CHAPTER-I

INTRODUCTION

1.1 BACKGROUND OF THE STUDY:

A sport is believed to be a medium for the development of the self. This prehistoric human activity not only gives pleasure, recreation and competitive spirit but it also raise personality, principles and other traits of individual through participation for a healthier, elevated and equalitarian society. It is why ‘sports for all’ become a motto in modern days. But, ever sport was really for all in the history or now it has become for all in modern times. According to the dictionary meaning “An activity involving physical exertion and skill in which an individual or team competes against another or others for entertainment” (Oxford Dictionary, April 2010)¹ is called Sport. It may be defined further in the forms of competitive physical activity through casual or organized participation, aimed to use, maintain or improve physical fitness and to provide entertainment to participants. Thus, sport is generally recognized as activities governed by a ‘set of rules or customs.’ Ironically enough this very ‘ruled event’ had the most unjustified ‘rule of the game’ and it was just keeping away woman from the participation throughout the centuries, country by country and society by society. For most of the world history, athletic competition has been regarded as male affair due to the reason that in ancient times, athletic competitions were held among warriors to prove and express their fighting skill and virility. The entirely male genesis of competitive sport carried over into the Ancient Olympics; where women were not allowed even to watch competitions.

Even in the early years of the modern Olympics, women were not allowed. Women participated for the first time at the 1900 Paris Olympic. It took 36 years more for black women to participate in Olympic Games. Louise Stokes

and Tidye Pickett qualified for the 1932 Olympics in track and field, but were not allowed to participate in the event held in Los Angeles because they were ‘Black’. In Berlin in 1936, Stokes and Pickett became the first African-American women to represent their country in the Olympics (Guttmann, 1991). Prior to the 2012 Olympic in London, three Muslim countries Qatar, Brunei, and Saudi Arabia have never sent before a female athlete. Equality in the available sports is one thing, but in many countries woman still do not have equal right to participate in sports and the opportunity to participate in the Olympic Games. Few woman competed in sports until the late nineteenth and early twentieth century, as social changes in Europe and North America favored increased female participation in society as equals with men, as exemplified by the women’s rights movement. Although women were permitted to participate in many sports, relatively few showed interest, for a variety of social and psychological reasons that are still poorly understood.

Female participation in sport has come a long way. Efforts have been and are being made in getting more females to participate in sports. However, a lot more effort is still required to generate greater female participation in the world of sport (LeUnes and Nation, 2002). Attitudes regarding female sport participation are changing, as there are females who have made sport part of their daily lives. In the history of South African sport, females are under represented and this tendency has filtered through to the educational institutions and the community in general. There are more girls who do not participate in sport than those who do participate.

**SPORTS AND HISTORY OF WOMEN PARTICIPATION**

Though, female participation in sports has come a long way. In 21st century the struggle of women for participation seems an old tale. But women

---

continued to be poorly represented in sports as participants, coaches and different sports related activities on and off the sports field like sports administration, framing and implementation of policies regarding sports like any other field and in almost every country and society. However, attitude regarding girl’s sports participation is changing a lot more. Efforts are still required to generate greater female participation. Still there are more girls who do not participate in sports than those who do participate. As women participation in sports has been an old story but yet not an equal and generalized feature. There are only some but growing number of girls who have made sports part of their life. In society of Karnataka, girls are under-represented in sports and this tendency is evidently filtering through to the educational institutions and the community in general. Gender equality and the right of women to participate play an important role in facilitating positive and healthier lifestyles as a whole for nation and society.

It is observed that sports in society plays very important role in the process of nation-building. Sport is an investment. It is, firstly, an investment in health, vitality and productivity of people. Secondly, an investment in future. The social benefits include an overall improvement in the quality of life and physical, mental and moral well-being of the country, as achievers, as unofficial ambassadors and as individuals committed to equality and fairness in competition. Because of its vitality, sports can play an enormous role in redressing gender inequalities and discrimination against disabled and minorities. But it took a long time and struggles to open the arena of sports participation for women. It is as old a story as sports itself.

*Historical Development all over the World and in India in Ancient Times*

In the ancient times in Greece, Greek women were not regarded as active members in their society and were therefore, excluded from politics. They had no economic power as they were married and had children at a very early age and this frequently resulted in early deaths. Most importantly, they could not
play sports as opposed to active, independent men who were admired by everyone. The active, independent women were even expected to run their husband’s affairs. During the course of time, later women developed Racing, Wrestling, Discus and Javelin skills. They also took part in ecstatic dances at festivals and they were at all times encouraged to be independent (Costa & Guthrie, 1994). But women were not allowed to participate in ancient Olympics. They had their own games called ‘Heraean’ games. In 776 B.C, when the first Olympics were held in ancient Greece, women were excluded. They could compete in every four years in their own Games of Hera, to honor the Greek goddess who ruled over women and the earth. It seems that maids were divided into different age brackets and they participated in foot races of a shorter distance of that run by men. The winning prizes included a crown of olive branches and a portion of a cow that has been sacrificed for Heraean but in 396 B.C. When a Spartan princess Kyniska won an Olympic chariot race she was barred from collecting her prize in person (Guttmann, 1991). The participation of females in sport was not a priority for the Heraean games. In fact, females were only used as a source of entertainment for the males. The productive role expected from women was considered valuable and important for their clans.

