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## Under-Representation of Women in Coaching in the Gulf Cooperation Council Countries (GCC)

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### Abstract

**Aim:** The aim of a study was to highlight the current coaching/sport infrastructures and culture issues in GCC, which neglect the position of women in coaching.

**Method:** The study has researched on women coaching, which was underpinned by three in-depth field case studies. The studies were conducted in Oman, Qatar and Bahrain. Four data gathering instruments were selected as methods of data collection: questionnaire, interview, documents analysis and research journal.

**Result:** The results of the study showed that there is negative value attributed toward women coaches in GCC society.

**Conclusion:** Knowledge and understanding gained in these studies was used to underpin the future recommendations in order to develop the women position in coaching field in GCC.

**Keywords:** Coaching, Coach Education, Gender, Gulf Council Countries (GCC), Women Coaches.

### 1. Introduction

In order to maintain and produce the successful coaching system, it is imperative for the general public to have access to coaching, they should also guaranteed that their coaches will be professionally trained and qualified (Townend, 2009: 15) [26]. Thus, one of the significant challenges sports organizations in Gulf region facing is to find ways in order to develop their sports coaches efficiently. To find out the effective ways in regards to increasing the expertise of current coaches and to prepare better coaches for the future is a daunting task (Schempp *et al.*, 2006) [22]. One of the major issues related to sports in GCC countries is the lack of opportunities for women participation, accreditation and leadership in competitive sport. Women in GCC countries, need to be trained separately from men, and formed by women (for religious and cultural reasons). Sport for women in GCC countries is emerging slowly and gradually, they have done the commitment to provide physical education in all schools for boys and girls (Al-Sinani and Benn, 2011) [4]. For example, Student and teachers of physical education at Sultan Qaboos University in Oman, do learn about particular sports and some participate in high level competition but they do not pay any serious attention regarding the development in the field of developing female coaches. Today, the national sports organizations only organize the events for men at national competition level. Men dominate in sports boards and decision-making positions in the field. Majority of the events held regarding sports competitions take place in the local sports clubs at local competition level and predominantly involve football (AL-Zedjali, 2005) [6].

The three cases discussed in this study are Oman, Qatar and Bahrain. They are a part of the GCC countries (Gulf Cooperation Council- GCC), which also include Saudi Arabia, Kuwait and UAE. The association of GCC was established in 1981 to meet the challenges highlighted by problems prevailing in the region; they also work to safeguard the welfare and security of its population. GCC is a political, economic, social, and regional organization. The organisation is involved in the economy, politics, security, culture, health, education, sport, legal affairs, administration, energy, industry mining, agriculture, fisheries and livestock. The total area of these six countries is 2,667,000 square kilometres, and Arabic is the common language, with Islam the universal religion. However, in the context of the cultural heritage, they are quite similar.

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## 2. Literature Review

The opportunities available in schools, provides a chance to youth in GCC countries to practise sport after school. The majority of youth, which are male participants, take part in their sports activities in public areas, whilst only a few of them participate in clubs. The schools that have different sports facilities are mostly located near to large population areas. The students in these regions do not use such services effectively after school hours. AL-Shamli (2008) <sup>[3]</sup> recommended that there should be a range of sports activities after school hours in order to take increase the advantage of such facilities. He recommended that these programmes should be under the supervision of specialized coaches, who can contribute to raising the level of physical fitness for participants.

It has been noted by Al-Sinani (2007: 44) <sup>[5]</sup> that males and females are now being treated equally in terms of educational opportunity, he further added that changes have been occurred in physical education as well. However, in these regions, physical education suffers from low status in a subject based curriculum (Al-Rawahi, 2008) <sup>[2]</sup>. In these regions, education in relevance to Arabic, science and mathematics are precedence on the basis of priority. In addition, the opportunities provided in regards to sports facilities are mainly for the men. Such opportunities are designed in cities, and there are very few sports activities in rural and Bedouin communities.

