INTERNATIONAL JOURNAL OF INNOVATIVE RESEARCH IN MULTIDISCIPLINARY EDUCATION

ISSN (print): 2833-4515, ISSN (online): 2833-4531

Volume 05 Issue 03 March 2026

DOI: 10.58806/ijirme.2026.v5i3n10 Impact factor- 7.614

Page No. 258-265

Role of Religious Community in Sport to Alleviate Gender Based Violence in Higher Education Institutions

Dube, Sithobile Priscilla

Department of Psychiatry, Social and Behavioural Sciences, Faculty of Medicine, National University of Science and Technology, Bulawayo, Zimbabwe. https://orcid.org/0000-0002-4786-7002

ABSTRACT: This study aims to investigate the role of religious communities in sports in alleviating gender-based violence (GBV) in higher education institutions (HEIs). A literature integrative review is employed to explore the potential of religious communities in sports to mitigate GBV in HEIs, focusing on female pupils, staff members, and instructors. This methodological procedure provided a comprehensive understanding, providing a thorough understanding of the research, identification of research gaps and revealing areas where further research is needed. The study examined the effectiveness of sport as a technique to strengthen women's capacity to prevent and respond to gender based violence drawing on existing literature on prevention methods for gender based violence (GBV) in higher education institutions (HEIs). The synergy of religion and sport was highlighted in fighting against GBV. It focussed on female pupils, staff members and instructors. Major findings found were that religious communities in sport can play a vital role in GBV prevention and support, including serving as influential allies in GBV awareness campaigns and support services, providing a safe space for students to discuss GBV experiences and access resources, and enhancing GBV policy implementation and enforcement through collaborations with HEIs. This study introduces a novel approach to GBV mitigation in HEIs through religious communities in sport, highlighting the importance of intersectional collaborations in addressing GBV and informing policy and practice in HEIs, sport programs, and religious organizations. This study demonstrates the potential of religious communities in sports to alleviate GBV in HEIs, promoting inclusive and safe learning environments, challenging harmful gender stereotypes, and fostering holistic student well-being. By harnessing the collective power of religious communities and sport, we can work towards a future where GBV is eradicated in HEIs (280).

KEYWORDS: Gender-based violence, discrimination, higher education institutions, vulnerability, empowerment, mitigation strategies, sport participation, religious communities.

1. INTRODUCTION AND BACKGROUND

Gender-based violence (GBV) is a widespread problem in higher education institutions (HEIs), with serious consequences for students' well-being and academic progress. GBV comprises physical, emotional, and sexual abuse, and it affects people of all genders, but women and non-binary people are disproportionately affected. Despite mounting concerns, existing programmes sometimes ignore the opportunity for religious communities to address this issue through sports. These findings show the critical need for higher education institutions to address gender-based violence through comprehensive policies, support services, and awareness campaigns in order to provide a safe and inclusive learning environment. This study looks into the innovative technique of utilising religious communities in sport to reduce GBV in higher education institutions, recognising the important role that religious leaders and communities can play in fighting harmful gender stereotypes and supporting inclusive and secure learning environments. By investigating the interaction of religion, sport, and GBV, this study hopes to contribute to the creation of effective solutions that serve the diverse requirements of students in higher education institutions.

GBV in Zimbabwe's HEIs is a significant issue, with high rates and lack of support for survivors (Chauraya, 2022). Discussions focus on how cultural norms and traditional gender roles contribute to GBV persistence. The effectiveness of Zimbabwe's laws and policies in combating GBV is also a key topic (Maruzani, 2022). Religious influences on gender and violence are also a topic of debate (Manatsa, I., 2018). Similarly, according to the World Health Organisation, GBV is a serious public health issue. Discussions on campus sexual assault and preventative tactics are essential to this issue of discussion in higher education as well. Gender equality and empowerment are prioritised in the Sustainable Development Goals of the United Nations. Sports may act as a forum for social change by dispelling damaging gender stereotypes. Additionally, research examines the connection between GBV and HIV/AIDS, especially in sub-Saharan Africa (Idowu, Ocholla, and Onyancha, 2023). Building upon previous research, this research fits in the sense that it explores the unique context of religious communities in Zimbabwean HEIs and their potential in sports programs to

alleviate gender-based violence, addressing knowledge gaps and controversies. The study explores gender-based violence in higher education, sports as a social change platform, and the relationship between religion and gender. It highlights the importance of sports in promoting gender equality and challenging harmful stereotypes, and the value of community-based initiatives.

