness, dominance, strength, aggression, and ambition are stronger for men, whereas communal characteristics such as sensitivity, gentleness, love, and helpfulness are stronger for women. The attribution of this disparity between men and women appears to form the essence of gender managerial position. Based on the discussion, the following are some of the activities that contribute to women's low participation in sports leadership and led to unequal gender roles.

2.3.1.1. Limiting One's Own Potential

According to Sartore and Cunningham (2007) it should be noted that the framework suggested for recognizing the shortage of women in leadership positions in sports organizations does not address emotional processing and cognitive women who experience different reception and care in a male-dominated sport (p. 245). They put forward a call to better understand how women respond to these difficulties. The framework proposed by Sartore and Cunningham (2007) describes how the "gender-ideological beliefs can serve to inhibit women in sports organizations through the process of comparing internal identity, which can further lead to the manifestation of conscious self-limiting behavior" (p. 259). As a result, self-limiting behavior led to development of sport as a masculine domain and the lack of recognition of women's contribution to the field of sports administration.

2.3.1.2. Access and Discriminatory Treatment

Discrimination occurs when a specific group is denied access to an entity, while access discrimination occurs when a specific group is denied services that their legitimate organizations are eligible for (Greenhaus, Parasuraman, & Wormley, 1990). When a group is in control, homologous reproduction allows only those with identical characteristics to gain access to positions of power and influence within the group (Spence Laschinger, Anne Sabiston, & Kutszcher, 1997). This statement makes it clear that women are influenced by the sport's unequal treatment because they are not given access to opportunities in their legitimate work.

2.3.1.3. Stereotype

According to Burton, Grappendorf, and Henderson (2011) the stereotype of leadership in the sense of intercollegiate athletics was investigated, and it was discovered that while women are thought to have the potential to be competitive in leadership roles within intercollegiate athletics, they are unlikely to be hired for the same position as men who are similarly qualified. In coaching, the perception of masculine attributes (e.g., dominant, aggressive, independent) was more consistent with the head coach when compared with feminine attributes (e.g., compassion, sympathetic, soft) (Aicher & Sagas, 2010). Additional work with Hovden (2010) showed that the discourse regarding the selection of the leader in sports organizations supported the gender image of the company, a heroic leader.

2.3.2. Rethinking The 'Glass Ceiling' On Gender Regime

According to Adriaanse (2016) this demonstrates that women continue to be underrepresented in sports administration around the world. Why is this trend so

persistent? The metaphor of the "glass ceiling" is often used to explain the unseen difficulties women face in taking positions of leadership. According to the glass ceiling, gender is understood as a dichotomy: men and women (Connell, 2006). Males may advance to leadership positions, while those in other categories can advance to a senior position but face substantial challenges in advancing to a leadership position. This straightforward approach, however, falls short of explaining why women in some countries have risen to positions of leadership in sports administration despite the so-called "glass ceiling." This approach ignores the fact that gender is a complex structure based on interactions between and among men and women (Kvande & Kvande, 2007; McCallum & O'Connell, 2009).

2.3.3. Gender and Power in The Organization

Gender and power are structurally linked (Ely & Padavic, 2007). There is no influence in the organization through the external role of informal policies and procedures, as well as work practices of informal norms, vocabulary, and symbolic speech (Ely & Padavic, 2007). Within the context of post-structural analysis, power can be viewed as either a restricted commodity or the energy produced by a relationship (Ely & Padavic, 2007). Although there is a connection between power and gender in the organizational system, men who hold higher status jobs earn more money and have more status within the organization than women. Men view women as powerful and obedient, and thus the role and tasks designed to support men, in addition to power shown by social practices. Finally, power can be used to shape gender identity in the workplace, with the external force of power "supporting gender-specific meaning, and internal forces dictating a person's level of enforcement." (Ely & Padavic, 2007, p. 1131).

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2.3.4. Gender Role Stereotypes: Influence on The Selection, Workforce Competencies, And Leadership Structures

The perception that the managerial role masculine is more important for the position of athletic director, a position held predominantly by men, as opposed to the life skills of directors, positions held predominantly by women, as illustrated in the assessment of the position in the administration of athletics, revealing the perception that the managerial role masculine is more important for the position of athletic director, a position held predominantly by men, as compared to the life skills of directors, positions held predominantly by women (Burton, Barr, Fink, & Bruening, 2009). Besides, the athletic administrators perceived a woman as less likely to be hired as an athletic director even though he is regarded as unlikely to succeed in the position when compared with men (Burton et al., 2011). Sibson (2010) examined the structure of a volunteer grassroots sports organization's board of directors and determined that men and women holding the position are adjusted based on the assumption of gender.

Women on the board are responsible for clerical work and chores in the kitchen, while the men deal with the management and maintenance of facilities (Sibson, 2010). While the selection process tends to be an informal activity within the company, a coach appears to influence the placement of trainers to a specific team when considering a coaching role. Woman coaches often receive less funding from organizations for career development based on gender stereotypes that challenge their ability to coach at a high level and undervalue their coaching skills as compared to their male counterparts (Allen & Shaw, 2009; Shaw & Hoeber, 2003). Although there are many, there are few notable examples of women leaders in sports. The lack of women on corporate boards is a global

problem, and sport is no exception. But behind the scenes, at present it seems women are leading from the front all over the world, shattering the glass ceiling that once dominated sports administration.

2.3.5. Gender Balanced Participation

Sports and gender have become a topic of concern in most parts of the world, and in recent years it has gained a lot of attention (Mattila, 2010). International bodies all over the world have made interventions to ensure that women and men have equal opportunities in the organization and management of sport. The government has put in place a deliberate strategy and laws to ensure that sports participation is gender-balanced (Coakley & Pike, 2001). The UN recognizes the positive role played by women in development and role-played sports as a tool in the effort towards achieving the Millennium Development Goals (Mwaanga & Mwansa, 2013). It defines representation of women in the organization and management of sport affects the development of the sports industry. Despite all efforts towards promoting fair representation of male-female in the organization and management of sport at the national and international level, there is still unequal gender representation in Nepalese sports with low female representation.

2.4. Challenges: Women Leadership Participation

Historical, political, socioeconomic, cultural, and religious ideology used to promote patriarchal hierarchy institutions is heavily skewed in favor of men, obscuring women (Hargreaves, 2001) it supports underrepresentation of women in sports leadership. Women face a variety of socio-economic, political, and cultural challenges that occurs through all cultures, geographical regions, nations, ethnic groups, religions, and social classroom groups (Hargreaves, 2001). Apart from the introduction of

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numerous laws prohibiting gender inequality in sports, there have been few accomplishments. As a result, sports organizations continue to be one of the most unequally distributed organizations regarding gender. Women's participation in sports has grown in recent years, but their representation in leadership positions has remained poor (Hargreaves, 2007). Scholars described gender role inequality, job and family disputes, and career breaks as obstacles that women usually face during her career (Coleman, 2001 & Robertson, 2010).

2.4.1. Institutional Challenges

Leadership is seen as a catalyst to create opportunities for women in the government (Kluka, 2001). It defines leadership that can influence policy and decision-making by empowering, enabling, and enabling others. Some struggles held by women in-depth, rooted in the structure of sociocultural organizations and leadership positions and policies that are difficult to change. Hargreaves (2001) including areas such as stereotypes (Sherman & Agezo, 2010). Chabaya et al., to (2009) discuss lack of resources, policies and allocation of inadequate elections, Bodey (2008) for the work, unrealistic promotion of work and hopes.

2.4.1.1. Gender and Culture Stereotypes

Traditional cultural beliefs in most people argue that women are not suitable to become leaders (Agezo, 2010; Chabaya et al., 2009). Power and authority over men in recent years improved the assignment of differential roles for men and women, thus helping to define the role that came to assume, that occupying the role of subordinates (Eddy and Cox, 2008). According to Sartore and Cunningham (2007) the impact of gender roles on women's representation in sports leadership was addressed. It explains

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that gender stereotypes are rooted in traditional patterns that influence all facets of women's lives, and they contribute to the misconception that women are not capable of pursuing leadership roles (Sartore & Cunningham, 2007).

2.4.1.2. Hiring Process

Employment hiring processes in most organizations support men for selection and promotion (Doherty and Manfredi, 2010; Dominici et al., 2009). Homolog's reproductive theory of homologous reproduction 1977 can be used to explain the low recruitment of women in administrative positions/addresses (Dominici et al., 2009). The theory that chooses people who have similar characteristics with them, excludes and discriminates against "other" or different people. Norman (2010) defines the interview panel dominated by men as more likely to support men for recruitment. In addition, from the perspective of the patriarchal man is the "ideal" leader as an ideal leader, producing a conscious or unconscious stereotypical organization promotion (Shakeshaft et al., 2007). It promotes men who are fast or to use opportunities to serve the committee with experience getting, developing self-confidence and prepared for leadership responsibilities (Maurtin-Cairncross, 2009). Gender norms stop women from working or taking leadership roles in society, putting men in a stronger position in terms of gender leadership and reproduction (Brown & Evans, 2004).

2.4.1.3. Lack of Support

Women are often prevented from performing their duties or even gaining access to leadership roles due to a lack of institutional, organizational, and financial support. Many women succeed in leadership positions, and they attribute their success to the support they receive from their families, friends, and organizations (Agezo, 2010,

Bruening & Dixon, 2008; Duerden & Witt, 2010, & Robertson, 2010). According to Sartore and Cunningham (2007) gender-stereotypical research revealed that the decision-making process was rooted in decisions made on behalf of women as though they were not present. Failure to properly consider and compensate women for their positions and accomplishments, as well as to grant them control over the services they need, made women weaker. In this study, Dominici et al., (2009) although women were given leadership roles at universities and were committed to improving their societies, they were not treated equally in terms of recognition and value.

These women's leaders have created centers or programs that deal with the most important issues, which often require doing so without the support of the department or college, with feeble-minded people, and only with the hidden approval of their head and dean of department (Dominici et al., 2009). There is no question that women are more dedicated to their work than men, and that they can devote their time and energy to the advancement of their organization, helping to refute female viewpoints that are not committed to the advancement of men's organizations (Dominici et al., 2009).

2.4.1.4. Lack of Policies

Since the company lacks family-friendly policies, women can choose to start a family during their careers, with the following consequences: premature retirement, taking a long time, losing income, and contract termination (Robertson, 2010). Due to this, women in leadership roles are hampered by this career split (Coleman, 2001). According to Branson (2007) believe that raising children in America is a punishment because it is regarded as having no economic value, and therefore the role of reproduction is undervalued.

Doherty and Manfredi (2010) concerning the university's adoption of the fair framework, it was announced that the university has made a concerted effort to pursue a gender-balanced policy. Many companies don't do what we do. Women demonstrated satisfaction with their jobs in this case, and their careers progressed to the same degree as men's. Enacting gender-friendly policies will help women advance to positions of leadership.

2.4.2. Individual Challenges

When opposed to men, gender social construction portrays a woman as frail, fragile, and incapable of carrying out physical or intellectual activities (Couturier and Chepko, 2001). The socialization of gender roles increases women's subordination to men (Cohen, 2001). Gender stereotypes are formed over a person's lifetime and can be difficult to discern from the individual Greendorfer (2001) negative cultural socialization promotes the stereotype that women are inappropriate for leadership positions and effects on their decisions. These decisions are based on women's attitudes and perceptions as leaders. Abdela (2000) argues that self-limiting behavior reinforces gender expectations about women's capacity to lead and affects their self-esteem. According to social dominance theory, group culture, trust, and socialization processes are all roles that appoint men to be superior to women, regularly (Sartore & Cunningham, 2007).