Another major issue highlighted in sports development in GCC countries is the lack of official women coaches in any sport. It has been believed that this is due to the cultural issues and the lack of qualification about the rights of women and how to avail opportunities. The lack of women's interest in sports that is seen through lack of participation of women discourages them from entering the coaching field. In 2009, only 6250 girls participated in sports activities that were organized by sports organizations in Oman (Shura Council, 2010) <sup>[23]</sup>. The only physical activity, which is allowed for the women of this region is walking. Indeed some of the wealthier Omani city women attend the new women-only elite fitness gymnasias and pursue an exercise as part of healthier lifestyles. Many rural and Bedouin women still have demanding physical daily lives, often contributing to the family agricultural lifestyle and needs (Al-Sinani and Benn, 2011) <sup>[4]</sup>. Recently, women sports committee is established by the Ministry of Sports Affairs in Oman (Women Sports Committee, 2010) <sup>[27]</sup>. This committee has organized numerous women's sports events in the main cities– the events were arranged indoor. However, the human resources, and women coaches were less experienced and qualified.

GCC countries are considered as one of the most recent countries, which have created the opportunities for women in physical education and sport. There has been an improvement in the position of women, this has been observed in increasing number of women workforce in these regions. For example, the current government in Oman has done much to encourage Omani women to take their place in contributing for the modernizing of Omani society. Al-Sinani and Benn, 2011 <sup>[4]</sup>, discussing developments in Oman, stated that women have account a large proportion of employed Omanis in government, military and Royal Omani Police roles. They represent the majority of those heading for higher education. The Omani government has introduced the feminization policy process, which has encouraged the Omani women to enter the workforce. Primary teaching, for example, (for children up to the age of ten years) is an all-female profession. However, in the coaching and sports field the case is entirely different. Al-

Sinani and Benn (2011) <sup>[4]</sup> argue that, for the Omani girls and boys, beyond the educational context, physical education and sporting activity are also appreciated. However, opportunities and attitudes towards participation in sport are very different for men and women. In numerous regions of Oman, the in their traditional and cultural beliefs are against women's participation in physical activity. Therefore, if any suggestions are given in relevance to development of women's participation should come from the GCC traditions and cultural attitudes. It must focus on religion and women's religiosity as well as women's interpretation of their social world and environment. As argued by Dagkas and Benn (2006) <sup>[12]</sup>, that there are vast differences in the needs of women and men, which should pervade any strategic proposals for the development of women coaching in GCC. They have tried to develop opportunities for all. Currently, they have made several promises from sports authorities that they will introduce sports opportunities for women; however, no explicit strategies are presented yet by them, which shows that they wanted to achieve their strategies. Must more understanding of where the women are and where they want to be.

It has been observed that sports coaching are discussed in numerous studies; however, there are very few studies on the application of sports coaching in GCC countries (AL-Zedjali, 2005) <sup>[6]</sup>. Zayed (2015) <sup>[31]</sup> argued that women are not qualified in regards to coaching and majority of them do not know about the coaching system. Furthermore, the study has also relied on documentation of the limited research that has been conducted on the sport and coach education fields. As the lack of literature about sport and coach education in GCC countries it is considered the primary limitation of the study. It is essential to mention that the following study is based on limited documents, insider knowledge and personal experience. Therefore, this study provides new data, such as statistics on sports coaches. In fact, the work presented in this study is original, being the first available information on coach education GCC. Considering the three cases in 'developing' countries in the field of competitive sport, this study will provide the opportunities for other developing countries in the world to work on this issue. For example, empirical research on the challenges for Omani women coaches is a topic that will be of interest in the academic world. This is because there is a paucity of research literature related to coach education in the Arab Gulf States region and wider Arab/Islamic world at present. In this study, numerous research projects, which have been conducted on coaching in general and its application in GCC countries in particular, are analyzed.

## 3. Research Questions

Hence the emergent research questions that underpin this study are:

- 1) What is the current position of women in coaching in GCC?
- 2) What are the perceptions of stakeholders about women in coaching in GCC?
- 3) What can be learned from an exploration of selected case studies to improve the position of women in coaching in GCC?

## 4. Methodology

The primary objective of this study is to understand the current situation of coach education for women in the GCC and to provide appropriate recommendations to develop effective strategies. In order to reach the above objectives, it is important to understand the historical, socio-cultural,

geographical and political reasons, which have led to the current situation. It is also imperative to identify key barriers and opportunities regarding the possible development.