It is worth noting that, a theoretical framework is a structure that guides research by identifying key concepts, relationships, and assumptions. It helps clarify the research problem, identify variables, guide data collection and analysis, and interpret findings (Andrew, Pedersen, and McEvoy, 2019). The key is to choose a framework that resonates with your research goals and allows for the integration of multiple perspectives. The Social-Ecological Model (SEM) is a theoretical framework employed in this study to investigate the complex connections that contribute to gender-based violence in HEIs. SEM takes into account an individual's beliefs, attitudes, and behaviours, as well as their relationships and interactions with others, such as religious communities that provide social support. It also looks at the organisational environment, such as rules and procedures, as well as the larger community context, which includes social norms and cultural values. SEM assists to identify possible intervention sites and policy changes to reduce gender-based violence in HEIs. By investigating these aspects, SEM gives a thorough knowledge of the complex processes that lead to gender-based violence in higher education.

Research and practice have shown that girls experience barriers to access sports especially if it is a male-dominated field like football or martial arts (Alsarve and Tjønndal, 2020). Gender norms can also disrupt boys from joining more female-dominated sports like netball or dance (Preece and Bullingham, 2022). Religious community involvement in sports can significantly combat gender-based violence in HEIs, a serious issue linked to lack of awareness, patriarchal norms, and inadequate support networks, despite traditionally promoting gender equality. Usually, women are vulnerable to GBV because of their physical makeup (Christianson, Teiler and Eriksson, 2021). Gender stereotypes are sometimes used to attempt to justify violence against women, cultural norms usually impose that men are aggressive, controlling, and dominant, while women are obedient, submissive, and rely on men as providers (Christianson, Teiler and Eriksson, 2021). Many existing studies in the broader literature have observed that males have been placed at the centre of decision-making, leadership, and the occupation of political and productive arenas due to patriarchy (Akala and Divala, 2016 in Makhene, 2022). The impact of religious communities on advancing social justice and gender equality has been studied in the literature, but little is known about the precise ways that religious communities in HEIs use sports as a platform to stop and address gender-based violence.

The Zimbabwean HEIs system has undergone significant changes in recent decades, particularly in terms of gender dynamics. Historically, the system was heavily skewed towards male dominance, with women facing significant barriers to access and participation. Post-independence, women's enrolment in higher education was low due to societal attitudes, cultural norms, and limited secondary education access (Gaidzanwa, 2020:90). The Chronicle provides an overview of Zimbabwe's higher education system, highlighting changes in enrolment over time. The Education Act of 1982 provided education for all citizens, regardless of race or gender. By 1990, Zimbabwe had only two universities with 5,000 students. As of 2020, female students make up 54% of university enrolment, while male students account for 46%. At teacher's colleges, female students make up 74%. Despite low numbers, women now make up around 40% of STEM students. Initiatives like the Girls in STEM initiative aim to increase gender equality in higher education, (Tshuma, 2020)

In addition, Tsverukayi, (2023) concur that Zimbabwe's higher education system is facing gender imbalance, with women underrepresented in leadership positions, academia, administrative, and support staff. Challenges include gender stereotypes, lack of leadership training, and balancing work and personal life. Despite efforts like staff development programs and decolonization, more work is needed to create a more inclusive environment. Gender mainstreaming and training programs are crucial for fostering a culture of care and support (Tsverukayi, 2023). Despite some progress, efforts to address gender imbalance and promote gender equality in Zimbabwean HEIs continue (Magaisa, Moyo, Wilson, and Shava, 2023). With this being the case in Zimbabwe, the purpose of this paper is to provide recommendations for policy and practice to address gender imbalance in HEIs, particularly in leadership positions, academia, administrative, and support staff.

Moreover, previous studies have largely confirmed that gender dynamics in Zimbabwe's higher education system have changed over time, nonetheless, more development is still required for future advancement, and difficulties and persistent discrepancies still exist. The aforementioned contextual background aimed to offer a thorough grasp of the system's evolution and tendencies about gender. GBV in Zimbabwe's HEIs has received a lot of attention, revealing that a number of cultural and societal factors, such as negative gender stereotypes, patriarchal culture, socialisation, power imbalances, ignorance, stigma, restricted access to resources, and the normalisation of violence, are responsible for its prevalence (Mazhambe and Mushunje, 2023). This paper aims to address the potential of sports programs to facilitate collaboration between religious communities and other stakeholders in preventing and responding to GBV in Zimbabwean HEIs. Literature enlightens that, religious communities' sports programmes can address these issues by challenging harmful gender stereotypes, promoting positive masculinity, educating on GBV, empowering women and girls through sports leadership, creating safe spaces for survivors, encouraging men to become allies, collaborating with HEIs to develop GBV policies, and using sports as a platform for advocacy and awareness-raising (Hayhurst, Thorpe, and Chawansky, 2021). Understanding these characteristics and applying these tactics can help Zimbabwean HEIs prevent and respond to GBV.