2.4.2.1. Lack of Self-Assurance

Lack of self-assurance is cited as an obstacle to women's advancement and promotion to leadership positions. Owing to a lack of trust, women seldom apply for leadership roles (Maurtin-Cairncross, 2009). This self-limiting behavior can be explained by using Budworth (2010) mann's theory of the simplicity of women. Women's modesty theory is a position where they undervalue their talents when promoting the efforts of others (Doherty & Manfredi, 2010). Women's careers, as well as their rights to managerial positions and financial incentives, were harmed by the principle of feminine simplicity (Budworth & Mann, 2010). It is noted that self-promotional activity is uncommon in women, men use it to gain access to and obtain economic benefits by promoting their status of self-management.

2.4.2.2. Family and Work Conflict

Most women tailor their occupations to their circumstances, considering the needs of their children and husbands (Eddy & Cox, 2008). It is particularly true and difficult for women in other professions because they must resolve the stress that occurs at the pinnacle of their careers when the decision to promote traces of tenure coincides with their fertile year (Dominici et al., 2009).

Despite having the same legal rights as men, research reveals that women continue to bear the brunt of household responsibilities, including taking career breaks and even delaying promotions at work for the sake of the family (Branson, 2007). In defines, women make this decision based on their family beliefs and conventional gender roles, which shows women are responsible for children's upkeep and other household duties.

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These decisions harm women's advancement in leadership and result in a low female representation in positions of power.

2.4.3. Sociocultural Challenges

In sports, a male-dominated working atmosphere creates stress that stops women from achieving their goals or rising to management roles (Inglis, Danylchuk, & Pastore, 2000). Research on women's representatives in leadership shows glass roots, floors made of glass Branson (2007) gender discrimination Pfiser and Radtke (2006) and the strength of the relationship, Web and Macdonald (2007) as a few, obstacles to women's progress in leadership. Sartore and Cunningham (2007) consider social and cultural influences to be important in forming the self, in this case, gendered expectations arising from cultural socialization that is deeply rooted in women's consciousness, which contributed to the perception that they were not fit for leadership. Sperandio (2010) contends that social cultural gendered norms compelling women to behave in a certain way while professing to adhere and encourage equality at work are inconsistent and result in a discrepancy between policy and practice, further marginalizing women in sports leadership roles.

2.4.3.1. Negative Socialization

Negative socialization is a cultural phenomenon. According to social learning theory, one's behavior is influenced by both people and the environment. People's choices in life are influenced by their socialization by activities and interactions (Ismail & Rasdi, 2008). It is noted that when you socialize in the practice of society and their belief system, you build a community's shared conscience, which can be either a negative or positive nature.

2.4.3.2. Male Standards

Most companies use men's criteria to assess women during training or promotion because leadership is based on male values. The quality of masculinity that appears disproportionate in women is this selection criterion. Eddy and Cox, (2008) & Vanderbroeck (2010) are seen as patriarchal designed to keep women out of senior management roles. It often allows women to follow men's leadership norms or styles, which often leads to tension or a "double bind" situation in which women's conduct is required (Shakeshaft et al., 2007). When it comes to hiring executives, however, men's characteristics are typically found. Furthermore, when women exhibit masculine behavior, they are viewed negatively, except when they exhibit too feminine behavior, which is viewed as "too gentle" to direct as mentioned by (Vanderbroeck, 2010).

2.4.3.3. Power Relations

Power is seen as the most important aspect of the organization's activities and social ties, with "power countries maintaining and challenging such discourses in daily social relations." (Web & Macdonald, 2008). In any situation where there is a dominant party, the issue of power relations often arises. Men have been accused of using their power to keep women in subordinate roles in sports. It can be understood that the entrance of women into sports is seen as a challenge to male strength, so men have devised a strategy to preserve their strength and power over women.

2.5. Navigating Challenges: Women Participation on Leadership

Women in positions of leadership bring a variety of viewpoints to bear on issues. Vanderbroeck (2010) proposes plans to increase the number of women in leadership roles in different organizations. Even though women have excellent qualifications and are

highly qualified, they are underrepresented in leadership roles, prompting them to pursue equal representation in government. Systemic reform and organizational structure are needed to achieve equality. The creation of social capital and networks can be used to mentor others and assist women in advancing their careers as leaders (Doherty & Manfredi, 2010). As previously stated, the network plays a crucial role in personal growth and acquisition support, as demonstrated by the "old boy's network party," which has helped men advance in their careers and sports.

A study by Inglis et al., (2000) highlights the importance of social support groups for women in sports training and management. To address difficulties in sports, participants depend on a social support network of family, colleagues, coaches, women's leagues, and, to some degree, administration (Inglis et al., 2000). More education, learning new skills, and taking on positions that will impact women's initiatives ensure that she stays competitive as a leader. To ensure equal competition, the authors recommend institutional improvements in hiring practices and creating a healthy work atmosphere for women.

2.5.1. Women Leaders Development

Women's leadership growth is a long-term process that ensures greater representation and active involvement of women in government organizations (M'Mbaha, 2012). While men pursue leadership because it is in their blood, women's perceptions of themselves are influenced by cultural values and organizational frameworks, exposing them as intruders in leadership or decision-making position (M'Mbaha, 2012). As a result, the underrepresentation of women in leadership has become a problem not just for international organizations, but also for educators and feminists involved in developing

strategies for women's leadership growth. Education, the use of laws and regulations, and shifting behaviors are examples of such methods for enacting necessary reforms for women leader's development.

2.5.2. Education

Tamale (2000) has suggested that women leaders in development be empowered by capacity building, which includes providing them with access to education, equipping them with the skills they need for new positions, and participating in confidence-building. For example, (MDGs) Target List (PBB) Development of UN millennium access to education is a way to empower women and increase chances of fair competition with men. Although some studies found that education failed to combine women's guarantees to leadership positions (Norman, 2010; Pfister & Radtke, 2006). Thus, he urged women to develop their human capital, including education (North, 2010).

The IOC's women's agenda sports policy focuses on the growth of women's leaders and increasing their involvement in NOC leadership by supporting leadership training programs around the world (Henry et al., 2004). These services help women develop social networking skills and boost their self-esteem. Participants in the 2004 IOC/ISLR study proposed developing leadership in women and sports, learning about equity and female projects, taking sports management and administrative classes, practicing ability confidence, and making the NOC assistance program more successful to improve it (Henry et al., 2004). This response demonstrates that women's leaders believe they are not yet able to fully engage in their organization's decision-making process. It frequently results in resentment and the lack of leadership roles in sports (Pfister & Radtke, 2006).

2.5.3. National Laws

Women now have more social, economic, and political rights because of affirmative action policies (Triola, 2008). In the United States, for example, the 1972 IX titles saw increased access to schooling, jobs, higher salaries, political roles, and involvement in disadvantaged sports communities. Title IX mandates gender equality for boys and girls in all federally funded educational programs (Triola, 2008). However, research has shown that legislation alone does not guarantee women equal opportunities (Abdela, 2000) because personal, social, organizational, and cultural environmental factors can all influence the effectiveness of legislative laws (Pheko, 2009).

2.5.4. Changing Attitudes

Women are seen as different, and this bias has developed in recent years because of cultural and social interaction (Budworth & Mann, 2010). It shows culture has a big influence on how people behave, how they think, and how they lead. Although most organizations recognize the need for gender-friendly policies, changing people's attitudes has proved challenging, and women continue to be treated as second-class citizens. Women's leadership growth is a way to empower women and ensure that they have the skills they need to take on leadership positions. Individual-level approaches, according to Bachelor, are an important way to teach people how to deal with problems (Budworth & Mann, 2010). According to Pheko (2009) proposed a change in the attitude of the community, embracing cultural diversity and female acceptance as equivalent. Chabaya et al., (2009) recommends individual socialization and embraces gender equality to overcome cultural stereotypes that prevent women from finding leadership positions.

2.5.5. Women Empowerment Program

Women's participation in sports and group physical activity activities has a vital contribution to making development agendas such as Millennium Development Goals, "Gender equity and women empowerment," According to the United Nations Division for the Advancement of Women in "Women 200 and Beyond: Women Gender Equality and Sports" (Unicef, 2007). Many domestic and social challenges in life, step back women from fulfilling their needs and wants by their ability. It states that equality in practices, progress rate for women, mostly from the marginalized group from the world, is low. At the same time, women are facing inequalities and deprivation that led to equality within the society and sustainable development within communities and beyond (Unicef, 2007). Hence, the women empowerment program helps to promote maximum participation in sports leadership.

2.6. Women in Nepal

As discussed on Prajapati (2017) on her research, historical misunderstandings, mistaken perceptions, stereotypes, and even misconceptions have accompanied trends in women's participation in sport. The country of Nepal is patriarchal. In Nepalese society, men's dominance over women has become part of the tradition. Women's natural calm, appearance, and femininity can be destroyed by vigorous physical activity, according to traditional Nepalese society. The public has the misconception that a woman's position is in the kitchen. One of the factors that influence the number of women participating in sports in Nepal is their attitude towards sport. Sports is usually considered for men in Nepalese society.

According to (Bhadra & Shah, 2007) in terms of job prospects and income-generating assets, there is a significant wage disparity between men and women. In Nepal,

it has resulted in poor placement for women. Just 31 per cent of women has paid jobs, compared to 69 per cent of men. Women continue to be weak because they have no power over the products of their labor. Agriculture, domestic economic operation dependent on extended and other household maintenance work employed more women (76 per cent) than men (50 per cent).

According to Women-OCHA (2015) women's educational achievement is lower than men. Between the ages of 15 and 49, more than 40 per cent of women and 14 per cent of men has never attended school. However, after 1990, the proportion of girls to boys in primary schools has increased significantly. Marriage is the most important event in women's lives, and most of the time, the timing is out of their control. In Nepal, women do not have the right to choose their husbands or their fertility.

Many women are also subjected to unwanted pregnancies and childbirth because of poor decision-making. Today, however, we can see a huge shift in women's roles in their families, societies, and countries. In 2015, the Federal Republic of Nepal elected its first female president, Bidhya Devi Bhandari, pool speaker of the constituent assembly, and the chief justice of the supreme court, Ansari Gharti and Susila Adhikari, both of whom were nominated by parliament. Meanwhile, women continue to hold a minority of leadership positions in Nepalese sports organizations (Prajapati, 2017).

2.6.1. Current Status of Nepalese Women in Sports

While Nepal recognizes the importance of sports for individual and national progress, Nepalese women's sports achievements have gone unnoticed. The low representation of women in leadership in Nepal's sport demonstrates the marginalization and transparency of women. Women's absence from sports shows how conventional

cultural practices and beliefs that define gender roles exclude women from engaging in sports (Prajapati, 2017). They are Nepalese people in sports who have been highlighted in the international spotlight compared to women, and female athletes Nepal Parbati Thapa from the shooting was the first female athlete from Nepal to compete in the Olympics in 1986. To date, there has been consistent involvement.

In addition to addiction, the government does not endorse or care for women in athletics, regardless of their outstanding athletic achievements. Women's sports are promoted by this monitoring body. The literature on exporting reveals a corporate framework that ignores women's sports and forces them to fail to make it on their own. The fact that women lack the financial resources required to prepare for international competition demonstrates the pervasive human social obstacles that women face in their pursuit of equal opportunities in sports.