## 5. Procedure

The first phase of the research is an empirical study examining the current context of the coaching situation; the historical, political, and cultural realities for GCC. The study is developed and informed by three comparative case studies, which examine the development and nature of women in coaching field in Oman, Qatar and Bahrain. Addressing the first research question, to increase the understanding of the nature, challenges and issues about women coaching that currently exist in GCC. It includes the investigation of the problems facing by those who now operate women coaches. Addressing the second research questions provides opportunities to learn from case studies, to ensure the most appropriate recommendations for improving women coaching in GCC.

The interpretive approach has been used to identify issues in women coaching in GCC. An interpretive approach means gathering perceptions of key stakeholders (who are involved in the women coaching process) such as current coaches, coach educators, ministers/officials in government and aspiring athletes. Questionnaires, semi-structured interviews, document analysis and field journal notes were used to gather the required data. A multiple case study approach is used for the purpose of broadening knowledge about the position of women in coaching, involved three GCC countries.

## 6. Sampling

In this study, different kinds of sampling were used, depending on the research methods used and geographical context. In the three case studies, those working as coach education academics, coaches (both male and female), local ministers, clubs managers and athletes were chosen, because they are all involved in the women coaching process. This has allowed us to obtain a representative sample and produce findings that can be generalizable to the overall population.

Regarding the questionnaire analysis, all gathered data from a number of samples were coded as frequencies and percentages and fed into the SPSS program (Statistical package for Social Sciences) (Balal and Eltlafha, 2003) <sup>[7]</sup>. Through this, the data is enabled to analyze it quantitatively. The features of SPSS assisted with descriptive statistics such as means, standard deviations, frequencies, percentages, and correlation analysis (Balal and Eltlafha, 2003) <sup>[7]</sup>. As there is also a mass of words, all interviews, documents, and research journal notes were transcribed, coded, summarized and analyzed for emergent themes, and points of consensus and contradiction between sports specialists in each case study setting (Gratton and Jones, 2007; Lacey and Luff, 2007) <sup>[14, 16]</sup>.

In this study, particular research techniques have been used to increase the consistency of the results obtained and to avoid subject error, researcher error and subject bias. For example, the questionnaires have been administered, and the interviews conducted by choosing a 'neutral' time to question the participants (Charles and Craig, 2003) <sup>[8]</sup>. Participants have been reminded that there are no right or wrong answers (Rubin and Babbie, 2001; Charles and Mertler, 2002) <sup>[9]</sup>. In order to ensure the reliability of the study, it has included features in the design. These were the use of multiple respondent sources (coach education academics, coaches - both male and female -, local ministers, clubs managers and athletes), the use of multiple sites (Universities, associations, ministries and

security organizations) as well as the use of multiple methods of data collection (questionnaires, interviews, research journal and documentation). The setting and participants of the study have been described so that the findings can be understood in this context and applied to other settings where appropriate. Also, an expert panel of five people was established to evaluate the validity of the questionnaires and the interviews.

## 7. Ethical Consideration

A number of ethical considerations have been involved in this study, taken into account BERA 2004 Ethics Guide (British Educational Research Association), and ISA's Ethical Guidelines 2003 (International Sociological Association). The permission was made in order to obtain the data required for the case studies. This was via letters from different organizations. For example, two letters from Sultan Qaboos University and Ministry of Sports Affairs to participants from Oman, a letter from the General Organisation for Youth and Sport (GOYS) in Bahrain for participants from Bahrain and finally a letter from the Qatar Olympic Committee for participants from Qatar. The letters described the project in order to demonstrate it to any individual or organization that we deal with. Also, the data deals with issues of participants' permission, promising to maintain their privacy as well as their permission before taking any photographs for the research journal, or conducting questionnaires and interviews. In addition, the research purposes outlined for the participants and the conduct of each stage explained to the participants that we would be happy to clarify any procedure-related doubts, and remind them of their right to withdraw from the research at any time (Charles and Craig, 2003) <sup>[8]</sup>. It has also been informed to participants that a report about results of the study will be sent to those who provided their emails (Crow *et al.*, 2006) <sup>[11]</sup>. The study will keep the information confidential and maintain their privacy (Denscombe, 2002) <sup>[13]</sup>. It has been assured to the participants that responses will be treated in confidence and will not be used for any other purpose than research.