The same was here in ancient times of Indian sub-continent. Though we have evidence of women’s equality to men in family and society in Vedic period but participation in physical sports was not the women’s area. Moreover, in later Vedic period (1000-500 BC), women gradually lost the equality or say in the family and in society as well. Their role had been confined within wall boundaries of home and there too, they had no say. The episode of loosing *Draupdi* in a bet in gambling is statement on women’s status in that time. She was betted upon like any other material item by the *Pandavas*.

---


Historical Development all over the World and in India in Medieval Period

In Europe by the 12th Century (1000 - 1300), women began to play important roles because they were expected to be educated. The ability to read and write was insufficient as they were expected to participate in other areas of life: hawking; playing chess; telling stories; responding with great wit; singing; playing various instruments and dancing. They were expected to operate at the same level as their male counterparts. Medieval tournaments became very important and the winning knight had to demonstrate all the traits of a true chevalier and he would win his most sought after prize, which was a lady (Costa & Guthrie, 1994).\(^6\) It has also been suggested that women had no other role to play other than being prizes. On the other hand, women were portrayed as active participants because they sometimes kept the score during tournaments and they also assisted in presenting the awards to the champions of the tournament. Another argument advocates that women were mere cheerleaders for chivalry events (Costa & Guthrie, 1994).\(^7\) There is historical evidence indicating that women did actually take part in sports and recreation in medieval times. In London, 1276, Juliana, the wife of Richard Le Cordwaner, was killed as a result of an argument over a chess match. In another incident the same year Agnes, wife of Robert, was killed due to an argument that erupted after a period of drinking and gaming with other men and women. These incidents indicate that women were present at sporting activities and more importantly, that they could also take part in some of those sporting activities as well.

In medieval India, Razia Sulatan was the first woman emperor in the world. She was enthroned by her father and ruled for four years, despite her living brothers, during 1236-40. Her succession to the throne was not easy to be accepted in male dominated ruling class. That’s why she dressed herself like a man and adopted so many other practices of time as a male ruler like attending


\(^7\) Ibid.
the court without veil, hunting and playing Chogan, a game like modern time Polo. But we don’t have such examples of women other than high ruling elite class and whatever examples we have just are exceptions, not a common practice for common women.

**Historical Development all over the World and in India towards Modern times**

Between the 16th and the 18th century in Europe females did not have the same political, economic and social advantages that males enjoyed despite emerging new democratic values and thought. Opportunities for women to engage in games and sports were limited. There were definitely differences in different countries, but the women’s place in the whole of Europe was that of an inferior one to that of men and it was same around the world (Costa & Guthrie, 1994).\(^8\) “Social Darwinism was the main focus as it incorporated women’s physical inferiority, which justifies that maternity was one of the most important functions of women for progression of the nation” (Hargreaves, 1997).\(^9\) The marginalization of women in sports has always been seen as the natural order of things. Even then, the natural urge and will to participate generated some interesting facts of women participation in sports. It showed us the long struggle, humiliation and resistance faced by the women in older times. It is worthy to mention a few such attempts.

**DEVELOPMENT OF WOMEN SPORTS PARTICIPATION BEFORE MODERN OLYMPICS**

**The First Runs of Neglected**

In the year 1722, British woman fighter Elizabeth Wilkinson, entered the boxing ring. In 1780, three days of horse racing at the track in Hempstead Plains, Long Island, included an event first time for women riders. Elizabeth Thible of

---

\(^8\) Ibid.

Lyons was the first French woman to fly in a hot air balloon in 1784. The first woman jockey was Alicia Meynell of England. She first competed in a four-mile race in York, England in 1804 and an English woman Alicia Meynell defeated a leading male jockey, Buckle, in a race in 1805 first time. The first ice skating race for Dutch women was held in Leeuwarden in the same year and in 1811 on January 9, the first known women’s golf tournament was held at Musselburgh Golf Club, Scotland, among the town fishwives. (Women in Sports Time Line, 2010)\textsuperscript{10}

Besides the other social and cultural factors the ‘Immodest’ dressing in sports had been an issue for women participants and it was only in 1850 Amelia Jenks Bloomer began publicizing a new style of women’s dress, first introduced by Fanny Kemble, a British-born actress - lose-fitting pants worn under a skirt. Other women’s rights leaders like Elizabeth Cady Stanton and Susan B. Anthony adopted the new style. But it wasn’t until Katharine Hepburn (another actress) began wearing stylish pants in public nearly a century later that a wide-spread revolution in women’s clothing finally “took” and Julia Archibald Holmes (1838-87) climbed Pikes Peak in Colorado (14,110 feet) wearing ‘Bloomers’ on August 5, 1858. (History of Women Sports, 2010) In 1855, the modern game of hockey was played in Kingston, Ontario, using rules similar as today’s. Women’s hockey became a new sports opportunity in the 1980’s and ‘90’s, with the US Women’s team winning the gold medal in 1998, the first year women’s ice hockey was a medal sport. In terms of playing any game by men and women together Croquet (a game in which wooden balls are driven by mallets through a series of hoops stuck in the ground) was the game. Probably, it was the first game played by men and women both in America. The Park Place Croquet Club of Brooklyn organized it with 25 members in 1864. Vassar College fields the first two women’s amateur baseball teams in 1866 and in next year The Dolly Vardens, women’s team from Philadelphia, was ‘black’ women’s professional