Gender expectations are shaped through the practice of assigning female-specific roles. Nepalese women, like other women around the world, face socio-cultural challenges aimed at preventing them from engaging in sports, focused on both Western patriarchy and the division of the original Nepal gender structure. It also reflects prejudices that aim to diminish women's athletic achievement in favor of emphasizing their reproductive position, a viewpoint focused on Western patriarchy (Prajapati, 2017).

Women's involvement in sports is beneficial to the creation of skills that will inspire them with confidence and help them improve decision-making and leadership skills in the future, as discussed in her research by (M'Mabha, 2012). Bringing together women who participate in sports or who play a significant role in this activity from across Nepal, as well as a limited number of foreign participants, is one way to expand this

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opportunity. This can lead towards opportunities for cultural exchanges and the resolution of common issues faced by women around the world (Prajapati, 2017).

Nepal ended the 12th match in South Asia with only three gold medals. Since 1993. South Asian Games Nepal is considered as an Olympics. But female athletes in Nepal won medals rather than athletes. Between three gold medals Phupu Lamu Khatri (Judo) and Nima Gharti Magar, (Wushu) Won two, and Nepal National Football Team added one gold. Women's athletes won 11 silver and won nine, also dominated to win a bronze medal by 18 women, while only 14 men won. This defines sports that are always under the shadows in Nepal. While fighting, their athletes and suspension made life difficult, but the desire to taste glory did not stop. It has never been a rose bed, with state indifference to always be the largest thorn that must be taken in all cases. If there is something that balances athletes, it is the indifference of the state (Prajapati, 2017). Mira Rai is a good example, who was a former rebel in the decade of the rebellion and is now among the top ultra-runners of the world after an unprecedented victory in a career of 80 km (50 miles) Mont Blanc Chamonix, France, in June. In her first year, she won 10 races, including SKY 50K who ran internationally from Asia (Prajapati, 2017).

Recently, Nepal ended the 13th Asian Games host in 2019. The 13th edition of SA games was completed for the host as a record of Nepal for a gold medal, in addition to 51 silver medals and total bronze 94-204, crossing three marks digit for the first time. Nepal finished second behind the championship throughout India, with 174 gold medals pocketed, along with 93 silver and 45 bronzes. Nepal pocketed a gold medal in half of the 26 disciplines included in the game. In the matter of seeing the emergence of martial arts, Taekwondo players pocketed the highest number of gold medals for Nepal (12) while

Karateka claimed 10, followed by Wushukas (five). Taekwondo and Karate Player have won 14 gold medals each at the SAF GAMES 1999 Nepal on their way to lead to second place for the first time (Himalaya time, 2019).

2.6.2. Women Leave Their Mark With 30 Golds

- Triathlete Soni Gurung of Nepal opened the scoring with the first gold medal sport

- Gaurika swimmer Singh was the most successful player of the 13th SA Games while four gold medals pocketed on his way to winning nine medals

- Taekwondo player Ayasha Shakya win three gold medals at the SAG before Singh overtook her

- Santoshi Shrestha won 10,000 races to become Nepal's first female athlete to win a gold medal

- Sanju Chaudhary made history, winning the first gold Nepal section of women in weightlifting

- Dhami said Sangita historic gold medal in wrestling

- Minu Gurung became the first boxer to win a gold medal for Nepal

- Duana Lama was the youngest athlete in Nepal in South Asian Games 13 and 13-year-old swimmer said two silver and three bronzes

- Women athletes bagged 30 of the 51 gold medals for Nepal

2.6.3. Sports Leader in Nepal

Although sports are common in Nepal, there are numerous men and women who compete as professional athletes in other countries. Just a few professional sports teams exist in Nepal. The Ministry of Youth and Culture, as well as the National Sports Council, are the only ministries with full-time sports and physical education workers. To organize

sports in their jurisdiction, the Ministry of Youth and Sports has a provincial district and sports officials. The use of instructors with expertise in physical education training, recreational management, sports science, is in Tribhuvan University, Nepal but sports activities are still very low. They also participate in various teaching, training, and sports management functions at the university.

Another party is the Nepal Olympic Committee, which is a leading sports administrator in the sports federation. This community is made up of people who volunteer in a variety of sports. Members are selected by a voting system in certain national federations and compete for leadership roles or are normally chosen to serve on different committees as co-opted members. This is similar to the volunteer model used in the Olympic movement, where the majority of athletes participate willingly. This is a trend in many countries such as Germany and Canada, where most leaders in sports administration are volunteers (Martel, 2007; Pfister & Radtke, 2006) including Nepal. Volunteers serve in sports federations, for various reasons, such as love for sports, the need to change things to improve sports or provide experience. Martel (2007) physical education teachers are professionals in the field of sports and usually permanent workers at the Ministry of Education. For this reason, their experience can be completely different from other sports administrators.

Chapter 3. Method

The research is being done to investigate the current level of Women's participation in sports leadership and analysis of gender balance to figure out influencing factors of underrepresentation of women, ethical sports practices identifying betterment opportunities, and to establish a framework for the organization in its governance context. In doing so, the qualitative research method approach is selected based on the doctrine of grounded theory. This chapter explains and defends the methodological considerations and processes that were implemented in this research.

According to Perry (1998) the most prominent difference between the two approaches is quantitative research involves who and what, how many, and how much whereas qualitative research shows how and why social experiences are created and gives detailed information.

Creswell (2009) defines the difference between qualitative and quantitative research framed in terms of using words (qualitative) than numbers (quantitative) or using closed questions (quantitative hypotheses) than open questions (qualitative interview questions). A more complete way to see the differences between them is the basic philosophical assumption as studied by researchers, the types of research strategies used in the study. The research approach involves data collection, data analysis, validation, and ethical consideration applied within the research in detail will be discussed below.

3.1. Research Approach

Because of the nature of the research presented in this report, a qualitative approach will be the most suitable investigative technique to use, since it is representative of the majority of previous research that will be used in the research.

3.1.1. Qualitative Research

Since new knowledge is accessible, qualitative research has an emergent nature that allows for flexibility in outcomes (Skinner & Edwards, 2009). Qualitative research involves examining and comprehending the importance that individuals or groups place on a social or human problem. Emergent queries, procedures, and data are collected, data analysis is constructed inductively from details to broad themes, and the researcher interprets the data's context (Creswell, 2009).

3.1.2. Social Constructive Worldview

A qualitative approach will be used in this analysis. Qualitative approaches allow a richer, more in-depth examination of the skills that these women believe have aided them in achieving senior-level administrative positions in sports (Gratton & Jones, 2010). In their overall approach, the researchers conclude that women's sports leaders' experiences are extremely nuanced and must be analyzed and interpreted on a case-by-case basis since each participant will have specific experiences during their career and will generate context and understanding of her own (Hesse-Biber & Leavy, 2011). The discovery approach enables a complex set of results to emerge from the interviews (Hesse-Biber & Leavy, 2011). The constructionist methodology often involves relating data to prior expertise and hypotheses, as well as spelling out concrete specifics within a

conceptual context (Holstein & Gubrium, 2007). The data collection, analysis, validation, ethical consideration and interpretation are motivated by these considerations.

3.2. Data Collection

The qualitative study employs a variety of techniques, including interviews, record analysis, and observation (M'Mbaha, 2012). Qualitative researchers are involved in a variety of topics, learning about people's interpretations of the world and their own experiences (M'Mbaha, 2012). For this report, individual interviews, zoom recording, were chosen as data collection methods.

3.2.1. Interview

Several researchers have contributed to this study, Fontana and Frey (2005); Seidman (2006) interview as a powerful tool for comprehending human nature. Interviews are described as "interactions between two or more people that result in a negotiable-based contextual outcome." (Fontana & Frey, 2005 p. 698) inaccurate accounts and the construction of active knowledge between researchers and participants resulted. For data collection, zoom interviews are used. One interview will last anywhere from 30 to 60 minutes. The story from nine participants, five men, and four women after the first interview was mostly detailed and explicit as far as the second interview was concerned. In the invitation request letter to participate in the study, the researchers made initial contact with participants by email, in which they introduced themselves and explained the study's intent. People who did not respond to email once a week were also contacted by phone. Interviews are arranged at a time that is convenient for both the interviewees and the researchers.

3.2.2. Research Participants

Men and Women in sports leadership positions were the research participants in this study. This study aims to provide insights into the expectations of active men and women sport leaders about what they consider to be most important to their development and success within sport organizations, and how gender equality can be preserved. This study is done by emphasizing deep and rich understanding with information choices (Patton, 2002). As a result, participants are chosen based on the following parameters. There are a total of nine participants, including four women and five men. They should spend at least three years in sports leadership roles, 30 to 60 minutes of time frame tentatively is used. Furthermore, they are working as committee members of the various national sports federations.

All participants have various social backgrounds, education, and culture. Male and female leaders are professionals in various fields such as companies, or entrepreneurs, and only participate in sports leadership voluntarily. The age of participants ranges from 40 and 70 years. In marriage status, all participants indicate that they are married. They have at least one child present. Many of the participants were well-educated. The parental education background level has shown that mothers have lower education than fathers. In addition, all leading men and women have become athletes at once and have represented their club to the provincial level, national and international levels. The research participants are listed in the table below.

Table 2. Participants Demographic Information

Participant	Gender	Age	No. of Children	Parents Education Mother/Father	Educational Level
P1	M	61	2	Prim/MBBS	MBA

P2	F	39	1	Prim/Grad.	MBS
P3	M	48	1	Prim/Prim	MBA
P4	F	47	1	Prim/Prim	MPS
P5	M	44	1	Prim/H.S.	Master's in economics
P6	F	63	2	Prim. /H.S.	Bachelor
P7	F	34	2	Prim/Prim	Master in sports mgmt.
P8	M	44	2	Prim/H.S.	Bachelor's in law
P9	M	70	2	-	Undergrad. In Public Adm.

3.2.3. Interview Policy

As previously mentioned, the research questions aimed to collect data on gender balance activities, as after recognizing the underrepresentation of women in sports leadership positions in Nepalese sports organizations and understand how people perceive gender balance working culture and practices. The interview guide consisted of 11 questions; structured interviews designed to accurately influence the underrepresentation of women in a leadership position allocated on (Appendix-IV) which is based on research questions.

Participants in this study were interviewed through zoom, using open-ended questions. Zoom was used because of the geographical distance between researcher and participant, considering the time differences. This strategy is effective as the participant can easily describe their experiences on the topic. As discussed by Johnson (2002) in-depth interview method is used as it reveals the deep meaning in detail which is not possible through surveys.

3.3. Data Analysis

Thematic analysis of the interview data followed open coding procedures (Patton, 2002). This open coding process took place in several stages (Creswell, Hanson, Clark Plano, & Morales, 2007; Strauss & Corbin, 1998). The researcher will independently review the transcribed interviews and take notes on the interviews to begin the initial analysis. This initial coding, or ''open coding,'' consisted of segmenting information by assigning tags and labels to units of information Miles and Huberman (1994) in the transcripts. After this initial coding process, these ''open codes'' will be categorized into a system of codes that allow the researchers to associate interview texts with corresponding themes (Amis, 2005).

These themes will be defined using gender role stereotyping as a theoretical framework, but other themes may arise from the data that are not related to the proposed theoretical framework. This approach allowed for a more in-depth analysis of the results. The researcher will pick direct quotes from the participants' interviews as support for each theme after this initial coding process. The results/discussion segment will contain these quotes based on each theme, respectively.