## 8. Results

The most significant data in this study is about the challenges faced by the sport women in GCC. The challenges have been identified through data analysis and discussed in relation to the literature.

### 8.1 Attributes to Sports Coaches

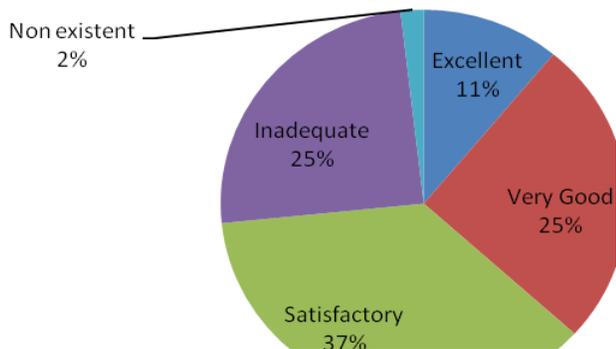
The first challenge is about value Attributed to Sports Coaches (Men and Women). According to the majority of the interviewees, the GCC society value attributed to the male coach is better than in the past, as the value of sport (in general) has increased. To be more specific, the value of a coaching career is respected by the people who work in the sport field. However, this value needs to be improved across the whole of society. The responses in relevance to this are mentioned below:

*The society has started to look at the coach in a respected way, as the new generation look at sport (in general) in a respected way. However; it is still not that value that makes me proud of being a coach.*

*(Coach, 1002)*

*...To be honest, I am (as a coach) respected only by the people around me who work in the sports field, but I don't think it is the same with the whole society.*

*(Coach, 1302)*



**Fig 1:** Questionnaire Responses: Value Attributed to the Male Coach by GCC Society

On the other hand, in GCC society there is a deficit value attributed to female coaches, as women do not have enough opportunities to practice sports, and as the women’s sport field (in general) is new. The participants in this study (both men and women) concluded that women in GCC have few chances to be a sports coach:

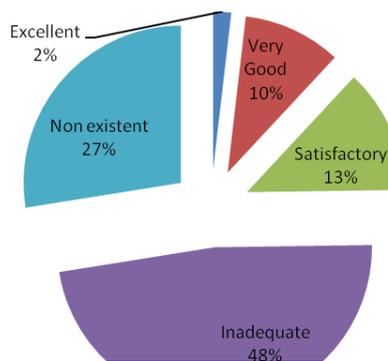
*Few women agree to work in outdoor fields or work with men in the same place, so it is difficult for women to work as a coach.*

*(Female official, 8O2)*

However, a coach expert made the important point that: *While the government bodies support women to be coaches as there is lack of female coaches, there are many factors that push women away from the coaching field. Of course, the culture is one these factors.*

*(Sports lecturer, 23O2)*

While the governments has done much to encourage women to take their place as equal contributors in the modernizing of society (Al-Sinani and Benn, 2011) [4], and while the government and sports organizations support women to be coaches, many women have refused to get involved in the coaching field for traditional and religious reasons. Interviewees indicated that the position and value of female coaches needs time to change



**Fig 2:** Questionnaire Responses: Value Attributed to the Female Coach by GCC Society

The deficit value attributed toward female coaches has led to a lack of women coaches. Al-Sinani (2007: 54) [5] stated, in reality, the position of sport in the community is very different for men and women. The sports clubs are essentially men’s football clubs, and women have little public sporting opportunities and no official women coaches. Almost the only physical activity, which has received the approbation, is

walking. However, it has been observed that gradual changes are occurring, as Muslim women globally are taking more interest in this area of human endeavour (Al-Sinani, 2007) [5]. In practical terms, women in Oman need to be trained (in PE, sport and coaching) separately from men because of religious beliefs and also because of the cultural heritage of Arab and Oman (Zaman, 1997) [29]. However, according to Norman (2008) [17], the lack of women participation in coaching is a worldwide issue and research shows that the coaching profession can be isolating for women. Increasing the numbers of women coaches does not mean they will be valued, or it will provide them with the pathways to dominant positions in coaching. Thus, a radical change must take place in the patriarchal culture of sport to drastically influence the experiences of women coaches worldwide. There are particular, situational needs for women GCC and no sports strategy, and elite training plan or coach education proposal should ignore this reality. Finding the right ways to bring women into sport related activity and to develop a professional female workforce in the arena is a pathway to change the negative cultural attitudes and to support new opportunities.