baseball team (Mitchell, 1977). The historical development of women’s participation in sports shows many records credited to women. But the events which recorded the women sports participation as so many ‘first time records’ actually is a tragic story of women’s participation in sports as it was never a healthy, equal opportunity worldwide across the centuries. It is infact, a long struggle for women to just have an opportunity to play if not accepted as a right to play like men enjoyed it ever!

In the year 1869 French women entered cycling races at Bordeaux, France and Mills College in Oakland, CA established women’s baseball teams in 1872. Mary Ewing Outerbridge of Staten Island introduced tennis to the United States in 1874. She purchased tennis equipment in Bermuda (and had trouble getting it through Customs!) and used it to set up the first US tennis court at the Staten Island Cricket and Baseball Club that spring. In 1875, the “Blondes” and “Brunettes” played their first match In Springfield, IL on September 11. Newspaper Herald stated the event as the “First game of baseball ever played in public for gate money between feminine ball-tossers.” Till 1876, 10% of the members of the newly created Appalachian Mountain Club were women. In the same year, Nell Saunders defeated Rose Harland in the first United States women’s boxing match, receiving a silver butter dish as a prize. In 1877, the first women’s field hockey club was started in Surrey, England.

Berta Benz became the first woman to drive on a 60 mile trip cross-country in Germany in a “Motor-wagon” (a 3-horse-power car with solid rubber tires) with only her two teenage sons along in August 1888. The Amateur Athletic Union was formed to establish standards and uniformity in amateur sport in 1888. During its early years, the AAU served as a leader in international sport representing the US. (Women in Sports Time Line, 2010) Till 1890’s, more than a million American women owned and rode bicycles during the next

decade. It was the first time in American history that an athletic activity for women became widely popular. In 1896, Susan B. Anthony said that “The bicycle has done more for the emancipation of women than anything else in the world.” But on the other hand, at the first modern Olympics in Athens, a woman, Melpomene, barred from the official race but ran at the same course as the men, finishing in 4 hours 30 minutes. Baron Pierre de Coubertin,\textsuperscript{12} founder of the modern Olympics, said, “It is indecent that the spectators should be exposed to the risk of seeing the body of a women being smashed before their very eyes. Besides, no matter how toughened a sportswoman may be, her organism is not cut out to sustain certain shocks.” Though, now it has been seen that some scientific research and publication are coming in favour of women sports participation. The journal *Physical Education* (a publication of the YMCA) devoted an issue to women in 1892 saying that women need physical strength and endurance and dismissed the popular idea that women are too weak to exercise.

It was in 1892 when Hessie Donahue, who donned a lose blouse, bloomers and boxing gloves and sparred a few rounds as part of a vaudeville act, knocked out legendary heavyweight champion John L. Sullivan for over a minute after he accidentally landed a real blow on her during the act. College girls at McGill University in Montreal began weekly ice hockey games at an indoor rink - with 3 male students on “guard” at the door in 1894. By the 1990’s, volleyball is the second-largest participation sport in the United States with more than 42 million participants. There is indoor and outdoor competition for boys and girls, men and women and mixed teams. In 1896, the first women’s intercollegiate basketball championship was played between Stanford and the University of California at Berkeley. Stanford won 2-1 on April 4 before a crowd of 700 women. As the debate was still going on to let participate women or not but in 1897, Lena Jordan became the first person to successfully execute

\textsuperscript{12} Record American Daily Newspaper- Hub Bride First, Gal to Run Marathon, Wednesday April 20, 1966.
the triple somersault on the flying trapeze. It was the event which could not be accomplished by any man until 1909. Even then the way of women participation was not easy for women anywhere in the world. Meanwhile the modern Olympic has been started but modern thought for women participation is yet to come (Mitchell, 1977).\textsuperscript{13}

\textit{A few more examples of 20th century}

Though modern Olympic has been initiated in 1896 but it was carrying out the same age old attitude towards women participation. It was in second Olympic only held in 1900 at Paris first time ever 19 women could compete that too in just three sports namely tennis, golf, and croquet. Swimming and diving introduced at the Stockholm Olympic Games in 1912 with 57 women players from 11 nations. Still the attitude was not changed. In 1914, the American Olympic Committee formally opposed women’s athletic competition in the Olympics. The only exception was the floor exercise, where women were allowed to only wear long skirts. Here too, the issue of sports costume was of more concern to let the women play or not to play! First time, France’s Suzanne Lenglen abandoned the customary tennis garb for a short pleated skirt, sleeveless silk blouse, and matching sweater. She became the first female celebrity athlete who won two gold and a bronze medal in 1920. In 1924, Sybil Bauer became the first woman to break an existing men’s world swimming record when she won the 100-meter backstroke in 1:23.2 at the Olympic Games. In 1928, Olympic Games five track and field events were first time opened for women; again with restriction on wearing. Official rules stipulate that women wear shorts that came within about 4 inches of the knee. However, American Betty Robinson became the first woman to win a gold medal in track and field at the Olympics for the 100-meter race. (Mitchell, 1977)\textsuperscript{14}


\textsuperscript{14} Ibid.
MODERN WORLD: NEW ISSUES

Women and Sports: Should they Play or not!