The other observation that was made is that women's voices are muffled by the attitudes of those in positions of authority and the victim-blaming culture. GBV is based on the fact that culturally, women have assigned themselves a subservient role to men (Makhene, 2022) influenced by male dominance deeply ingrained patriarchal cultural factors (Moyo, 2022). Furthermore, being a victim of GBV is recognised in many societies as shameful and powerless, with many women still being deemed guilty of attracting violence against themselves through their conduct, therefore, they are vulnerable to GBV than men (Makhene, 2022; Pandea, Grzemny & Keen, 2020). For example, the claim that how women dress may be seductive to men, which may lead to them being sexually assaulted. Makhene (2022) continues to note that lack of economic strength, and poverty makes women vulnerable to GBV. Due to a lack of economic resources, women are more exposed to GBV, and since unemployment and poverty affect men, this can also cause them to proclaim their masculinity through violent means (Goodmark, 2018).

Women face prejudice because they lack the economic empowerment to effectively meet their own basic needs and take charge of their sexuality and livelihoods (Raniga (2021). They are discriminated against, as they may not economically be empowered to adequately meet their own basic needs (Jepkoech, 2021; Bellows, Lemke, Jenderedjian and Scherbaum, 2015). The importance of sports in HEIs is an increase in self-esteem, research has shown that playing sports has a positive effect on a child's self-esteem and self-confidence (Fox and Lindwall, 2014). Sports require coordination and cooperation among various team players for the team to win the match. This ensures that individuals learn to think for the team first and develop coordination among each other (Ozrudi and Matmask, 2019). These skills go beyond just the playground and are essential to one's life as well. Therefore, one may appreciate the need for sport as a tool used to raise awareness to mitigate GBV.

2. RESEARCH METHODOLOGY

The research methodology that was used in this research was literature integrative review.

2.1. Purpose of integrative literature review

The use of an integrative literature review as a research method is more important than ever because conventional literature reviews frequently lack rigor and completeness and are carried out haphazardly rather than in accordance with a pre-determined approach (Mills, Gay and Airasian, 2015). The foundation of academic research activity, regardless of subject, is drawing from and connecting to existing information. Because of this, accuracy in doing so ought to be a top concern for all academics, however, the difficulty of this endeavor has grown (Grix, 2018). Shepherd and Suddaby (2017) assert that a literature review can be thought of as a more or less organized method of compiling and analysing earlier studies. A solid foundation is established for knowledge expansion and the facilitation of theory formation by a successful and properly executed review as a research approach. Additionally, literature review has the ability to address research problems more effectively than any single study by incorporating the conclusions and points of view from numerous empirical findings (Cooper, Hedges and Valentine, 2019). The creation of theoretical frameworks and the construction of conceptual models depend critically on the ability to synthesize research findings in order to demonstrate evidence on a meta-level and to identify areas in which additional research is required (Jaakkola, 2020).

However, conventional methods of explaining and portraying the literature frequently fall short of thoroughness and do not follow a set procedure (Sovacool, Axsen and Sorrell, 2018). This leads to ignorance of the actual message or direction that the body of research is pointing to. The likelihood that authors base their study on false assumptions is, therefore, very high (Forstmeier, Wagenmakers and Parker, 2017). Serious issues might arise when researchers pick and choose which data to use in their studies, omitting data that contradicts their findings. Additionally, even when the review approach is sound, there are frequently problems with what makes a quality contribution.

2.2. Integrative review

Compared to other knowledge-synthesis tools like narrative or systematic reviews and meta-analyses, an integrated review has special utility (Cronin and George, 2023). Correspondingly, Noyes, Booth, Flemming, Garside, Harden, Lewin, Pantoja, Hannes, Cargo and Thomas (2018) connote that the goal of the integrative or critical review approach is to evaluate, critique, and synthesize the literature on a study issue in a way that encourages the emergence of new theoretical frameworks and viewpoints. The literature reviews may deal with established or brand-new concerns. Moreover, adopting an integrated review approach on mature topics aims to survey the body of knowledge, critically assess, and maybe re-conceive, as well as develop the theoretical underpinnings of the particular issue as it develops (Torraco, 2016). It is hoped that this study is going to contribute to advancement of knowledge and theoretical frameworks versus just simply overviewing or describing sport as a mitigating tool in GBV cases. While it can be challenging to determine what approach is most appropriate for a specific type of review, the research question and specific purpose of the review always determine the right strategy to use (Snyder, 2019).

While the systematic review is perhaps the most accurate and rigorous approach to collect articles, because there is certainty that all relevant data have been covered, this approach requires a narrow research question, and it might not be feasible or even suitable for all types of projects. This is where the semi-systematic review can be useful, but this approach is also more problematic and as it has fewer clear steps to follow (Snyder, 2019). Despite the fact that the process for systematic reviews is simple and adheres to very tight rules and criteria (Gusenbauer and Haddaway, 2020), the semi-systematic review process requires more development and tailoring to the specific project (Wong, Cummings and Ducharme, 2013). Literature attests that to accurately cover the necessary

material, researchers must establish their own standards. This will allow them to answer their research question and be open about the process (Snyder, 2019). However, if done correctly, this can be a very effective technique to cover more themes and areas than a systematic review can. Additionally, the integrative review is significantly more difficult, which increases the duty on and demands more expertise from the researchers because there are even less norms and guidelines to rely on for constructing a plan (Snyder, 2019).