3.4. Validation and Trustworthiness of Data

According to Merriam (2002) the most serious methodological issue in qualitative research is the parameters used to evaluate qualitative research, such as credibility, dependability, and delivery, to justify the researchers', research processes', and results' confidence (Thomas, 2006). Being ethical in qualitative research not only improves the quality of one's research, but also strengthens qualitative research's credibility and trustworthiness.

3.4.1. Triangulation

Triangulation is used by qualitative researchers for reliability, validity, trustworthiness through providing many sources of understanding (Merriam, 2002). This process of analysis involves different data collection methods such as investigator, methodological to discuss a single set of data in detail (Patton, 2002). In this research, participants' profile forms were used for the data collection method. It supports collecting the complete data.

3.4.2. Peer Briefing

As a way of ensuring data reliability, the audit process is suggested (Bryman & Bell, 2001). Keeping records or taking notes during the study period, as well as using check participants, are all part of this. The researchers must be able to claim, "Describe how they arrived at their conclusions or provide proof of data collection and analysis, enabling assessment of the degree to which theory is applied hypotheses to be clarified." (Bryman & Bell, 2001).

3.4.3. Reflexivity

Few researchers have discussed the significance of reflexivity in the research process to date. One of the foundations of 'Crucial' qualitative research is a type of reflection. Fontana (2004) is related to the extent to which the researcher has influenced the results, whether deliberately or unintentionally. This is especially important in sports research, where the researcher is likely to know the participants.

3.5. Ethical Consideration

One of the most crucial aspects of the research is ethical issues. If a component is missing, the dissertation will fail. As a result, the consent letter is in (Appendix-II) to

satisfy the legal consideration protocol. Both participants will be asked in complete confidentiality and privacy as part of the ethical considerations. During the study process, ethical guidelines will be followed (Bell & Bryman, 2007). Participants would not be harmed in any way, the anonymity of individuals and institutions involved in the research was maintained, false evidence and the use of bias to reflect the results of primary data was eliminated (Bell & Bryman, 2007).

Chapter 4. Findings

This study focuses on the perspectives of nine participants, among them four were women and five were men in positions of leadership in Nepalese sport governing bodies. The experiences of women in sports leadership and gender-equal practices in Nepalese sports organizations in terms of their career, progress, challenges, coping strategies, and aspirations will be studied. The results of the study focus on the results of an interview, which are divided into three thematic areas. The first theme "Factors influencing women on sports leadership career choice" is related to research question one, which has three sub-themes. First, "Socialization agent", Second, "Leadership opportunities" and Third "Leadership style" which was highlighted as an important part of a career.

The second theme," Major challenges women in sports leadership positions experience" is related to research question two, mainly research based on how women perceive limiting factors in becoming leaders in sport in decision-making positions such as (President, Vice President or Executive committees) of the national governing bodies. Responses indicate sub-theme such as "Individual barrier, Sociocultural barrier, Institutional barrier "and the multiple roles that women must juggle while still volunteering in sport as a limiting factor.

The third and final theme, "Strategies to advance the women in sports leadership", the leader's approach to address the gender inequity in women in sports leadership Nepal, this study identify strategies as a development of self-motivation and positive attitude and an individual strategy as an Education plan, Development of Sponsorship plan and Improve government policies as an institutional strategy and lastly women empowerment

program as a sociocultural strategy to advanced women in sports leadership position. It
is presented as follows on the table below.

Table 3. An Overview of Themes and Sub-Themes

Research Question	Themes	Sub-themes	Findings
RQ1: What factors influence women to choose sports leadership as a career in Nepal?	Factors influencing women	Socialization agent	Family and Friends support
		Leadership Opportunities	Community and federation opportunities
		Leadership styles	Soft and democratic styles
RQ2: What are the major challenges women in sports leadership positions experience?	Challenges in sports leadership	Individual challenges	Self-limiting behavior
		Institutional challenges	Lack of financial planning
			Weak governing policies
		Sociocultural challenges	Gender stereotypes
			Balancing family-work life
RQ3: What strategies are needed to advance women's sports leadership in Nepal?	Strategies for advancing women participation	Individual strategies	Self-motivation and a positive attitude
		Institutional strategies	Education plan
			Development of Sponsorship plan
			Improve government policies
		Sociocultural strategies	Women Empowerment program

4.1. Demographic Overview

In this study, it has been tried to involve both genders. There are five men and four women participating in the study. Experience of men and women leaders working in the sports leadership positions of age group 34-70 were interviewed. All of them were married, having one child at least. It is found that both men and women sports leaders were influenced and motivated towards sports by family and friend support. In terms of leadership styles, there are gender differences in practice. In terms of gender characteristics, Women leaders are found as soft, nurturing, warm, kind, collaborative while men are found as aggressive, direct, defensive, regulated, conformist, normative, competitive, evaluative, disciplined, objective, formal. While it comes to leadership opportunities and practices, men are found highly active, with many numbers in a decision-making position and at the top-level position in comparison to women participants. It is discovered that most of the women participants started their leadership journey from the federation, but men are found from the community level.

The major challenges women in sports leadership positions experience as discussed by both genders are individual, institutional challenges, and sociocultural challenges. Whereas individual challenges involve self-limiting behavior of women, lack of confidence, and decision-making skills. Secondly, the institutional challenges involve a lack of financial planning and resources for women motivating sports activities, lack of empowerment programs, weak governing policies, lack of implementation strategies regarding women and empowerment. Thirdly, as discussed by both genders, the most common, but the most crucial challenges are sociocultural challenges which involve gender stereotypes and balancing work life. It is found that mostly after marriage, work

life for women is almost difficult because of so many domestic responsibilities as a wife, mother to household activities.

From the perspective of both men and women research participants, the strategies are needed to advance women's participation in sports leadership in Nepal. It is discovered that individual strategies include self-motivation and a positive attitude. Secondly, to cope up with the institutional challenges strategies discussed by both genders are educational plan, development of sponsorship plan, and improvement of government policies from planning to implementation level. Sociocultural practice in Nepalese society is found as the most important challenge to cope up. The strategies discussed by both genders to slow down the sociocultural challenges is women empowerment and awareness programs from the grassroots level.

4.2. Factor Influencing Women on Sports Leadership, Career Choice

4.2.1. Socialization Agent

Socialization agents are the group of people within the society exposed to such behaviors or activities that are popular among members of a community's various classes (M'Mbaha, 2012). Socialization agents such as family members and neighbors were among the factors that affected the choice of participants in sports and sports leadership. According to many research participants, these agents were instrumental for men and women to participate in sports. The most important factor influencing women on sports leadership career choice on these findings are discussed below in detail.

4.2.1.1. Family and Friend's Support

The findings show that family members and friends play an important role in socialization in sports. It includes assistance for sports events, emulation of family

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members who play sports, including the stimulus and support of the participants who can be parents, brothers, sister, neighbor. Drawn on this investigation, Nepal is a nation with patriarchal stereotypes. It was expected that family adversely affects women's career advancement, in this manner a suspicion is made. In Nepal, many women pioneers face the drawback of not having opportunities due to the domestic workloads. Unexpectedly, once the interview was conducted, it was found that a family which includes children, companions, guardians, contributes a positive role to women's sports participation. For instances,

Participant two Young (39 years old) mother of one girl child, master's in business studies, mentioned that her dad was a family support system who believe sport and education are important to continue together. She equally promoted her for sports participation when she was a daughter. After marriage, life was quite different with more domestic responsibility, but as she mentions, her spouse support was a stimulus of her academic and work accomplishment:

> *"My dad was my family support system and very interested in*
>
> *sports. I was brought up in a sports supportive and friendly*
>
> *environment. On the other hand, after marriage, it takes time to*
>
> *adjust with the new family but because of supportive husband I*
>
> *am successful to attain the work-life balance". (Participant 2)*

Whereas participant four said that her motivation to achieve a high-rank level in a male-dominant sports association was also a sports family background and environment. Her brother was the National star in football at that time. She speaks

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"While I was very small, I had seen a football environment

because of my uncle, dad, and brother, who used to play football.

My brothers, Cousin brothers, inspire me to be in sports, who

were highly involved in football. I was highly inspired by my

family, mostly by my brother". (Participant 4)

As mentioned by participant seven Young (34 years old) mother of one girl child, master's in sports management, remember her family support in the following ways:

"I was influenced by my brother. He was a footballer, and my

big sister wanted me to become a table tennis player. It was easy

for me to be a part of sports. Being the youngest child in the family.

I started table tennis in 2052 when I was 12 years old. After

marriage also, it was very easy for me because I was married to

a sportsperson". (Participant 7)

Other participant one (61 years old) dad of a daughter and a son, master's in business administration, mention that:

"In my community school there was a table tennis court. Well

because of the neighbor's regularity on tennis, I was attracted

towards it and became the school champion. This is how I

started". (Participant 1)

On the other hand, participant six (63 years old) mother of two sons having bachelor's degree mention that:

"I was influenced by my neighborhood brother, who used to

play at the elite badminton club in my community. I did not know

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anything about the club and badminton. Meanwhile, he took me,

and his sister together join that elite club". (Participant 6)

Likewise, Participant eight (47 years old) has a one-child and has a bachelor's in-law who remembers his childhood as follows.

"I was influenced by friends from the community school. My

friends used to tease me with the name of Baikuntha Manandhar

Olympians (Athletic champion) when I used to be fast in local

games and running competitions". (Participant 8)

Conclusively, the most influencing factor for both genders to participate in sports careers are found as a family, friends, and neighbor.

4.2.2. Leadership Opportunities

This study indicates that recreational participation of male and female leaders with opportunities for socialization in leadership positions. Response to questions about the decision to become leaders focus on leadership at two levels: community and sports federations. Leadership opportunities through various stages are best illustrated by the description, discussed below:

4.2.2.1. Opportunities from Community and Federation

In this study, leadership opportunities start from the community leadership practices. The initial decision to become a leader began with the position participating in community sports: Participant one emphasizes that:

"From the school level, I was focused on sports and social

work within the community and society. I was volunteering in

school and college union, social and political activities. I grew

up in an environment where we believe both education and

extracurricular activities like sports should be done together, so

I think women should be active from the community level while

they are young". (Participant 1)

His dynamic role in cooperation with various community sports upgraded him to the position of the president of the sports organization till today, out of many huddles. Secondly, the findings of this study indicate leadership from the federation is the next important opportunity to become a leader in a sports federation. Which requires one to show interest and willingness to serve, present himself or herself to a position of choice, and to be co-opted of leadership. Participant two gives her rise to a leadership position as the executive committee member to Nepal Table Tennis Association points to her academic and professional qualifications, confidence, and relationship with her seniors as crucial to become a leader. She explained:

"I was in touch with my seniors from the association and

because of her qualification, competencies and continuous inner

desire to be in sports, enthusiasm to serve and contribute. With

the trust and support of my seniors, I was appointed as executive

committee member". (Participant 2)

The ability to run for a competitive role demonstrates that women can successfully compete for leadership roles. The participant four decision to find a place to serve and embrace the challenge and transform it into an opportunity exemplifies her trust: she remarked

> *"I was captain when I was a football player, I used to look after
> the team. After my retirement, I initiated my leadership from
> being a female referee, which was the first time in All Nepal
> Football Association. Currently, I am working as a single female
> executive committee member and president of the women's
> committee". (Participant 4)*

She believes that without challenge, there is no success. The idea of boldly seeking a leadership position was also used by participant seven, who decided to be dedicated to promoting the Nepalese sports environment. She knows what she wanted; she planned the ways, managed to win the position out of all the social and organizational challenges. From this experience, she believes that women can go to win competitive positions, as indicated in her words:

> *"Our country is a male-dominated country. Our society
> dominates females; females must sacrifice a lot to get something.
> That's what happens to me as well. It took me three months to get
> the position where I am today, even though I was well qualified.
> Later, I got appointed as a sports expert to the National Sports
> Council". (Participant 7)*

Women should have the spirit to face the challenges and move on. Challenges will come, and it is solved along with time. We always must be ready to face all the challenges. Leadership in sports is not yet easy, but participants have managed it out of many challenges. As discussed by both genders in the study, community and federation opportunities, development of community programs helps to educate and equip women

leaders to boost their self-esteem and trust to increase their possibilities for a leadership position.