The Qatar Olympic Committee (QOC), through its Women and Sport Committee (WSC), established in 2001, is working to offer sports opportunities for women in Qatar (QOC, 2015; WSC, 2009) [19, 28]. During the fieldwork in Qatar, it has been noticed that many women’s sports centres where talent in relevance to women’s sports can be identified are developed under the guidance of specialist female coaches, most of whom are foreign experts (FJN). The establishment of the Qatari WSC was a significant change not only in women’s sports in general, but also in the women’s coaching field in Qatar, as the committee also provides qualification opportunities for women coaches.

Most of the interviewees from Qatar think that the status of women in sport, and in the coaching field specifically, is better, which has been highlighted in the past. While there are still some cultural limitations, women nowadays have more opportunities to practice sport and work in the coaching field. Participants in this research think that it is difficult to ignore the cultural issues; however, the opportunities for women to practice sports and work in coaching should be determined by the Qatari, Arabic, and Islamic cultures. In fact, providing a sports environment in accord with the existing cultures and according to the women’s needs would help them to increase the number of women participants in the sport.

*I think, now female[s] in Qatar have more opportunities to work as a sports coach. [The] Qatari community has started to accept that.*

*(Male Coach, 5Q4)*

*Women in Qatar are lucky with the government support. I think, they have to take the opportunities and work as coaches, and then (step by step) the community will change [its] view.*

*(Female Coach, 7Q4)*

*I visited some sport complexes in Qatar and they provided with the sports environment that according to Islamic culture (such as indoor fields) and they suitable for Muslim women to practice sport.*

*(FJN)*

A new era of Qatari women coaches has started to emerge in the coaching field. Qatari women have started to work as assistant coaches in a variety of sports. Some of them are PE teachers and some of them have practised sports from an early age. The number of female coaches has increased in Qatar, as shown in Table 1, but it is still uneven with opportunities for men and therefore it is important to establish special coaching

qualification programmes for women. As a part of the agreement between the Canadian coaching association and the Qatar Olympic Committee, there is a special qualification programme for Qatari women, which started in 2009. It was designed to produce and train the types of coaches, which are required by women in Qatar. Therefore, the qualification programme does not focus on elite performance, but rather on physical fitness and sport for older people, parents, and women.

*There are many sports activities for women in Qatar. We need more women coaches to lead these activities. We prefer Qatari women coaches who understand the real culture in Qatar. Therefore, it is essential to qualify Qatari women to be sports coaches.*

*(Women’s sports manager, 10Q4)*

**Table 1:** The Number of Qatari Female Coaches in Qatar

Sports Organization	Number of Coaches
Gymnastics Association	1
Kids Conditioning Programme (Aspire Active Programme)	7
Sports Game Programme (Aspire Active Programme)	1
Talents Centre	7
Total	16

**Source:** Developed during field work through meeting or phoning people in charge

Finally, because there is a demand for Qatari women coaches in Qatar, the sports authorities are providing other qualification opportunities for women in order to qualify them as coaches. In addition to the Canadian model, qualification opportunities are also provided by national sports federations and a coaching degree (exercise and fitness concentration), which has been started recently at Qatar University (QU, 2015) [20]. Also, there are a range of overseas scholarships available for women. However, Qatari women coaches are still working as assistants and few have obtained national or head coach positions. This is because women’s sport in Gulf countries generally, and in Qatar specifically, is still developing. Also, all these qualification activities were only started in the past few years and they need more time to produce a new generation of women coaches. It is also a case of needing to continue educating the population that exercise and sporting activities are beneficial for women and that opportunities should be more equal between men and women in this field.