This systematic search of multiple databases focused on gender-based violence, religious communities, sports programs, and higher education institutions revealed key themes such as the importance of addressing it, the potential of sports programs as a platform for promoting positive attitudes and behaviours towards gender-based violence, and the role of religious communities in shaping attitudes and behaviours. Studies consistently show a high prevalence of gender-based violence in higher education institutions, and sports programs have been shown to be effective in promoting positive attitudes and behaviours towards gender-based violence. However, there are gaps in research on the specific role of religious communities in sports programs and inconsistencies in the measurement and definition of gender-based violence across studies. Future research should explore the mechanisms by which religious communities influence attitudes and behaviours towards gender-based violence, and prioritize the development of sports programs and religious community initiatives.

3. LITERATURE REVIEW

The study examined the effectiveness of sport as a technique to strengthen women's capacity to prevent and respond to GBV drawing on existing literature on prevention methods for GBV in HEIs.

3.1 Religion's contribution to Sport

A common sight in sports, especially soccer, is a group of players lowering their heads before they start. This shows that the players understand the importance of using this opportunity to pray for success while they play. Professional sports have always been associated with religious expressions. Some athletes give God praise for significant victories, make the sign of the cross when they score a goal, or, more lately, spend some time to express religious faith, gratitude, reverence, or awe, usually in public, by dropping to one knee, head resting on one's fist before a match (Hoven, 2019). Christianity will be the subject of this paper's religion section. The aim is to unite people behind a common goal and form a cohesive team. Woods and Butler (2020) highlight that a number of sports personalities, locally and internationally, publicly value the importance of religion in sport.

The secular structure of sport may prevent social advancement for women and girls (Calzo, Roberts, Corliss, Blood, Kroshus and Austin, 2014). According to these studies, women and girls may not receive the same "benefits" for development from sport as those from other countries and cultures because of the importance of religion, social structure, different conceptions of sexuality, and women's "lack of autonomy" (from a Western perspective) (Hayhurst, Thorpe and Chawansky, 2021). Even if today's sports are increasingly secular, religion still has an influence. Studies have revealed that religion and spirituality improve athletic performance on a psychological level. Athletes experience hardships just like other people do, and they frequently credit their religious beliefs with helping them to overcome these difficulties (Noh and Shahdan, 2020).

3.2. Violence on children

Every girl and boy deserve to grow up free from harm, however, GBV remains, effectively ending their childhoods and risking their futures (Westmarland and Kelly, 2013). GBV occurs in every country in the world and across all economic and social groups and sadly, one in three women and girls will experience sexual or physical violence in their lifetimes (Lanham, Ridgeway, Dayton, Castillo, Brennan, Davis, Emmanuel, Morales, Cheririser, Rodriguez and Cooke, 2019). Although both girls and boys are negatively affected, girls are most vulnerable. These types of violent acts against children are specifically committed against their will and are based on gender norms and an imbalance of power in their relationships, (Mashiri, 2013; Livingstone and Smith, 2014). GBV against children is a crime alongside girls and boys that undermine the health, dignity, security, and autonomy of its victims. These acts are perpetuated physically, sexually, psychologically, and/or economically, and seek to deny access to resources or services that may help lift a victim out of the cycle of violence (Chitsamatanga and Rembe, 2020).

Violence against girls includes sexual violence, child marriage, sexual harassment, female genital mutilation, intimate partner violence, trafficking, sexual exploitation and abuse (Lundgren and Amin, 2015). The impacts are significant in both the short and long-term, and can include serious physical injuries, sexually transmitted infections such as HIV/AIDs, forced and unwanted pregnancies, and greater risk of maternal mortality (Lundgren and Amin, 2015). Due to stigma, boys are also frequently unreported or underreported victims of trafficking, gender-based sexual violence, and exploitation (Enaifoghe, Dlelana, Durokifa and Dlamini, 2021). Literature articulates that children are subjected to abuse or torture, are housed with adult inmates, are not given enough legal representation, or are subjected to living conditions that violate international norms for juvenile justice (Gumede, Luthuli, Hlongwane, Orievulu, Gumede and Adeagbo, 2023). There are key prevention activities and key response activities that are involved as in the following sections.

3.2.1. The key prevention activities include:

Integrating GBV and sexual abuse prevention material into relevant curriculum and program activities for girls and boys clubs at secondary schools and community-based centres for out-of-school youth; Training teachers in psychosocial support (PSS) and child rights so they can respond to GBV-related issues in school; Family clubs address the roots of GBV by engaging men in discussions about harmful cultural norms, such as child marriage and widow inheritance; Utilizing radio broadcasts and mobile phone text messaging to further spread awareness about gender equality and GBV (Together for girls: Gender-based violence prevention and response program, 2018; Hong, 2021; Kelly, Ausubel, Kenny, Blake, Heckman, Rastogi and Sharma, 2021).