4.2.3. Leadership Style

There is much research available on examining characteristics, traits, skills, and competencies that lead to effective and successful leadership performance. The findings of this study highlight the leadership style such as trust, understanding, and relationship, likewise democratic decision-making style that works best on their leadership journey in the context of Nepal.

4.2.3.1. Soft and Democratic Style

It is found that trust, care, and understanding or democratic leadership styles are focused by many participants. As a leader to maximize women's participation, must focus on soft skills as they are soft and nurturing by nature. The findings of this study indicate that honesty and a collective decision approach need to develop these bonds. These are the major perspectives of men and women participants. Men participants also believe to have mutual understanding, relationship, trust, and care within the team member. Whereas Participant three defines his leadership practices or styles in his organization as follows:

> *"After my appointment in A.N.F.A. We signed a contract with each staff member. We provide Job Description (Role and responsibilities) everything is written in JD but as I said before all the staff is not always from a sports background, I must make them understand. Sometimes if needed we provide them training for development and capacity building, we prepare our*

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subordinates. We have a woman department head in our association. Department head is fully responsible for their department, we have professional employees. We trust them, till now I had no more difficulties working with them". (Participant 3)

Women naturally have a quality of care for others, on the other hand, men are confident and competitive. Men leaders emerged with a strong theme, appreciation, care, and consideration of the opinions of others within the sports organization. Most men denote the importance of formal discipline, and objective, for the worth and dignity of employees. The workplace is a second home, and the "family" is created. We have to genuinely care for one another and have to be nice. Whereas participant seven mention she likes to have collective feedback systematically, in which she mentions leadership style as follows:

"I like working in group discussion, taking viewpoints from people. I think it is good and in terms of democratized style, it is not only about time and goal. It also makes it easy to achieve the target, manages finance, easy to understand, and knows how to proceed so that it develops trust and care relationships within the team". (Participant 7)

As we all know, charismatic leaders influence the followers with the dint of his/her personality and charm. Leaders should have a unique working style that motivates them to perform the task with all kinds of support to their subordinates in any situation.

Likewise, participant nine delivers his unique practices of leadership in a charismatic way, he said:

> *"I motivate my team and try to make them happy and refresh*
> *their mind with jokes and funny talks. I ask them to speak on the*
> *spot so that they won't have to regret it after meeting for not*
> *expressing their needs and wants. It creates easy understanding*
> *within team members. They seem happy with this style and there*
> *is mutual trust within the team, when we are clean with each*
> *other". (Participant 9)*

The response underlines a team working voluntarily to work together satisfyingly. It emphasizes the leader and their character in the overall success of the organization to attain the shared goal, such as obtaining 33 per cent of women participation in any organization as mentioned by law, education plan, and yearly plan. While there were a variety of responses to the question about leadership style, the study's results point to several favored leadership styles, including collaborative, respectful, caring, and confident within the team. By and wide, participants prioritized listening to others' perspectives and gathering data over addressing topics relevant to their specialties and departments. Participant two said that:

> *"I prefer to work in a democratic and transferable style of*
> *leadership. My focus is based on collective voice and maximum*
> *equal participation of team members". (Participant 2)*

Whereas participant four also has a very similar style of decision-making; she mentions that:

"I would like to define my leadership style as a democratic style of leadership. I believe in transparency within a team. Sometimes I will be a dictator and autocratic for a good cause. I apply it in action. It eases work for me and my team". (Participant 4)

Successful leadership styles in this study are all about understanding, building relationships, and attaining the organization's goals together. It is all about the involved process that includes the participatory, transactional, and transformational roles. Participant eight emphasizes being transactional and transformational for clarity and fairness in decision-making.

"At first, I collected the reporting documents from each department and submitted it to all the sports stakeholders, summarizing the needs, try to find the mission and vision. Get advice from the expert and the self-study (Related Case study) settling the issues using international resource persons. Budget planning and discussing with experts. I do not do anything without consulting with an expert as far as my experience, which makes work more transparent". (Participant 8)

The finding shows democratic styles, soft skills, transparent styles are highly in practice. Most of the interviewees emphasized consultation, discussion, and looking for agreement in decisions with their subordinates. Some of them said that before making conclusions on undertakings they hold meetings where everybody shares their feedback or consulting with experts and takes collaborative participation in decision-making.

4.3. Challenge's Women in Sports Leadership Positions Experience

Regardless of the women's contribution to leadership roles, many obstacles regarding women remain unsolved yet (M'mabha, 2012). Therefore, to pursue both men and women leaders' experiences is needed. Most of the men interviewees mention that all the achievements in sport management inherently depend on the self-leadership skills of women. If you only have good fundamental skills, it is not enough. Almost all men and women interviewed explained that the law has defined a lot of policies in favor of women, but the reality seems much different from the law. So, what is the reason for the underrepresentation of women within the sports organization of Nepal? The interviews allow deriving the answers to this question. Some implicit or unconscious obstacles that female executives face as Individual challenges, Organizational challenges, and social challenges are discussed below.

4.3.1. Individual Challenges

Participants identify some of the challenges they face in their daily life. The major individual challenges as discussed by the participants for the underrepresentation of women are self-limiting behavior and lack of confidence of women in decision-making based on both gender perspectives.

4.3.1.1. Self-Limiting Behavior

Self-limiting behavior involves a lack of self-motivation, encouragement, initiation, and advocation of who they are, what they want, what they really can do. Whereas participant two mentions that she is serving voluntarily to the table tennis association of Nepal with the belief that she can handle any organizational and household

challenges. She believes that when it is total volunteer work, it is important to be self-motivated. She said:

> *"As mentioned in government laws, 33 per cent of women participating is mandatory in an organization. Which is an open opportunity, but also it is not possible to fulfill because females we are not motivated. No one will motivate us until we do not motivate ourselves". (Participant 2)*

In Nepalese religion, the female has so many responsibilities and quoted boundaries of does and don't, which strictly discourage women on sports and extracurricular participation so that the female must be self-motivated and should learn to balance their life by themselves. In terms of lack of self-initiation, participants five mention that by nature women are very warm, caring, and nurturing. The assigned position and task, they are very punctual, fully fulfill the responsibility but not fighter or masculine like a man. Men can argue and fight for what they want, but women cannot and do not want to get involved in additional controversial issues. He added,

> *"I have not seen females advocating themselves and taking any kind of initiation. Male can fight but the female cannot fight in many situations, which is a problem and boost, underrepresentation of women in leadership position". (Participant 5)*

Finding shows self-initiation and motivation are important. In this study, self-initiation and motivation are mostly found as the key challenges that lead to low participation of women in Nepalese sports organizations at present. Participant three

describes his experience in this context as, while working as a leader in the organization. One of the male participants three said, female staff are more punctual, they won't go here and there to waste their time like men, they are very serious at work. But sometimes females hesitate in decision-making. They act like they lack self-confidence, so there comes to the situation many times needs to promote and trained. He added:

"Women hesitate to take bold decisions confidently, that's what I feel in the office. I have a senior female department head in a decision-making position as well, I have found her consulting with seniors in decision-making rather than taking self-initiation". (Participant 3)

Conclusively, Self-limiting behavior has been found as important challenges. It shows women have ineffective decision-making skills because of a lack of confidence, self-motivation, knowledge and awareness.

4.3.2. Institutional Challenges

The participant identifies some major institutional challenges they face in their daily institutional and professional sports career. The major challenges discussed as the finding highlights are the lack of financial planning and weak governing policies, which are discussed as follows.

4.3.2.1. Lack of Financial Planning

Listening to many financial unsolved problems and lack of financial support from the organization and government related to Nepalese sports. Participant eight comes with surprising facts. Financial corruption and lack of transparency on (Athletes, management,

and coach) budget, Political intervention, and affinity create controversy mostly all the time. He said:

>*"Finance is being defused because of inefficiency and lacking in leader strategies to handle it well. Due to the lack of efficiency and effectiveness in planning, political appointment, and maximum (1400 employees) which is more than needed which leads to misuse of budget and actual progress in Nepalese sports remains depressive. At present, there is not any women empowerment program and women participation progress even after certain policies and progress". (Participant 8)*

Financial support is very crucial for all sports. Financial planning leads to the overall growth of the organization, hence the government must focus on how to promote their national sports, where Participant nine mentions that.

>*"In my leadership, my team and I became successful in convincing the Nepal government that volleyball can be played all around Nepal Terai, Pahad and Himal. So, as a result, it is a national game for now (2074, Jyeshta-8). Still, we do not get any financial support from the nation. All that money we have to put from our pocket, there is a lack of sufficient amounts of finance in sports". (Participant 9)*

Six out of Nine participants mention that sometimes organizational support around women at the decision-making level is limited because sports leadership is a

volunteering platform. I have included some quotes from the interview as evidence. Participant three mention that:

> *"Sports are not earning sources for all, especially members at*
>
> *the executive board committees, so every woman cannot equally*
>
> *participate in all levels. Sports should be designed as a sports*
>
> *industry and job opportunities for good earning sources".*
>
> *(Participant 3)*

Women must perform equally to a man while playing and as a sportswoman out of the house and organizational responsibility women is not getting equal pay where Participant four mention that:

> *"There is no equal paying system in practice. Most importantly,*
>
> *I am advocating gender balance practices with equal pay, which*
>
> *is hot news in Nepalese football nowadays". (Participant 4)*

Due to the lack of effective budgeting and financial planning of leaders in Nepalese sports, financial resources are being defused. It looks very difficult to initiate any kind of developing program, including women empowerment programs, due to a lack of proper financial planning and management skills.

4.3.2.2. Weak Governing Policies

In the context of the underrepresentation of women in sports organizations the finding discusses within areas of weak governing policies such as men dominated environment, lack of policy implementation strategies, lack of infrastructure, high government interference and so on. Whereas Participant one discusses; I am still dependent on Nepal government support as it is not possible every single time to bring

foreign financial support. The organization must deal with so many challenges and again when women are not in the front, it is hard to make any kind of plan and policies for them. That is why the government should be strong, He said:

> *"It is a bitter experience that even though we have mentioned the regulation about women committee in an article of association. We couldn't regulate and implement it practically like other association to show good governance practices because of weak governing policies". (Participant 1)*

Leadership can affect policy and decision-making by empowering and enabling others. The socio-economic and political conditions in which women's leaders work, which are dominated by men, deny them the ability to participate effectively in governance. Participant five shares the following information:

> *"There is a lack of good governance in practice. If there was good governance, men who are in leadership positions would figure out the way to maximize the women participation. Right now, men are every time around for the position advocating themselves, if the position is not sufficient for men who will go and find the women". (Participant 5)*

Participants nine mentions that sometimes government should try to involve women in decision-making, but they lack abilities to continue sustainable plans and policies to maximize women participation: Whereas participants nine mention,

> *"Lack of policy implementation regarding women and due to lack of Nepalese governing bodies to provide the employment*

opportunity for females in sports. They cannot continue, when the

female participation is low, governing bodies should have some

concept plan to hold them for their sustainable participation. In

which they lack and there is not any research in practices

identifying the problem and solution related to women in sports".