The restoration of the Olympic Games by Pierre De Coubertin was a turning point for the popularization of athletics. The games promoted the expansion of athletics all over the world but also the first conflicts regarding participation of women. The reviver of Olympic Games was bitter opponent to the presence of women in athletic disciplines, the real crafter for systematic opposition to the participation of women under the aegis of the very International Olympic Committee. He thought that the women who carried out straining physical activities will subject their charms to spoil and he even claimed that women’s participation in sports will lead to the decline and derision of the sports in which they might supposedly participate. (Mitchell, 1977)\(^\text{15}\) So, he worked in order to protect male exclusivity in high competition sports where the Olympic Games stood for the manifestation of male sports based on international acknowledgement, loyalty, art and the admiration of women as a reward (Padorno, 2010).\(^\text{16}\) It is necessary to highlight that the strong arguments on the presence of women in athletic competitions are closely connected with the stereotypes of the times on the nature of women and the myth-making of “Female Weakness” (Padorno, 2010).\(^\text{17}\) Such type of thought of Coubertin reflected the feeling and thinking of society which declined sports as an area for women for centuries and in the 20th century still believed by people at large and Press as well. After the first Women’s Olympic in 1922 the IOC felt pressure and opened the athletic events for the women first time in 1928 in Amsterdam Olympic. Some women athlete got fainted when the 800 meter race finished. The British newspaper “Daily Mail” reported it negatively and presented the fact as “Women will age sooner if they underwent categories over 200 meters.”

\(^{15}\) Ibid.


\(^{17}\) Ibid.
Public opinion and criticism succeeded to ban upon this category until Rome Olympic held in 1960 (Guttmann, 1991).18

During all this debate some political changes happened in Eastern Europe. The emergence of communist countries made the women player participants in sports. Throughout the mid-twentieth century, Communist countries dominated many Olympic sports, including women’s sports, due to state-sponsored athletic programs. On the other hand in USA legislation was passed in 1972 called Title IX. Title IX is the landmark Educational Amendments that officially outlawed discrimination based on gender in the United States for federally funded educational programs. It is most well known for the impact it had on gender equality in scholastic sports. According to this legislation in the United States, nearly all schools required student participation in sports, guaranteeing that all girls were exposed to athletics at an early age, which was generally not the case in Western Europe and Latin America. In intramural sports, the genders were often mixed, though for competitive sports the genders remained segregated. Title IX legislation required colleges and universities to provide equal athletic opportunities for women. (Title IX, 1972) This large pool of female athletes enabled the U.S. to consistently rank among the top nations in women’s Olympic sports. Today, women participate competitively in virtually every major sport, though the level of participation decreases in contests of brute strength or “contact” sports. Few schools have women’s programs in American football, boxing or wrestling. This practical recognition of gender differences in physiology has not impeded the development of a higher profile for female athletes in other historical male sports, such as golf, marathon and ice hockey.

Thus, the 20th century too was not much different than that of earlier one but the number of women participants and nations who send the women teams or individual players are growing. In the next Olympic to be held in London 2012 three Muslim countries will be sending first time women participants from their

---

countries. The female body was expected to be more active but not at the same level as that of the men. The whole idea can be summed up and conceptualized as that the biological difference between men and women was natural. Horseback riding in time became a sport that was more acceptable for women to participate in as it allowed them to retain their grace and femininity. The introduction of bicycling at a later stage became popular and it exerted the greatest influence on women’s physical emancipation. It offered many women the potential for physical mobility, a healthy life, active recreation as well as freedom of choice in terms of the dress code (Hargreaves, 1997).\(^{19}\) In USA the early 19th century marked growing concern over the physical condition of American women. Physiologists started to insist that girls needed more exercise, particularly during the development stages to enable them to be robust mothers. Health reformers responded by emphasizing the need for physical exercise to play a larger role in female education but the marginalization continued, starting with the physical education curriculum that clearly reflected gender division. Boys and girls took part in gender-appropriate sports and they were also taught separately. Girls took part in activities that were less strenuous, with restricted space to avoid body contact. The boys were encouraged to be aggressive, dominating and physically competitive. As colleges opened their doors for females the colleges provided opportunities for physical training and outdoor games to prove that the girls could maintain a healthy physique as well as maintaining a professional job. College women started to get involved in athletics, competitive sport and basketball proved to be popular among female students and was particularly useful in teaching women physical stamina and teamwork. Those activities proved that women could maintain their health while studying (Maguire et al., 2002).\(^{20}\) Unfortunately for women, their socio-economic background and their race determined their place in society. Until the


mid 1980’s, women were invisible in early American sport and the situation was not very much different in Asian countries too.