3.2.2. The key response activities included:

Advocating for legal changes that allow certified nurses to become sexual assault nurse examiners, expanding survivors' ability to access services despite Zimbabwe's shortage of nurses; Supporting GBV survivors with psychosocial and medical assistance; Providing legal representation, transport, food, and accommodation to children and their caregivers' lengthy legal process involved in reporting instances in GBV; Organizing the Stop the Bus approach; a mobile one-stop-shop that combines awareness-raising and demand generation for GBV services, with on-the-spot linkages to medical, legal, and counselling support for survivors; Developing community resources maps so that survivors and their families can find support services; Working closely with Zimbabwe's Department of Child Welfare and Probation Services to establish community safe places for abused children and train traditional leaders to guide GBV survivors to the justice systems. (Together for girls: Gender-based violence prevention and response program, 2018; Hong, 2021; Kelly, Ausubel, Kenny, Blake, Heckman, Rastogi and Sharma, 2021).

4. FINDINGS

When girls participate in sports, they challenge the core of GBV; inequity, patriarchy, and rigid gender roles (Pease, 2019). Coolhart and Brown (2017) articulate that although the sport is now being appreciated as a tool to promote the rights of women, it does not have a history of providing safe spaces for girls and women to grow and thrive (Fisette, 2013). It is argued that sporting institutions are typically male-dominated, off limits to girls, and often associated with the same power dynamics and aggression that are contributing factors to GBV (Hayhurst, MacNeill, Kidd, and Knoppers, 2014 and Jozkowski and Wiersma-Mosley, 2017). Kamkari (2022) explains that psychologically, sport can enhance a girl's self-esteem and self-efficacy and the success a girl experiences on the sport field translates into her belief in herself off the sport field. Furthermore, the physical and emotional strength sport offers can be a positive force in reducing a girl's risk of experiencing GBV (Eriksen, 2022). The team environment can offer social support and a forum for girls to share their concerns and experiences, including those related to GBV (Chitando, 2019).

Participating in sports can provide girls with protected access to public space, such as playing fields and streets that would otherwise be considered as dangerous. When girls walk the streets or play as a group, they are less likely to be kidnapped, raped or harassed than if they were alone (Hattery, 2022). Physically when girls play sport, they become stronger and healthier and they develop a greater ownership and understanding of their bodies (Eriksen, 2022). There is need for universities to come up with strategies of curbing the GBV. However, it may be not very possible to curb the GBV because of the culture component that has been created over time that girls and women have to endure some hardships that present themselves as GBV. The information in the boxes should be read then interventions can be suggested. In universities suggestion boxes can be set up at the Admissions Office, Student Affairs and Marketing and Information offices. Each time there should be a setup of counsellors for student and staff members.

Sports programs can foster collaboration between religious communities in Zimbabwean Higher Education Institutions (HEIs) to prevent and respond to Gender-Based Violence (GBV). Interfaith dialogues can promote understanding and collaborative efforts. Sports-based advocacy campaigns can raise awareness about GBV and promote gender equality. Religious communities can share resources, expertise, and networks to support GBV prevention and response efforts. Collaborative programming can be designed and implemented jointly by religious communities, promoting unity and collective action against GBV. Capacity building initiatives can be shared among religious communities for students, staff, and faculty on GBV prevention and response. Support services, such as counseling and referral services, can be provided for survivors of GBV. Policy development and community engagement can also be facilitated by sports programs. These ways of addressing GBV in Zimbabwean HEIs can highlight the potential of sports programs in fostering collaboration between religious communities.

5. RECOMMENDATIONS AND CONCLUSIONS

There is little material devoted to the validity of religion's help in reducing GBV in HEIs, which is in line with the research on how religion influences sport in doing so. The idea that people only value religion when they are hoping for success is more fully explained. As a result, even though sport is viewed as a strategy to slow the spread of GBV, GBV is still prevalent in HEIs and permeates all forms of athletic competition. In cases when both men and women encounter obstacles from their instructors or others in position of authority in athletics. Women are more susceptible to threats that they will be eliminated from the team if they report, making them more vulnerable. Therefore, religion needs to be more actively involved in monitoring, and the research adds to what other writers have already stated on the need to educate communities so that they are aware of GBV and can act appropriately when such cases happen.

6. A CONCLUDING REMARK

Therefore, it is encouraged for religion, in particular, in universities and communities to continue launching campaigns to raise awareness of gender-based violence. This will help university students understand what GBV entails, especially that they would feel threatened to leave the team or university if they report it. It is possible to set up a suggestion box so that those organizations without them can get reports from people about their problems without anybody being victimized. GBV policies need to be regularly implemented in federal, national, and academic settings. The university needs to appoint committees that will help prevent GBV in sports to administrative roles in the sports industry.