(Participant 9)

Most of the participants mention that even though 33 per cent of women's involvement has been regulated by law, it has not been implemented. There is not any research from the government that identified why maximum participation of women is lacking and what should be improved.

4.3.3. Socio-cultural Challenges

The participant identifies some social-cultural challenges they face in their social life. The major challenges as discussed by the participants are gender stereotypes and balancing family-work life, which are discussed in detail below.

4.3.3.1. Gender Stereotypes

Mostly the finding discusses in terms of gender stereotypes based on Nepal are gender talent discrimination, gender roles, isolating women, and lack of men's encouragement due to which still the government policies look to be a failure now. It is discussed in detail from the perspective of males, in which participant one discusses there is no favoritism and nepotism and unfair selection practices in terms of gender. Mostly, it seems females are not interested in sports, there are attitude problems and understanding difficulties. Females should come out and prove their capabilities to be in a leadership position. At A.N.T.T.A. we have two women members; both are qualified players. They

understand sports very well and are active in participating in decision-making. For now, we do not have a women's committee, but we will be working for it in the future. For females, due to more social responsibility after marriage, it is tough. He speaks.

"There are no gender equality practices in Nepalese sports because of stereotypes, practices and beliefs. The government allows for 33 per cent reservation for females, but it is not in practice due to low women participation when sports are still believed as only for men". (Participant 1)

Whereas participant five shared his experiences as, we have only two females in the badminton executive committee. Males are active, the female has more domestic responsibility due to which they have less freedom:

"Women cannot advocate themselves and cannot be the initiator. Nepalese sports environment is also not female supportive and encouraging oriented. Does not or cannot offer a good position to the female. Research is not conducted to find the proper female human resources, lack of women empowerment program in sports, lack of good governance in practice. Until we cannot manage to settle these factors, low women participation in sports continues to be an unsolved problem". (Participant 5)

Another attention-grabbing theme gleaned from the responses of the interviewees was the discrimination of gender talent. Notably, in sports, ladies who demonstrate masculine characteristics of aggressiveness are tagged as relish (M'Mabha, 2012). Whereas participant four says women deal with many hindrances set by society before

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coming to any professional field, many women do not get the opportunity to showcase their talents. She believes with courage everything is possible, without self-motivation nothing is possible, and no one will motivate. So, a female must be ready to face any kind of challenges for their career progress if they want sustainable success.

> *"Our country is a male-dominated country, our society sets so many social boundaries for females. Sports like football are considered for males, but women should have the spirit to face the gender discriminative challenges and continuously move on with the talents they have. Challenges will come, and it is solved along with time. Even though I am a single woman in the organization. I am not afraid to be single in the organization".*
>
> *(Participant 4)*

Research participants emphasized that a male leader dislikes the superiority of women in the implementation of tasks. Isolating women, male's ego, relational, and cultural discrimination comes from the cultural and traditional beliefs. Which is considered as the aspect for the low participation of women in sports and practices in Nepalese society.

4.3.3.2. Balancing Family and Work-Life

Marriage is often associated with unemployment instead of empowerment (M'Mabha, 2012). This study explores how research participants saw marriage. How it influenced its sense of empowerment concerning marriage in terms of work. Marriage is the main destination in most Nepalese women's lives, most of the time even the choice is not their own. Most of the women still go through an unwanted pregnancy and delivery

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due to the minimum decision-making option. All the participants have the same view that after marriage life is not easy due to more and more responsibilities. The study involves as follows:

"As I told you, after marriage it is very difficult for females. Gradually, they will be involved in social domestic life, so they will have a high responsibility due to marital status and pregnancy period, due to parenting jobs towards the child, they cannot continue as a man". (Participant 3)

Women's leaders have many socio-cultural roles and responsibilities. They present women in selected dilemmas. For instance, even though she likes sports and is determined to see her team take up, love but the responsibility as a wife and mother to his family forces them to stop themselves from their choices. Participants two to make choices on work and sports, she explained:

"In the case of Nepal, after marriage, there will be pretty much more responsibility. We will become wife and mother. Life will not be easy like being a daughter, everything changes, and it takes time to get adjusted to new social roles. So, we cannot continue sports as a career". (Participant 2)

In the same context, participant five mention that:

"As a player, there is no problem in participation. But as an office person, I have not found maximum participation because they are already married, and they feel more responsibility,

looking after kids, and at home. Conclusively, it looks like women

cannot step back from their responsibility". (Participant 5)

This study shows that females like to take more social responsibility in comparison to a man. As females are punctual, nurturing, caring by nature they do not like to waste their time for no reason, but men seem to be free, and they don't want to bind themselves in domestic and social responsibility due to which equal participation in sports decision-making lacks.

"I like to do karate for self-defense. I like it, it is a fancy sport

but my family and grandma object that my daughter should not

be in martial arts, so I couldn't continue karate". (Participant 7)

Likewise, as participant seven mentioned that, Nepalese society still believes that sport is not for females. She said she has been through that situation, which makes her twitch, her choice. In the Nepalese community, sports are strongly considered as a man's role and all the kitchens' roles are considered as women's role. This is highly practiced mostly in corner Nepal. Around 90 per cent of the sports leaders are men even though we have female country presidents, speaker sports sectors are recognized as men's roles which are deeply rooted challenges in the Nepalese society. Among all the interviews participate five delivers his different opinion from the men's perspective, he said men in the organization do not encourage maximum participation of women in different roles or programs, which is also one of the important reasons for the underrepresentation of women in sports, he said:

"I think men leaders in Nepalese sports have to encourage

women offering various positions, jobs, and roles in sports. Now,

it looks like men leaders in the organization cannot offer a good

position to the capable female as well. After offering a good

position, I think a female can do best in their job". (Participant

5)

Assigning women to their area in an organization and marginalization of their duties were experienced by different leaders likewise. Participant six mention that:

"I feel there is gender bias in the organization. I am the only

female in the whole committee. I feel the difficulty is socialization

and networking. It is hard to initiate any kind of program and

decision-making". (Participant 6)

Participants three shares his view as in comparison to other organizations out of many cultural influencing factors, we recruited three females with an open recruitment system. We also have a female department head, for the women's committee, which makes plans and policies for women's development and growth. He says:

"In our societies and organizational cultures, there is no gender

equal practice in sports, but still in football women have high

participation in comparison to other sports in Nepal. Football

has two different categories of women and men. The women's

committee looks after all the women's development. In

administration very systematic and open appointment with a

public advertisement has been done, no gender bias and non-

discrimination are in practice". (Participant 3)

Likewise, in the context of cultural and traditional belief, participant seven mention that:

> *"Cultural and traditional belief has been a strong boundary*
>
> *to stop women in sports participation. It is believed that sports*
>
> *like football are not for females, no martial art for females,*
>
> *Cultural barriers, Political instability leads to low participation*
>
> *of females". (Participant 7)*

As it is found that the most important challenge in Nepal stopping women in sports participation is sociocultural boundaries. Which is quoted by the society based on their own traditional belief and practice which is practically high in practice and not very rational. It has stopped women from growing gradually in their careers in sports.

4.4. Strategies to Overcome the Challenges

The participants suggested that there are a lot of challenges or factors that impact the growth of women participants in sport leadership. However, positive influence had negative elements that created unpleasant circumstances for female sports leaders. Education plan and promotion, women empowerment program, creation of sponsorship plan, and proper implementation of government policies are the strategies discussed by the participants in this study.

4.4.1. Individual Strategies

The first theme for research question three is individual strategies. It is considered as the important strategies to overcome the challenges like women underrepresentation in sports organization as a leader. The specific strategies applied by the participants individually are discussed below.

4.4.1.1. Self-Motivation and Positive Attitude

Participant three stated that some important skills which help to be more prepared for any situation are self-motivation and a positive attitude.

> *"We women have to prove ourselves, should motivate ourselves, and need to advocate what we are doing so that people can trust what we can do. I had proved that women can-do sports and be a leader, within my community and organization. I was never afraid of any challenges, instead I love challenges. At present, I am in this leadership position because of my dedication, continuation, and self-motivation". (Participant 3)*

Likewise, participant seven mentions that any woman in a leadership position should have dedication, focus, a positive attitude, continuous effort, and academic knowledge. She said,

> *"I was very dedicated towards my sports. I believe in keeping things behind and focus on my target, which is more important to me. I believe in continuous effort and a positive thinking attitude are very important for any kind of success in any sector. If there are challenges, I understand it as nothing is permanent, except change. I think therefore I am continuously upgrading myself in my sports career, where my education has played a positive role". (Participant 7)*

It has been found that it is very important to have an individual strategy to cope up with the challenges. Successful women participants believe in never giving up when it

comes to facing challenges. Strategies such as dedication, focus, positive attitude, continuous effort, education, self-motivation, and positive attitude are found as a factor to success in a long-run career.

4.4.2. Institutional Strategies

Institutional strategies are considered as the important strategies to overcome the institutional challenges women in sports organizations face in their day-to-day life. The specific strategies applied by the participants are discussed as follows.

4.4.2.1. Education Plan

Participants believe education in sports management and leadership contributes to the high value and status of women in leadership in Nepal. Many participants suggested that education and sports education should be introduced as a fundamental need and should be easily accessible to the grassroots level. The promotion of trust and confidence is considered one way to develop women's leaders, in which education plays a positive role. From the perspective of participants four: education played a very positive role to be in her position today. I studied political science that helped me in the sports leadership process to make the right decision.

> *"Education and sports together have played a crucial role in my*
>
> *career. It is a fundamental need because if I do not have to study,*
>
> *it would be difficult for me to be where I am today. Because of*
>
> *education, I am Only one female out of 17 males in ex. co and*
>
> *first female referee in the history of Nepalese football, therefore*
>
> *maximizing the women's participation in the academic or*
>
> *nonacademic educational plan is important. It should be*

promoted and implemented as a fundamental need to all over

Nepal". (Participant 4)

On the other hand, she mentions that education makes life easy after marriage also. The relationship with the husband was mentioned as potentially empowered. Education gave the participant confidence to demand equality and freedom within marriage. Education allows women to have freedom in decision-making in balancing work life. Empowering women also requires that women be in the right place, assign roles and responsibilities in the organization, and right position placement where they can affect change. Women should be qualified for the position in which education is a gateway. Therefore, participant five mentions that education matters a lot, so it should be easily accessible and should be made mandatory by Nepal government, He added:

"An educated person can be a good dreamer and can execute

the plan. Education develops the qualities of leadership with

execution skills. I found that educated people can be visioned and

able to find the required resources nationally and internationally.

It increases communication skills, at least if you communicate

you can express yourself. So, education develops interpersonal

skills, which is why to maximize women participation. Education

system should be planned from the community or school level".

(Participant 5)

This study shows female athletes face several challenges, including a lack of opportunities, tutoring, and encouragement. Despite current legislation advocating for equal participation in sports, women have turned down opportunities. Even when leading

women undergo the experience, they are denied advancement in a sports profession due to a lack of direction, practice opportunities, and the inaugurated groups. Similarly, participant nine considers the value of schooling.