Generally, women’s status in the coaching field is similar in Qatar and Bahrain. While some sports federations began to accept women as board members by the 1970s, where coaches were mostly men (Al-Ansari, 2011) [1], women in Bahrain started to work in the coaching field a few years ago, and there is still a demand for Bahraini women coaches as there are many women engaged in and practising sport. One of the participants clarified this issue:

*Yes, there are Bahraini women working as sports coaches; however, the country is in need for more female coaches. Many women want to be coached by female coaches in Bahrain. I think, if we increase the number of female coaches, the number of women sport participants will increase.*

*(Coach, 2B4)*

**9. Discussion**

Results of the study showed that there is negative value attributed toward coaches (men, but particularly women) in

GCC society. There are many reasons behind this negative view. One is that a coaching career is new in GCC and typically foreign coaches work as professionals while GCC coaches are usually voluntary or part-time. Also, there is still no coaching degree in higher education, which would help to improve the value attributed toward the coach as well as give more recognition for the coaching career. Sensitivity is required to development of opportunities for women in sport and coach education, and such attention is underplayed in all current strategies and elite sports development documentation. It is not enough to give the opportunity to women; the environment for participation needs to meet important identity factors, and further research is required in this area to build on that. Also, a separate strategy, equal to investment and aspiration, should be undertaken for the advancement of women's sports in general.

The three cases in this study, have similar characteristics and status, such as cultures and population, as well as the value attributed to sport and sports coaching. Therefore, a similar picture emerges about coaching from the participants' responses and the collected documents. However, it is important to mention that Bahrain is considered one of the leading countries in coach education in the Middle East and has a longer coaching history compared with some of the gulf states. Some of the Bahraini qualified coaches, and coaching experts are working in other gulf states. In addition, sports coaches from gulf states, such as Oman, travel to Bahrain to study coaching science.

Another serious problem in GCC is the lack of female coaches. This problem is regarded as one of the major problem for sports education (Al-Sinani and Benn, 2011) [4]. Many women prefer to be trained separately from men because of cultural reasons based on Islamic, Arabic, GCC traditions. For example, some women refuse to be trained by male coaches (due to traditions and religious reasons). Moreover, the sports organizations focus almost exclusively on men’s events at national competition level. Most organized sports competitions take place in the local sports clubs at local competition level and predominantly involve football, which is not a common sport for women. These issues do not encourage women to participant at any level or to obtain qualifications to be sports coaches. Women have insufficient opportunities to participate in sport or physical activity, at any level or, particularly, to be sports coaches. This has become one of the serious issues for GCC; their contribution is not according to global standards. It has raised issues in international sporting profile. It is adequately addressed with sensitivity to GCC women’s situation. Such issues mentioned earlier should be addressed in any future aspirations for sport in GGC. For example, tradition and religion should be considered in the place where women do sports (Dagkas and Benn, 2006) [12]. Also, a separate strategy should be undertaken for the development of women's sports in general, and a coaching programme established for women, which recognizes the needs of many in relevance to practical physical activity work to be conducted in gender-segregated contexts.

In order to fill the demand, the sports authorities in Bahrain support women working in the coaching field. Women are allowed to attend all coaching qualification activities provided by the Canadian model and other sports organizations in Bahrain (Coaching Curriculum (Document), 2009; [10] The Coach Magazine, 2009) [25]. It was noted during the fieldwork, and all coaching qualification activities in Bahrain are provided in either mixed or separated sex environments (as in Qatar). In addition to allowing women to attend the above-

mentioned activities, and to increase the number of qualification opportunities for women, new skill activities for women have also appeared recently. For example, a particular programme to qualify women physical education teachers as sports coaches has emerged as part of an agreement between the Training and Development Department in (GOYS) and the Ministry of Education (having PE courses at the University of Bahrain was the catalyst for getting women into sports coaching in school and community contexts). Other qualification opportunities available for Bahraini women (as well for Qatari women) include overseas scholarships that come from international sports federations and foreign universities, such as Leipzig University in Germany.

In order to learn from other international experiences to ensure the most appropriate recommendations, it is good to link the above discussion with other literature that related to women in coaching. In the UK, for example, as lead agency for sports coaching in the UK, Sports Coach UK presents new coaching programmes from time to time. One of these programmes is the Women into High Performance Coaching Programme (WHPC), established in September 2000. The programme was developed by Women's Sports Foundation (WSF) and Sports Coach UK. The main aims of programme are to increase the representation of women at elite level of sports coaching and to develop a plan that provides the support and training required to give women the skills to move into a high performance coaching environment (Sports Coach UK, 2015) [24]. Heuze (2005) [15] conducted a study to evaluate WHPC programme. The findings highlighted how the workshops offered an opportunity for coaches to network and how that helped them to exchange coaching ideas as well as build confidence. The participants in this study were satisfied with the workshops. There has been progressing made with regards to qualifications through WHPC. However, the participants in Heuze's study felt slightly dissatisfied with the administration of the programme. There is also a need to investigate whether the WHPC programme has helped to bring more women into high-performance sport or not.