The whole period of women’s struggle to participate in games indicated that since 1896 modern Olympics continued to resist women’s involvement due to the belief being it was unnatural for women to play sports and that the Olympics was a forum for men to display their athleticism. Even then the number of female participants could increase since 1896. There were no female participants at the Athens games and there were 3684 female participants in Atlanta in 1996. But again the number of females involved here still falls short in terms of the male participation figure of 7059 (Xhakaza, 2005). And this gap is yet to answer with equal participation of women and obstacles in the way are to be examined to eradicate the all type of discrimination from country from society to society.

**INDIAN WOMEN IN SPORTS**

**Before Independence**

Indian society was not any exception for women sports. Despite mentioning a few names from ancient history like Shakuntala, Kunti, Draupadi and from Medieval period Razia Sultan and later Laxmi Bai doesn’t give any sense of a generalized feature. The truth was that there was no common practice of women sports. The change said to be commencing with the advent of ‘club life’ (Devi, 2005) before independence. Pandit Kasma Rao and Rajkumari Amrit Kaur took part in competitive Tennis in 1920 and 1930 respectively. They both were not commoners. Kasma was a renowned Sanskrit scholar and Amrit Kaur belonged to a royal family of Patiala. The credit of being first women participant in Olympic from India goes to N. Polley as she was the first female athlete to represent India in the Olympics held in Paris in 1924 but she was not

---


from Indian society. She was a British national. Like other elite examples, she too did not represent participation of Indian women in sports. Athletics for women had been introduced in 1934 on competitive basis. Three states, Punjab, U.P. and Bengal were the main participants (Devi, 2005).  

**After Independence**

After independence India sent first time 4 women athletes to the Helsinki in 1952 Olympics and even then became the first Asian country to send women athletes. In athletics Nilma Ghosa and Mary D’Souza and in swimming Dolly Nazir and Arati Saha. Arati Saha is much known as first Asian woman who crossed the English Channel in 1959 than as an Olympic participant (SR Olympic Sports). Beside Olympic Games India had sent the women’s Hockey team to compete in International Women Hockey Championship in 1950 and 1954. After independence sending women teams in different competitive tournaments was a routine practice. But the pattern of participation shows that women sports participation stood nowhere in the field of competitive sports in comparison to other developed countries of Europe and America. Sometimes, it was even below the qualifying standards for Olympics (Devi, 2005).  

Taking into consideration the women participation and peculiarities of Indian society, the achievements of Indian women sportsperson certainly proved a motivation for the women of other Asian or less developed countries. Given all the limitations and challenges, Indian women’s performance and achievements can be rated remarkable and the conscious efforts were begin particularly after 1975 (Sangwan, 2008). The UNO declared 1975 as International Women’s Year with the theme “Equality, Development, Peace” to ensure integration of women in total development implementing the UN call in sports field. NSNIS proposed many new initiatives to cover a large number of women as possible in the ambit

---

23 Ibid.
24 Ibid.
of sports (Sangwan, 2008). Despite all the odds in the way of participation Indian women participants brought 55 percent of all the medals. Indians won in 2010 Commonwealth Games held in Delhi. This is a remarkable feat given that in our country, the nutritional needs of women usually get the least priority (Yadav, 2010).

The all historical and present scenario suggests that women, still, continue to be poorly represented in sport as participants, coaches and different sport related activities on and off the sports field like sports administration, framing and implementation of policies regarding sports like any other field and in almost every country and society. The Gender and economic condition of a person in his or her society influence and controls the behavior through values regarding participation in sports by pre-defined customary norms of a particular society. This pre-defined stereotype approach of a society has an unwritten discriminatory code of “do’s and don’ts” for girls and different castes which not only influence girls’ sports participation in the colleges but to a certain extent even hamper the overall development of personality, forbids the full exploration of the fruits of sports and pleasure of love of efforts just due to factors of Gender. It becomes even worse if it is combined with the identity of scheduled castes.

Though, several factors influence the participation of girls in sports. Some are biological and much are social. The girls’ participation in sports in colleges of Haryana is not equal to the boys in general. This poor representation becomes more evident when looked upon SC girls. They form almost one third of total population but are rare participants as observed in tournaments of college and university level. This fact raised some questions regarding participation and identity of caste in sports like the issue of race and sports in Western countries to

---


explore the different Socio- Cultural factors working behind the participation and non-participation of girls in colleges. A number of studies have been conducted focusing on female sports participation to try and understand why the majority of females are not involved in sports. This study will attempt to explore the reasons of non-participation and participation in the sports by the Scheduled Caste girls of the Govt. Colleges. The problem of female sports participation at college level needs to be initiated. The under-representation of SC girls in sports at college level has also become a matter of concern, not just for colleges and sports personalities, but also for society and the state.

The present educational system is the outcome of the radical changes that have been ever occurring, since the dawn of the day, full-filling the needs of the individual and the society. Physical education being an integral part of education is not an exception in this regard.