6.1. Acknowledgements

We would like to acknowledge with thanks the contribution of Dr Munatsi Shoko, the O3 PLUS Project Cluster 1 Coordinator for United Nations Educational, Scientific and Cultural Organisation (UNESCO) and his team in the Regional Office of Southern Africa (ROSA) under Great Zimbabwe University and Masvingo Polytechnic College, Zimbabwe. The team's facilitation for the presentation of abstracts at Our Rights, Our Lives, Our Future: O3 PLUS conference on Sexual and Reproductive Health and Rights and Comprehensive Sexuality Education (15-16 November 2022) and for taking us through the peer-reviewing process is greatly appreciated.

6.2. Declaration of conflicting interests

The Authors declare that there is no conflict of interest.

REFERENCES

1) Akala, B., & Divala, J. J. (2016). Gender Equity Tensions in South Africa's Post-Apartheid Higher Education: In Defence of Differentiation. South African Journal of Higher Education, 30, 1-16. https://doi.org/10.20853/30-1-557.
2) Alsarve, D. and Tjønndal, A., 2020. 'The Nordic female fighter': Exploring women's participation in mixed martial arts in Norway and Sweden. International Review for the Sociology of Sport, 55(4), pp.471-489.
3) Andrew, D.P., Pedersen, P.M. and McEvoy, C.D., 2019. *Research methods and design in sport management*. Human Kinetics.
4) Bellows, A.C., Lemke, S., Jenderedjian, A. and Scherbaum, V., 2015. Violence as an under-recognized barrier to women's realization of their right to adequate food and nutrition: Case studies from Georgia and South Africa. Violence against women, 21(10), pp.1194-1217.
5) Calzo, J.P., Roberts, A.L., Corliss, H.L., Blood, E.A., Kroshus, E. and Austin, S.B., 2014. Physical activity disparities in heterosexual and sexual minority youth ages 12–22 years old: roles of childhood gender nonconformity and athletic self-esteem. Annals of behavioral medicine, 47(1), pp.17-27.
6) Chauraya, E., 2022. Fulfilling Obligations: A gender transformative framework for enhanced prevention of gender-based violence at a university in Zimbabwe. *The Dyke*, *16*(2), pp.1-24.
7) Chitando, A., (2019). From victims to the vaunted: Young women and peace building in Mashonaland East, Zimbabwe. African Security Review, 28(2), pp.110-123.
8) Chitsamatanga, B.B. and Rembe, N.S., (2020). School related gender based violence as a violation of children's rights to education in South Africa: Manifestations, consequences and possible solutions. Journal of Human Ecology, 69(1-3), pp.65-80.
9) Christianson, M., Teiler, Å. and Eriksson, C., (2021). "A woman's honor tumbles down on all of us in the family, but a man's honor is only his": young women's experiences of patriarchal chastity norms. International journal of qualitative studies on health and well-being, 16(1), p.1862480.
10) Coolhart, D. and Brown, M.T., (2017). The need for safe spaces: Exploring the experiences of homeless LGBTQ youth in shelters. Children and Youth Services Review, 82, pp.230-238.
11) Cooper, H., Hedges, L.V. and Valentine, J.C. eds., 2019. The handbook of research synthesis and meta-analysis. Russell Sage Foundation.
12) Cronin, M.A. and George, E., 2023. The why and how of the integrative review. Organizational Research Methods, 26(1), pp.168-192.
13) Enaifoghe, A., Dlelana, M., Durokifa, A.A. and Dlamini, N.P., 2021. The prevalence of gender-based violence against women in South Africa: A call for action. African Journal of Gender, Society & Development, 10(1), p.117.
14) Eriksen, I.M., (2022). Teens' dreams of becoming professional athletes: The gender gap in youths' sports ambitions. Sport in Society, 25(10), pp.1909-1923.
15) Fisette, J.L., (2013). 'Are you listening?' Adolescent girls voice how they negotiate self-identified barriers to their success and survival in physical education. Physical education and sport pedagogy, 18(2), pp.184-203.
16) Forstmeier, W., Wagenmakers, E.J. and Parker, T.H., 2017. Detecting and avoiding likely false-positive findings–a practical guide. Biological Reviews, 92(4), pp.1941-1968.