> *"Education is the light of life; nothing is possible without education. Now in this competitive age, education is the most important. At the same time, if people can be educated and involved in sports at the same time, it will be golden. Therefore, the sports education plan needed to be upgraded". (Participant 9)*

4.4.2.2. Development of The Sponsorship Plan

Nepalese sports government has been supporting athletes, events for a very long time, but that was not enough for appropriate growth of Nepalese sports. On this day, business companies are providing the sponsorship plan and policies as a tool to marketing and communicating with the public. The finding of the study shows the need for development of the sponsorship plan by government and private companies is important, at the same time it is delivering a positive attitude towards sponsoring sports events and athletes' development in Nepal. A participant of the study believes sponsorship plans should be continuously promoted.

Participant five mentions that regarding a developing country like Nepal, people are not very rich and accessible to sports resources. Due to which there are so many hidden talents in sports sectors that are in shadow. It needed to be figured out for a better result. Which is not possible without money and sponsors, sponsors can be any of the

government, business institute, corporate organizations, national or international else. Hence, he says:

"Development of sponsorship programs for athletes from the municipality, regional and national level is important to promote women sports participation from the grassroots level. Sports sponsorship programs should be planned in a way that makes children motivated so that parents can praise their children to do sports. For the recognition of talents, a sports scholarship plan on academic, physical education and training is crucial to the athletes for the further growth which can result in maximum participation in sports in the long-run". (Participant 5)

Regarding sponsorship: To convince and get the donation and support was not easier for me. In terms of challenges, it is the monetary factor that Nepal government has not yet been able to support us with finance. Participants nine describe, during his time period he and his team became successful to convince the Nepal government that volleyball can be played all around Nepal Terai, Pahad, and Himal. So, as a result, it is a national game for now (2074, Jyeshta-8) Still, we do not get any financial support being the national sport. We invest from our pocket. He added:

"We found the sponsorship from Nepal Banijya Bank. It supports us 10 lakh per year tentatively, Sumargi supports 40 tentative lakhs FNCCI supports us 40 lakhs, likewise, KTM Mahanagar Palika supports us 10 lakhs, this is how we convince and collect the funds for National sports which is very difficult.

Money is not an easy factor to support, we must convince them.

To follow them is the most difficult job, which is all for the

promotion of sports and to support the athletes, but still, it is not

enough for the additional sports motivational program".

(Participant 9)

4.4.2.3. Improve Government Policies

Women's leadership experience demonstrates the importance of enforcing current legislation to achieve equality. In Nepal, we have 33 per cent women's participation quotas by law, but no women are in front, and no one cares why women are less represented. There is still a lot of trouble for the entry of women into leadership positions. It is a significant obstacle for women who want to engage in the government's decision-making process. Whereas, in the case of Nepal, participant four states:

"It is important to develop the sports advocating program by

law along with improving government policy. Also,

organizational policies should be focused on the women-friendly

environment, providing job opportunities to women, formulation

of additional plans and programs that needed to be implemented

from grassroots development and campaign policy to maximize

the women participation in sports leadership". (Participant 4)

Women with social, economic, and political rights have greater access to education, jobs, better employment, political roles, and representation in oppressed communities because of affirmative action policies. Despite numerous interventions and educational initiatives, gender equality remains invisible, resulting in a low representation

of women in leadership positions. Participants two discussed the following during this term:

> *"Government, sport's governing organization or sports leaders should have specific sports educational awareness plans and policies, opportunities and development policies from regional, state or else coordinating with sports persons like us who have contributed their whole life in sports. Government should study how the planned policies are being implemented and need to take corrective action based on its result, to solve the underrepresentation of women participation in Nepal".*
> *(Participant 2)*

In this study, the perspective of participants determines the extent to which 33 per cent of women participation law was introduced for promoting female sports in Nepal but still needs to be monitored during the implementation phase. The next section focuses on the context of awareness programs, education and employment policies which can be the best strategy to overcome women under-representation in sports leadership.

4.4.3. Sociocultural Strategies

The third theme for research question three is sociocultural strategies. To overcome the sociocultural challenges women in sport organizations, face in their day-to-day life, the following discussed strategies will be supported. The specific sociocultural strategies applied by the participants are as follows.

4.4.3.1. Women Empowerment Program

Several participants emphasized that, in the first place, to change the dynamics in sports leadership, the role of women themselves should be empowered by social networks to raise awareness about gender stereotypes and women's participation in sports. As advice to increase women leaders and athletes, the participant three has suggested the following collaboration with the organization and advocating the program.

> *"In our organization, we have a woman empowerment program. It is going on in collaboration with the Saathi organization to promote women, advocating gender equality, promotion and addressing social challenges such as domestic violence. We are planning to upgrade, implement and continue it, to develop the women's football league, maximizing the participation from grassroots level". (Participant 3)*

Participants indicated that in the dynamics of power in sport leadership, there was the need to have a woman empowerment program. This could be achieved through collaboration with any non-governmental organization to promote women's participation and maximization in sports, controlling the social, organizational challenges. For example, Participant three, is encouraged to have a collaborative approach for proper training and development, educating and capacity building, maximizing the participation of the women at the community level. Many participants emphasized that firstly to improve the leadership of sport should empower the role of women using social media to raise awareness of gender stereotypes and participation of women in the sport, participant seven suggested the following:

"Women in Leadership is only possible after women maximum participation in sports from childhood, so that advocacy of sports from school level, community level is important. Women empowerment and social-cultural awareness campaign program and plan should be launched by the government from grassroots level". (Participant 7)

This finding focuses on strengthening the role of women beginning in childhood, with education, so we must pursue activities to support women, to change the stereotype of patriarchal thought, introduce systematic work among young people, explaining the need to respect the principle of equality between men and women at all levels of activity. Guide the media to increase prestigious women's involvement and promotion, use an existing positive experience of women as a strategic solution.

Chapter 5. Discussion

This study aimed at a deeper insight into the experiences of leaders in Nepalese sports organizations. Due to the absence of relevant literature on this topic within Nepal, literature review is based on international research from foreign-related success, barriers and role of women leaders particularly in sports organizations. The genders equal leadership, leadership styles, difficulties, overcoming strategies are discussed to promote women leaders in sports.

An IOC/ISLR study investigated by (Henry & White, 2004) on the status and experiences of women in the NOC found that women's representation in leadership positions in NOC is still maintained at a very low level worldwide. As proof of their findings, a similar situation can be shown by the National Olympic Committee in Nepal. The per centage of women in decision-making is less than compared to men. Maximizing women leaders provision targets by the IOC has remained a distant dream. Therefore, the study tried to find the reasons for the women's underrepresentation in sport governing bodies and retrieve the patterns of successful women by examining their experience of previous success and failures in sports organizations. Consequently, trying to meet the gender gap in sport leadership in Nepal.

Compared to the previous four chapters, chapter five discusses the received results in greater detail and is divided into three sections. The first section will discuss the received results on factors affecting career choices, the second sections discuss received results on glass ceiling experiences of the study and the final section, compiled from information gathered, makes suggestions and recommendations for future research.

5.1. Career Choice for Women in Sports Leadership

In chapter four, the findings of the barriers, overcoming strategies, and experiences of women and the men in leadership positions in sport governing bodies of Nepal was analyzed. Research indicates the concept of career success is determined as the of work experiences and job-related achievements (Choi, 2015). In Chapter four, I have demonstrated the important role of the family, neighbor, and education for the professional success of women working in sports organizations in Nepal. The findings match with the literature, since they all highlight the way family and friends are supportive of women's involvement in sports. According to Hovden (2000) women in sports management ranks are usually privileged as family support continues, with social networks which only have female representatives' approach and are highly educated. Madsen (2010) in his study, defines family, particularly parents' open mentality, to decide the success of their children.

Four women participants in this study were married, their career success was influenced mainly by support of family members even after marriage. Our findings indicate the importance of family support to overcome the barriers that they face in personal and professional life, to attain the success in the sports organization and society. This research found education as an influencing factor for women participation in sport leadership, to develop the effective leadership style and to create the career options in sport. As an organizing tool for improving the performance of women leading, determination, dedication, sacrifice and career advancement, previous studies mention that educational achievements allow women to enter in positions of leadership in sports organizations, (Branson, 2007; Coleman, 2007; & Henry, 2004).

5.2. Glass Ceiling Experiences

In chapter second, it is discussed that, for many women leaders, the main obstacle to holding decision-making positions in sports is gender bias. Women have high domestic responsibility because of cultural practices and traditional beliefs. In her research, M'mabha (2012) finds that women in leadership positions mention that their talent discrimination and lack of social networking skills or isolating women due to the absence of maximum participation of women within sports bodies were the common limitation in their career graph.

Similarly, women leading sports organizations in Nepal said that sometimes talent is seen through the prism of implicit gender stereotypes. They mention that leadership skills are evaluated especially not in terms of professional staffing, but in terms of Gender. Marriage and motherhood are often considered to be detrimental to women's progress in developing leadership and career (Robertson, 2010). It shows women as loaded with several domestic and cultural functions (Branson, 2007; Eddy & Cox, 2008) which raises conflicts. It is noticed that due to cultural barriers, most of the women in Nepal are not free to interact, socialize and participate in sport as men do in late hours, which holds women back in sports. Literature has revealed the similar cultural boundaries to those highlighted by participants, like cultural belief stops women from participating in sport.

In literature review it is observed that, compared to men, women tend to have a lack of confidence and self-belief, therefore, they have a cautious approach to career advancement. According to Pfister (2006) observed that those with greater confidence in themselves serve to undermine managerial ranks equally with opposite gender

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representatives, which is similar to the findings of this research as participants mention self-limiting behavior as a limitation.

The research of Lovelin and Hanold (2014) indicates that women in sport organizations are more likely to be recruited into positions with "less power, less pay, and fewer opportunities for advancement". As one interviewee mentioned, women are very punctual in comparison to men. "In sports leadership, if you trust and provide a platform to the women- she is always ready to work and bring good results". But Nepalese sport cannot provide the job to the qualified women as one of the participant's mentions.

According to Lamude (1993) female leaders need to have interpersonal relationship skills in the workplace. As mentioned before in chapter two, women participants encountered major challenges in holding and progressing in managerial roles due to lack of interpersonal networks and socialization, which leads to low women participation in decision-making roles. Men participants in a sports leadership position also accept that, even though government policy has offered 33 per cent of women participation. To meet the target to exceed the women participation has been a crucial challenge to them at present.

5.3. Overcoming Policies

From the findings, the factors influencing women to appoint on decision-making positions includes education plan that led to self-awareness, continuous self-development, self-motivation, dedication, patience, confidence, and positive attitudes to overcome underrepresentation in sports. Participants indicate that educated people can be good dreamers, missioners and be able to do research and execute the new plan. To maximize women's participation in sports, including empowerment campaigns and sponsorship

policies have emerged. Self-awareness has distinguished itself as an important factor in ensuring a successful direction (Leary & Buttermore, 2003). It seems that the quality of self-confidence and awareness in person can influence the decisions of leaders. The findings of the study give the idea that most women race their self-motivation, continuous, and dedication. Ruderman and Ohlott (2002) explain women high on personal development can learn something regardless of the situation, learn from failures and successes, and may approach any transition in perspective. The quality of awareness can be increased or acquired using other assessments to understand and establish self-evaluation.

The literature shows that women's professional progress tends to be slower than men's (Doherty & Manfredi, 2010). The findings show that women's leaders are still in positions with limited growth opportunities and discouraged from aspiring for leadership positions. As an example: The lack of career development for women and women empowerment plans and policies had a negative effect on the participation of women in the leadership position. Consequently, this observation highlights the importance of training and professional development of leaders within the sports federations of Nepal so that sponsors can be attracted to support the athletes, that can improve the maximum participation.