The human being from their very nature wants to be known and appreciated by others. He is interested in self expression and recognition from others. There are different ways, means to express one self, one’s talents and capabilities. Play or sports is one among them. The play is an inherent activity to a human being. It is also a means to develop ones character, bodily and mental growth from the very childhood. A child cannot live purposefully without any kind of play or activity.

The recent trend to extend and enrich the programme of physical education demands enough space and facilities. Facilities are largely responsible for success of the programme. J.F. Williams (1931)\textsuperscript{27} has aptly stated that “The results of a program in physical education are dependent partly upon the facilities available.” Participation looks dull, colleges and universities are the places where students get ample opportunities to participate in sports and games. To provide wide variety of activities, which will not only have immediate

benefits but also have carry over values, it is indispensable that proper facilities should be made available. A harmonious growth and development on the part of the students will naturally take place, if such activities are provided.

Spread of education and social progress have made sport popular among women. Few decades ago sporting activities and games were confined to men. But to-day the era of sports and games for men only has disappeared, one of the reasons for this far reaching change is the growing realization that participation in sports and games forms an integral part of education. Another reason is a remarkable change in the attitude of men towards women in recent years. Not so long ago, even the University Education Commission considered that.

The greatest profession of women is, and probably will continue to be, that of a home maker.28

But the commission was quick to point out that a women’s world should not be limited to that of what it called one “with relationship”. It noted that there were varied conditions which might properly need women to seek fulfillment of her life in other fields.

Sports and games are the two fields in which women have been trained to seek the fulfillment of life beyond their home and removal of obstacles in the way of women’s education. In recent years it has enormously helped women in coming to their own in sports and games. To-day, there is increased opportunity for women to participate in sports and games. Some women have found this participation a significant and meaningful experience. Now they take part almost in all sports, even in such events as boxing and wrestling.

Eventhough women have come a long way from tending her home and bringing up children, she is still to go a long way in catching up with men in taking part in sporting activity. Infact, this is the irresistible conclusion to which

one arrives at after taking a close look at the participation of women in games and sports in colleges affiliated to Bangalore University.

Physical Education in the present day world has achieved its due recognition as a part of the system of education. It tries to achieve the objectives of education through meaningful programme off well planned activities. A programme of physical education offers opportunity in competitive situations for physical, social, emotional and moral development. In addition, it offers the man and the woman an opportunity to inculcate skills to carry over values that could be used at later stages of life, for the worthy use of leisure.

Sports for women in separable part of the system of physical education. Sports in the popular term implies purposeful competition through which the winner emerges, sports channelises the artistic explosion of muscle power of the human being to satisfy his or her aggressive impulses and adventurous instincts. Sports in the absence of healthy and meaningful competition loser its glamour, charm and above all that motivation for the man and woman to participate in it. Elaborating this point Nixon and Fredickson states:

What ever the particular course that competition in sports and athletics may take in this country, it is vital to keep in mind the facts that man is a competitive animal that sports and athletics are the expression of fundamental human needs, millions of years old, that the young will always play, that we have equally great opportunities through the medium of these expressions to inculcate in the young either valuable or undesirable social habits and attitudes, and that the point of view as we teachers take toward this whole problem will have a large part in determining the character of the social order of the future.

This point of view has been further established by Prof. N.C. Parappa (1976) states: “Unless regular well organized competitions are conducted at all levels, it is not possible to improve the standard of sports.”

---

The two important agencies which control the educational institutions in our country are the government and the private. It is generally held that the private colleges are more interested in sports and also provide better sports facilities in their colleges than the Government colleges. The above statement appears to be true from the fact that in almost all inter-collegiate tournament and sports activities the students from private colleges have been securing better places than the Government colleges. The private colleges also consider the sports as an issue of prestige and use it as a means to uphold the name of the college among other colleges.

Karnataka state is greatly interested in sports activities and its promotion. The state holds a remarkable place among other states and also at National level in the field of sports and games, recognizing the needs of sports, it provides better facilities to raise the standard of sports in the state. The state has been also issuing from time to time. Certain circulars through the educational department requesting schools and colleges to provide better facilities and to make use of the existing facilities to its maximum.

Bangalore, the capital city of Karnataka, is considered the cradle of sports in the state. The Researcher’s interest was aroused to find out to what extent facilities were provided for sports by the womens’ degree colleges in Bangalore city, in order to assess whether the facilities provided for sports were satisfactory.

This point of view has been further established by Prof. N.C. Parappa who writes “Healthy competition acts as a socializing process, in which the most effective ingredient is the element that makes man and woman to adjust to a society in which he may or may not fit in. In a complex life or modern day, competition could be considered as a training ground to take victory with grace and defeat with out displeasure, both in the play field and in the life itself. Recognition is a social impulse and the competition acts as a means to be

\[30\] Ibid.
recognized by the society for his or her outstanding achievements in the field of sports.

Indian woman in competitive sports are far behind their western counterparts from the point of view of either participation or achievement. This poor record might be attributed to the Indian traditions and customs which even today is ruled by age old belief based on superstitions rather than scientific principles. The majority among Indian society believe that women are unfit for competitive physical activity because women are considered to be the weaker and inferior sex. The Indian society believes that biological factors like menstruation, pregnancy will negatively influence the personality when women actively participate in competitions.