17) Fox, K.R. and Lindwall, M., (2014). Self-esteem and self-perceptions in sport and exercise. In Routledge companion to sport and exercise psychology (pp. 58-72). Routledge.
18) Gaidzanwa, R.B., 2020. DE-COLONISING, INDIGENISING, DIVERSIFYING AND MAKING AFRICAN UNIVERSITIES MORE GENDER-SENSITIVE: A CASE STUDY OF UNIVERSITIES. *The Dynamics of Changing Higher Education in the Global South*, p.90. Available at: https://books.google.co.zw/books?hl=en&lr=&id=dyTvDwAAQBAJ&oi=fnd&pg=PA87&dq=Zimbabwean+HEIs+system+has+undergone+significant+changes+in+recent+decades,+particularly+in+terms+of+gender+dynamics.&ots=ku2nzXMoFV&sig=Kgpqf3_kHU49B-9fMQed3_wy9Uc&redir_esc=y#v=onepage&q&f=false (Accessed 2 June 2024).
19) Goodmark, L., 2018. Decriminalizing domestic violence: A balanced policy approach to intimate partner violence (Vol. 7). Univ of California Press.
20) Gorard, S., 2013. Research design: Creating robust approaches for the social sciences. Research Design, pp.1-232.
21) Grix, J., 2018. The foundations of research. Bloomsbury Publishing.
22) Gumede, D., Luthuli, M., Hlongwane, S., Orievulu, K., Gumede, N. and Adeagbo, O., 2023. Males' Experiences of Gender-Based Violence in Sub-Saharan Africa (SSA): A Review of Literature. Young People, Violence and Strategic Interventions in Sub-Saharan Africa, pp.187-209.
23) Gusenbauer, M. and Haddaway, N.R., 2020. Which academic search systems are suitable for systematic reviews or meta-analyses? Evaluating retrieval qualities of Google Scholar, PubMed, and 26 other resources. Research synthesis methods, 11(2), pp.181-217.
24) Hattery, A.J., (2022). FEMINIST LECTURE: (Re)imagining gender-based violence as a strategy for enforcing institutional segregation and reproducing structural inequalities. Gender & Society, p.08912432221128665.
25) Hayhurst, L.M. and del Socorro Cruz Centeno, L., (2019). "We are prisoners in our own homes": Connecting the environment, gender-based violence and sexual and reproductive health rights to sport for development and peace in Nicaragua. Sustainability, 11(16), p.4485.
26) Hayhurst, L.M., MacNeill, M., Kidd, B. and Knoppers, A., (2014). November. Gender relations, gender-based violence and sport for development and peace: Questions, concerns and cautions emerging from Uganda. In Women's Studies International Forum (Vol. 47, pp. 157-167). Pergamon.
27) Hayhurst, L.M., Thorpe, H. and Chawansky, M., 2021. Introducing sport, gender and development: A critical intersection. In *Sport, Gender and Development: Intersections, Innovations and Future Trajectories* (pp. 1-32). Emerald Publishing Limited.
28) HONG, S.H., (2021). Designing good practices of sport for development programmes for the youth of Africa (Doctoral dissertation, KDI School).
29) Hoven, M., 2019. LIVED RELIGION IN SPORTS. Sport and Christianity: Practices for the Twenty-First Century, p.73.
30) Idowu, T.A., Ocholla, D.N. and Onyancha, O.B., 2023. Research productivity and scientific impact of gender-based violence in sub-Saharan Africa. *South African Journal of Libraries and Information Science*, *89*(1), pp.1-14.
31) Jaakkola, E., 2020. Designing conceptual articles: four approaches. AMS review, 10(1-2), pp.18-26.
32) Jarvie, G., 2013. Sport, culture and society: an introduction.
33) Jepkoech, K.S., (2021). Determinants of Domestic Violence among Women Attending Gender Based Violence Centre (GBV) At Nakuru County Referral Hospital. Journal of Medicine, Nursing & Public Health, 4(2).
34) Jozkowski, K.N. and Wiersma-Mosley, J.D., (2017). The Greek system: How gender inequality and class privilege perpetuate rape culture. Family Relations, 66(1), pp.89-103.
35) Kamkari, K., (2022). Communication model of self-concept and Exercise self-efficacy on mental health of physical education staff in Iranian universities of medical sciences of Tehran. Razi Journal of Medical Sciences, 28(11), pp.14-23.
36) Kelly, J.T., Ausubel, E., Kenny, E., Blake, M., Heckman, C., Rastogi, S. and Sharma, V., (2021). Measuring gender-based violence risk mitigation in humanitarian settings: results from a comprehensive desk review and systematic mapping. BMJ open, 11(9), p.e050887.
37) Lanham, M., Ridgeway, K., Dayton, R., Castillo, B.M., Brennan, C., Davis, D.A., Emmanuel, D., Morales, G.J., Cheririser, C., Rodriguez, B. and Cooke, J., (2019). "We're going to leave you for last, because of how you are": Transgender women's experiences of gender-based violence in healthcare, education, and police encounters in Latin America and the Caribbean. Violence and Gender, 6(1), pp.37-46.
38) Livingstone, S. and Smith, P.K., (2014). Annual research review: Harms experienced by child users of online and mobile technologies: The nature, prevalence and management of sexual and aggressive risks in the digital age. Journal of child psychology and psychiatry, 55(6), pp.635-654.
39) Lundgren, R. and Amin, A., (2015). Addressing intimate partner violence and sexual violence among adolescents: emerging evidence of effectiveness. Journal of Adolescent Health, 56(1), pp.S42-S50.