In this research it is found that money is not the only factor for women's participation but also promotion and moral support were found as a good factor that led to gender balance practices in sports. In-depth interviews with women leaders in the field of sport in Nepal found the leadership styles commonly observed in women involve value relationships, trust, care, democratic, and collaborative decision-making practices. The

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emphasis on consensus, collaboration, care, and interpersonal relationships is identified as a feminine approach to management (Fine, 2009). Women compared to men, while driving, adopted an approach that is a democratic and participative style (Eagly, Makhijani, & Klonsky, 1992).

5.4. Conclusion

Conclusively, the research will answer the question, how will it benefit the Nepalese sport's governing bodies to increase women participation and maintain gender equity? Olympics agenda 2020 is committed to achieve gender equality by the IOC to work with international federations to achieve female participation of 50 per cent at the Olympic Games". To encourage participation and involvement of women in sport through creating more opportunities for participation in the Olympic Games "as a result as to increase the participation of women in the council" (Commission, 2014).

The National Olympic Committee and National governing bodies of Nepal should bring talented women to the Olympic level. Due to which Nepalese women on the board in sports organizations can have both tangible and intangible benefits to individuals, organizations, sports, and society. As mentioned in Chapter two, it is considered that a more diverse workforce in organizations provides access for managers, participants to acquire experience, wider skills, and personal attributes. They suggested fragment diversity management concerning gender equality policies. Based on Cunningham (2008) for a greater awareness of gender concerning, there should be practice of proper administration and also increase retention rates of girls and women participating in sport.

In an extension of the social status of women, sports leaders can change the perspective of society, increase awareness among the population, and change deeply

entrenched paradigms on the role of women is needed in the context of Nepal. Finally, sports-level women leaders in sport play a big role in girls' and women's motivation to participate in sports. Greater participation of women can support progress in the sport through alternative values, norms, attitudes, knowledge, experience, and capabilities. The contributions of women, particularly in leadership positions, can lead to diversity and alternative approaches and broaden the talent base in areas such as management and coaching (Nations, 2007). The development of women leaders in sport is a broad-based, long-term, and effective approach to women's empowerment. Successful careers of women in sport can give chance to the same gender representatives to receive guidance and increase participation in sport.

5.5. Implication of Research

There is very little research on women's participation in sports leadership. It can be the key challenge for future researchers in the field of women's participation in sports, leadership, or empowerment. This study showcases few suggestions:

Firstly, the future researcher can focus on required qualifications and experience for women in participation in a top leadership position in sports.

Secondly, focus on experiences of how men are successful to maintain their network in sports, which may support an easy understanding of the current monopolistic stake that men leaders have in the sports industry.

Likewise, thirdly participants were highly curious about gender-equal participation and leadership not only about women participation, empowerment and leadership. For policy, there are few recommendations:

1. As the constitution of Nepal already has 33 per cent of mandatory participation of women in any organizational formation. Hence, there should be a policy of awareness and advocacy on the promotion of national law among the public. It may lead to maximum participation of women in sports and encourage women to be a part of the system.

2. Nepalese sports leadership is crucial in that regard; it is essential to have the policy to collect the right information based on a system. It is found that there are no authentic information sources regarding women's participation in sports leadership which may create a huge gap for future leaders to get the right information from the right sources, hence that may result in ineffective decision-making within the system.

Appendix - i
Letter of Invitation

Dear participants,

You've been recognized as a key figure in Nepalese sport governing bodies. I'm writing to invite you to take part in my thesis study. As a result, this email aims to invite you to participate in a study of women's participation and gender equality practices in sports leadership roles in Nepal, which I intend to conduct in September and October 2020. My thesis study focuses on the careers, advancements, challenges, coping mechanisms, and goals of women in sports leadership.

Your participation in this analysis as a sports administrator or member of the Nepalese sports organization's Executive Committee would be greatly appreciated. This study will serve as a starting point for documenting important contributions made by Nepalese women in sports, as well as an inheritance and source of inspiration for other women interested in pursuing positions of sports leadership in Nepal. This study would have effects on gender equality policies and growing women's participation in sports leadership in Nepal, in addition to its results.

Please let me know if you are willing to participate in research; all information exchanged will be kept private. Thank you for taking the time to read this and for cooperating with us.

Sincerely,

Romee Giri

Department of Physical education

Seoul National University

Appendix - ii

Consent Letter

Dear participants,

I'm writing to ask for your permission to take part in a study called "Analysis of Gender Disparity in Women in sports management in Nepal." I am a graduate student at Seoul National University's Department of Physical Education in South Korea, where I conducted a thesis under the supervision of Dr. Sun-Yong Kwon.

Your participation in this research is voluntary, which means you may decline or express an interest at any time during the study without giving a reason, incurring no penalty or losing the benefits if you respect the study's conditions and keep the information confidential. The data you provided will be removed from the research file.

There is no risk or inconvenience associated with my research topic that can be calculated. However, the essence of this study necessitates that I gather personal information about your life and career, which may include sensitive examples. If you become dissatisfied with the topic at any stage, you have the option of declining to answer questions, and we will move on to the next one.

This study will explore career pathways and development, leadership practices, challenges, and coping mechanisms, as well as the prospects of women in sports leadership in Nepal, using skype or individual zoom interviews.

I hope that your participation in this study will encourage women to pursue careers as women's sports leaders, and that this analysis will aid in the development of sports leadership policies in Nepal. The interview will take place at a convenient time and location for both the interviewers and the interviewees. Interviews will be held once every 30 to 60 minutes.

I will, however, request the next interview if the need arises. Throughout the interview, I will record audio and sometimes take note, to maintain confidentiality and knowledge that can be identified separately, and all data will be kept in a secure location, only me having access to it. If you have any research-related questions, please contact me by phone or by email. I will, however, request the next interview if the need arises. If you have any research-related questions, please contact me by email.

By signing this document, you acknowledge that you have read and understood the research protocol outlined above, that your question has been satisfactorily answered, and that you are willing to volunteer to participate in this study. This copy has been given to you and is ready to be treated.

_____   _____   _____

Researcher Name   Signature   Date

_____   _____   _____

Participant Name   Signature   Date

Please sign both copies, hold one, and give the researchers the other.

Appendix - iii

Participant Profile

1. Personal details

   Age: .... Name: .... Employment: ....

   Address: .... Contact: ....

2. College/University educational attainment in main sector

3. List of the job experience till to date.

4. What is your current position?

5. Your position on sports organization

6. Marital Status

   Single (_) Married (_) Separated (_) Divorced (_)

8. Children

   Boys, ages (_) Girls, ages (_)

9. Your current spouse's/the highest partner's standard of education

10. Your parents' highest standard of education achieved

12. Father occupation (specify):

13. Mother occupation (specify):

14. Number of siblings: Brother (_) Sister (_)

15. What are your current hobbies?

   Thank you for your time. Please contact me if you have any questions.

Appendix - iv

Interview Guide

RQ1: What influences women to choose sports leadership as a career in Nepal?

1. Define your journey of sports leadership. (Men & Women)

   a) How did you start?
   b) When did you decide you want to be in a sport and why?
   c) What challenges occurred to make you want to be a sports leader?

2. What factors influenced your choice of a career in sports leadership? (Men & Women)

   a) How was your family involved?
   b) What was the role of education in influencing your choice as a sports leader?

3. What are your roles and responsibilities in the organization? (Men & Women)

   a) What is your position in the organization?
   b) What are your assigned duties?
   c) To what extent are you involved in the decision-making process?

4. Do you think the selection process is fair enough with gender balance practices in your organization? (Men & Women)

   a) If yes, how?
   b) If no, why?

5. How would you describe your leadership style? (Men & Women)

6. How do you get your subordinate to do what they need to do? (Men & Women)

RQ2: What are the major challenges women in sports leadership positions experience?

7. a. What challenges do you encounter as a sports leader? (Women)

b. What challenges do women encounter as a sports leader? (Man)

7. a. What has contributed to the challenges you've faced early in your career? (Women)

b. What has contributed to the challenges faced by women in her career? (Man)

9. a. How do you overcome these challenges? (Women)

b. How can women overcome such challenges? (Man)

RQ3: What strategies are needed to advance women sports leadership in Nepal?

10. What are your future five years goals as a leader in a sports organization? (Men & Women)

11. In what way can women's participation in sports be improved? (Men and Women)

Appendix - v

Paradigms Produced by Gray (1993)

Feminine Features:
Nurturing, Caring, Creative, Intuitive, Aware of Individual Differences, Non-Competitive, Tolerant, Subjective, Formal
Masculine Features:
Defensive, Highly Regulated, Conformist, Normative, Competitive, Evaluative, Discipline, Objective, Formal

Note: Cited in Coleman (2003, p. 30).

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국 문 초 록

스포츠 리더십 지위에서 여성 참여에 대한 탐색:
네팔 사례를 중심으로

로미
서울대학교 대학원
체육교육과 글로벌스포츠매니지먼트

본 연구는 네팔의 스포츠 기구에 종사하는 여성들이 적은 이유와 이에 대한 남성과 여성의 인식과 관점을 탐색하는데 목적이 있다. 또한 여성의 스포츠 리더십 연구는 미국과 유럽의 맥락으로 제한되어 있으며 아시아의 경우 리더십과 여성의 스포츠 참여에 대한 현상을 편견의 관점에서 바라보고 있다.

따라서 본 연구는 주제 분석 접근법을 통한 질적연구 방법을 진행했다. 자료 수집은 네팔 스포츠 연맹, 스포츠 과린 기구, 올림픽 위원회의 리더십 직책을 맡고 있는 여성 4 명과 남성 5 명이 연구에 참여했다. 이들의 직접 면담을 통해 자료를 수집했다. 연구문제들은 다음과 같다. 첫 번째, 어떠한 영향으로 여성들이 네팔의 스포츠 리더십 직책을 맡게 되는지, 두 번째, 여성이 스포츠 리더십 직책을 맡았을 때의 경험을 탐색, 세 번째, 스포츠 리더십 직책에 여성들의 참여율을 높이는데 어떠한 전략들이 있는지 알아보고자 하였다.

모든 연구대상들은 여성들의 스포츠 리더십에 대한 관심이 낮은 것은 문제로 확인되었다. 네팔에서 여성이 스포츠 리더십 직책을 선택하는데 영향을 미치는 요인은 가족 및 친구 지원 그리고 리더십 기회 및 리더십 스타일로 나타났다. 여성 리더십을 방해하는 요소는 자기 제한적 행동, 재정 계획 부족을 수반하는 제도적 문제, 약한 통치 정책을 포함하는 개별적인 문제로 요약되었다. 중요한 것은 성별에 대한 고정관념, 가사를 병행하는데 일반적인 사회 문화적 도전으로 간주되었다. 연구 결과에 따르면 네팔은 또한 스포츠 참여와 리더십 성 불균형을 가지고 있는 것으로 보고 있다.

여성의 스포츠 참여를 높이기 위해 정책들과 방향은 개선이 되고 있으나 권위와 의사 결정 직위에 종사는 여성들은 소수에 불과하다. 연구대상들은 자기 동기 부여와 긍정적 인 태도를 포함하는 개별 전략, 교육 계획, 후원 계획 개발, 세 번째로 여성 권한 부여 프로그램 및 캠페인을 포함하는 사회 문화적 전략과 같은 여성 참여를 향상시키기 위한 전략을 개선하고 시행하고자 한다.