Neal31 contradicting the misconceptions about the effects of strenuous activity on women, writes: “The American Medical Association has pointed out that the sound sport programmes can contribute a great deal to a woman’s total fitness. Participation in sports activity can make her more aware of health factors and promote in her a source of satisfaction and achievement.”

Dispelling the fear of the menstrual period claims that the menstrual period influencing the performance of women athletes as unfounded fear.

It has to be accepted that the achievement of Indian women in the field of sports- National and International are negligible. The changing pattern of thinking in the modern era and the new life the women’s inter-national year has infused in the society, has led to the realization about the need and values of a sound programme of sports. When the true value of sports are well propagated and a popular climate to attract more women participation in sports is established, women shall achieve an honoured place in the National and International field of sports.

---

Those who indulge in unfair criticism about the poor standard of our sports women, should realize that Indian women throughout the ages were fighting against the customs, prejudice and step motherly treatment from the society.

In recent times women are increasingly participating in competitive sports. Through regular routine of vigorous scientific training, a steady progress has been maintained by the women of modern times in the field of competitive sports. The enthusiasm for active participation in the field of sports, through which women attain recognition and extra status in the society, has led to the increased popularity of competitive sports in general and the standard in women sports in particular. It is also to be noted that agencies like Government, sports organizations and the other voluntary agencies are giving a big helping hand to encourage women sports in India.

Universities form the nucleus for a effective training ground to explore the best of talents in the field of sports. If our women are to achieve a better standard in the field of sports, universities should offer a well planned programme of physical education and sports comprising of sufficient play fields, educationally and professionally trained sports teachers and coaches, modern equipments and the much needed encouragement from the society and the government. There is absolutely no doubt that once enthusiasm among women is created to participate in sports the proper base is established and the quality will automatically follow in its wake.

**WOMEN AND SPORT**

The SRSA/SASC acknowledges the important role that women and girls can play in ‘getting the nation playing’ so as to facilitate positive and healthier lifestyles. Gender equality and the right of women to participate are paramount. National Federations will be encouraged to advise training and development programs to facilitate the Participation of women, and to remove barriers that may prevent women from vocations in training, administration, coaching and
sport and recreation management. Specific resources will be allocated for the
development of sports skills and facilities for women and girls. Suitable
candidates will be identified and introduced to leadership training and coaching
in sport and recreation will encourage participation of women and girls in sport
and recreation (White Paper, 1998).32

made the following observation with regard to sport in society: “It is the time
that the integral role which sport plays in the process of nation-building is fully
recognized. Sport is an investment. It is, firstly, an investment in health, vitality
and productivity of one’s people. It is, secondly, an investment in the future. The
social benefits include an overall improvement in the quality of life and physical,
mental and moral well-being of the country, as achievers, as unofficial
ambassadors and as individuals committed to equality and fairness in
competition. Because of its vitality, sport can play an enormous part in
redressing gender inequalities and discrimination against disabled and
minorities” (White Paper, 1998).33

BIODLGICAL FACTORS INFLUENCING FEMALE SPORT
PARTICIPATION

Developmental influence

The physical fitness of women in sport has always been questioned
because of a variety of physiological concerns including the menstrual cycle and
reproduction. Early studies argued that females should not be involved in sport,
due to the deleterious effects of physical exertion on the frequency of
menstruation and the fact that the reproductive organs of female can be affected.
These beliefs prevailed for years and later evidence began to prove these early

33 Ibid.
beliefs wrong (Leunes & Nation, 1991)\textsuperscript{34} Pre-adolescence is (9-11 years) a stage that involves a slow but consistent form of growth. It is a calm period just before rapid onslaught of adolescence. The body is undergoing developmental changes in the skeletal system, muscular system and motor development. Motor development is particularly essential as co-ordination develops which later helps to master many physical skills

Accepting one’s physical appearance and being able to deal with the physical changes involved with maturity and growth is one of the most crucial developmental tasks common to most adolescents. Adolescence has been referred to as a period of “storm and stress” and it is also a period when the teenager is confronted with a series of hormonal hurdles and developmental challenges (Frydenburg & Lewis, 1993).\textsuperscript{35} Adolescents have to deal with a number of issues simultaneously, including the development of an identity, achieving independence away from the family, and at the same time acceptance by the peer group. Most important is the transition from childhood into adulthood, which comes with many psychological and physiological adaptations.

**Menstruation**

Hargreaves (1997),\textsuperscript{36} supported research that proved and demonstrated that strenuous exercises did not negatively affect the menstrual cycle, nor did menstruation significantly affect physical performance. Erdelyi (as cited in LeUnes & Nation, 1991),\textsuperscript{37} conducted a study of 729 Hungarian females and the results indicated that 83% of the females registered no change in their menstrual cycle. Zaharievas (1985) studied female Olympiads from 10 different countries.


Results showed that 92% of the subjects had a regular menstrual cycle, the length of the menses was not affected and their blood flow was regular.