40) Magaisa, E., Moyo, T., Wilson, E.C. and Shava, G., 2023. Women In Higher Education Leadership Positions in Zimbabwe: Experiences, Challenges and Opportunities. *International Journal of Research and Innovation in Social Science*, *7*(4), pp.1267-1274.
41) Makhene, A., 2022. Gender-based violence in higher education: An integrative review. Open Journal of Social Sciences, 10(3), pp.234-247.
42) Manatsa, I., 2018. *An exploration on the role of faith based organisations in dealing with violence against women in Katanga, Zimbabwe* (Doctoral dissertation).
43) Mangeya, H., 2022. The nexus between tertiary students''side-line'sports chants and the perpetuation of attitudes towards gender-based violence in Zimbabwe. The Dyke, 16(2), pp.1-21.
44) Maruzani, N., 2022. The nexus between university gender policy and gender-based violence: A social relations approach to gender policy analysis at institutions of higher learning in Zimbabwe. *The Dyke*, *16*(2), pp.179-194.
45) Mashiri, L., (2013). Conceptualization of gender based violence in Zimbabwe.
46) Mazhambe, R., & Mushunje, M. (2023). Evidence generation for sustained impact in the response to gender-based violence: lessons from the SRHR Africa Trust Zimbabwe. *Frontiers in global women's health*, *4*, 1135393. https://doi.org/10.3389/fgwh.2023.1135393.
47) Mills, G. E., Gay, L. R., Airasian, P. (2015). Educational Research: Competencies for Analysis and Applications. United States: Vital Source (for Pearson) VST E+p.
48) Moyo, Z. (2022). Confronting Gender Inequalities in Education Leadership: A Case of Zimbabwe. *Gender Questions*, 10(1), 23-pages.
49) Noh, Y.E. and Shahdan, S., 2020. A systematic review of religion/spirituality and sport: A psychological perspective. Psychology of Sport and Exercise, 46, p.101603.
50) Noyes, J., Booth, A., Flemming, K., Garside, R., Harden, A., Lewin, S., Pantoja, T., Hannes, K., Cargo, M. and Thomas, J., 2018. Cochrane Qualitative and Implementation Methods Group guidance series—paper 3: methods for assessing methodological limitations, data extraction and synthesis, and confidence in synthesized qualitative findings. Journal of clinical epidemiology, 97, pp.49-58.
51) Ozrudi, M.B.F. and Matmask, E.A., (2019). A Survey of Self-esteem among Successful and Unsuccessful Student Athletes and this relationship by Achievement Motivation. Asian Exercise and Sport Science Journal, 3(1), pp.1-7.
52) Pandea, A.R., Grzemny, D. and Keen, E., (2020). Gender matters: A manual on addressing gender-based violence affecting young people. Council of Europe.
53) Pease, B., (2019). Facing patriarchy: From a violent gender order to a culture of peace. Zed Books Ltd.
54) Preece, S. and Bullingham, R., (2022). Gender stereotypes: The impact upon perceived roles and practice of in-service teachers in physical education. Sport, Education and Society, 27(3), pp.259-271.
55) Raniga, T., 2021. Role of economic development cooperatives in improving the livelihoods of women in Gauteng, South Africa. Development Southern Africa, 38(4), pp.591-606.
56) Shepherd, D.A. and Suddaby, R., 2017. Theory building: A review and integration. Journal of Management, 43(1), pp.59-86.
57) Snyder, H., 2019. Literature review as a research methodology: An overview and guidelines. Journal of business research, 104, pp.333-339.
58) Sovacool, B.K., Axsen, J. and Sorrell, S., 2018. Promoting novelty, rigor, and style in energy social science: Towards codes of practice for appropriate methods and research design. Energy research & social science, 45, pp.12-42.
59) Together for girls: Gender-based violence prevention and response program (2018). Bantwana. Available at: https://bantwana.org/project/together-for-girls/ (Accessed: 7 July, 2023).
60) Torraco, R.J., 2016. Writing integrative literature reviews: Using the past and present to explore the future. Human resource development review, 15(4), pp.404-428.
61) Tshuma, A. (2020) *Females surpass males in tertiary enrolments*, *The Chronicle*. Available at: https://www.chronicle.co.zw/females-surpass-males-in-tertiary-enrolments/ (Accessed: 02 June 2024).
62) Tsverukayi, B. (2023) 'Experiences of female higher education academics in Zimbabwe: A decolonial feminist perspective', *Agenda*, 37(2), pp. 89–98. doi: 10.1080/10130950.2023.2225289.
63) Westmarland, N. and Kelly, L., (2013). Why extending measurements of 'success' in domestic violence perpetrator programmes matters for social work. British Journal of Social Work, 43(6), pp.1092-1110.
64) Wong, C.A., Cummings, G.G. and Ducharme, L., 2013. The relationship between nursing leadership and patient outcomes: a systematic review update. Journal of nursing management, 21(5), pp.709-724.
65) Woods, R. and Butler, B.N., 2020. Social issues in sport. Human Kinetics Publishers.