In the UK coaching remains a male-dominated field, particularly in the elite level (Kay *et al.*, 2008) [15]. A report presented by UK Sport indicates that, the number of women in the UK who are involved in some coaching is increasing. For example, there has been a notable rise in the number of female coaches from 24% in 2004 to 40% in 2006 (UK Sport, 2009) [24]. However, Norman (2008) [17] highlights how the current coaching system neglects women's potential and marginalizes their positions; participants report minimal or inappropriate coaching opportunities for women coaches and also said they were provided with little incentive, recognition, or educational support for their coaching. Finally, the participants also reported that the flawed coach education does little to facilitate women's professional development. According to the same study, less than a quarter of all coaches are women. In the UK through 2008, only nine women occupied head coaching positions within a senior national team (both men and women's teams), while there were 43 male coaches in the same kind of position. A statistical study conducted by North (2009) [18] confirmed that (as of 2009) 69% of coaches in the UK were male and 31% were female. Norman (2008) [17] argues that various UK sporting governing bodies fail to provide sufficient coach development and education for women coaches, and such failures are indicative of the gendered culture and organization of sport.

The findings by Kay, *et al.* (2008) [15] also reflect the gender bias in coaching in the UK. They mention that at the elite

level, there was only one female coach in ten (10%) in the British Olympic Team in 1996, and at the 2004 Olympic Games in Athens, only 12 of the 116 coaches who accompanied the British squad were women. Heuze (2005) [15] argues that this is a less than healthy reflection on the systems, structures and career pathways offered to women coaches. However, the absence of women in coaching is not only an issue in the UK; it is a worldwide problem, especially in elite coaching positions. For example, in Germany only six out of 120 national coaches were women, and in Canada one in five senior coaches were women (Norman, 2008) [17].

## 10. Conclusion

To conclude the discussion on women in coaching in GCC, it can be seen that the coaching fields in the three cases have entered a new era by providing more qualification opportunities for women to fill the demand. While there are some cultural limitations, they can be overcome by taking in to account the Islamic and Arabic cultures in the coaching fields. The three countries are providing special coaching qualification programmes for women in order to encourage them to get involved in the coaching field and to provide the type of sports coaches needed.

Since emergent activities for women in some city sports clubs are focusing on non-competitive fitness and body orientated activities, it is proposed that a Health and Fitness Foundation Governing Body is established which will sit alongside other Sports Governing Bodies to ensure the vision can be realised for all women. Community multi-sport and activity physical activity programmes for all, but particularly women, would enhance the lives and health of all citizens and lead to more positive attitudes towards physical activity for girls and women. The provision of women-only spaces and female qualified coaches are essential for many, but not all, GCC women to consider participation. Female coach training is critical and offering them choices of mixed or single-sex courses, and freedom to wear what they need in terms of body covering, would give the most inclusive messages to GCC women.

## 11. What Does This Article Add

This article has greatly contributed in the field of Coaching in Gulf region. It will help female to move forward and participate in the field of sports. The article has also highlighted the loop holes and flaws regarding women coaching in GCC. The article has recognized that women, in particular, are marginalized in the sporting provision in GCC. Therefore, there is a need to develop knowledge, skills and understanding of the values and processes of sport participation, through women coach education, for the benefit of all women, with respect for the GCC tradition. This will be achieved through strategic development and will make a difference in life-enhancing opportunities for boys, girls, men and women at all levels of engagement from physical activity to elite sports level.

The findings and discussion of the article would really help the association to prepare the policies and planned things accordingly. It will also help the women to further explain their concerns to the association and participate in coaching. This will also increase the awareness about women coaching in Gulf region. The article has highlighted traditional values and expectations around women's modesty. It has also identified the barriers created in the area particularly challenging for women, especially after marriage. This will help people in understanding that keeping the traditions and modesty of a women, she can participate in every field of life.

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