Later studies argued that participation leads to cessation and irregular menstrual functioning. Web et al (as cited in LeUnes & Nation, 1991),\(^\text{38}\) reported a 59% rate in menstrual difficulties in a group of 56 Olympic athletes, their primary complaint being missing their menses and experiencing a delay in the onset of the period. For many years it has been believed that delayed onset of the menstrual cycle caused many girls to continue playing sports based on the observation that menarche occurred later in athletes than non-athletes. Girls experience less physical distress associated with their menstrual cycle when they play sport. Many reports highlight the positive influence of moderate and regular physical activity on the menstrual cycle. There is no doubt that the benefits of playing sport far outweigh the disadvantages in respect of young developing female bodies. There is some correlation between strenuous physical activity and delayed menstrual cycle. For many years researchers argued that menstrual irregularities are caused by heavy exercise and training (LeUnes & Nation, 1991).\(^\text{39}\) It has also been argued that delayed menses subsequently affected fertility and lead to complications associated with pregnancy. Scientific evidence provided by Erdeiyi and Zaharieva (as cited in LeUnes & Nation, 1991),\(^\text{40}\) in a combined study of more than 740 female athletes showed that athletes had fewer instances of toxæmia, fewer premature deliveries and a lower rate of caesarean section than did a comparable non-athletic sample. Wyrick (1974) argues that athletic fitness is associated with a sound pregnancy and delivery.

**Pregnancy**

Anecdotal evidence shows that pregnancy does not hamper performance of women who choose to participate in sport throughout their lives. LeUnes and

\(^{38}\) Ibid.
\(^{39}\) Ibid.
\(^{40}\) Ibid.
Nation (1991), argue that Irwin, who was a female athlete, won an Olympic medal in diving when she was four months pregnant. Another example is that of Hays who successfully completed the world championship rodeo as a bareback rider when she was eight months pregnant. It also appears that athletes return to top form rather quickly after having had children.

Zaharieva and Sigler (as cited in LeUnes & Nation, 1991), conducted a study that showed that 75% of the athletes improved their Olympic results during the two years after delivery and this improvement was more apparent in the first year. The world class Mary Decker was interviewed by Bloom (1986), and she stated that she reported back on the track six days after giving birth and was running successfully after one month. Gerber, Feishin and Wyvick (1974), concluded by saying that females could look forward to having an active and exciting sports life uncomplicated by irregular menses, pregnancy and childbirth.

**Hormones**

Females who participate in sports often experience delayed menarche and this could have both positive and negative consequences. Historically delayed menarche, which was often associated with high levels of training, was a problem as it compromised fertility. More recently, the concern about delayed menarche has focused on its impact on peak bone density. Menarche leads to an increase in circulating high levels of oestrogen in a female body. Oestrogen is a necessary hormonal trigger for increasing bone density in adolescence and maintaining bone density in the mature female. Studies conducted by Fehily et al., 1992; Johnwell and Nilson 1994, have shown that early menarche is

---

41 Ibid.
associated with increased bone density, (President’s Report, 1997).\textsuperscript{44} There is insufficient evidence examining the relationship between delayed menarche in athletic females and bone density. Delayed menarche can have positive effects in that the early onset of menarche has been associated with increased risk of breast cancer.

Taking part in sport or regular exercising may also reduce the possibility of childhood obesity, which can lead to the earlier onset of menarche argued Doll and Peto (Presidents Report, 1997).\textsuperscript{45}

**Body Form**

Coakley (1986),\textsuperscript{46} discussed myths that excluded females from sports. In the process of playing sport, it is believed that females might damage their breasts. There is no evidence that shows that the breasts or reproductive organs are at risk at any point when females take part in sport. Breasts are the least vulnerable organ of the female body. The uterus is said to be the most shock resistant organ. In fact, males are more susceptible to injury and trauma because their sexual organ is external (Eitzen & Sage, 1993).\textsuperscript{47}

The bone structure of females is definitely smaller and more fragile. Gerber (1974),\textsuperscript{48} argued that the average male is 20% stronger that the average female, males also have a 25% faster reaction time and they also have a cardiovascular capacity advantage of 25 to 50% over their female counterparts. Currye and Jiobu (1984), argue that these differences mean males have more power, speed and strength. The same factors can be attributed to high injury


\textsuperscript{45} Ibid.

\textsuperscript{46} Coakley, J.J. ‘Socialisation and Youth Sport, in Rees, C.R. Sport and Social Theory.’ Human Kinetics: Illinois, (Chapter 9), (1986)


rates among males. Birrel (as cited in Kane, 1998),\(^{49}\) argued that females should not take part in certain sports activities, and there are those activities that require ‘masculine’ traits such as physical strength and power. Bradner (as cited in Kane, 1998),\(^{50}\) argued that many girls seldom show an interest in sports and if they are interested, they do not have the strength and endurance to be successful. Often they cannot perform to the best of their abilities because of the risks they are exposed to.

Female’s gain strength as they mature and several studies have indicated that short term training programmes can increase muscle strength in all children. At the age of 14 years the growing rate for girls slows down and if they continue being physically active then they increase their strength. Females have the ability to enhance their physical strength that would eventually enable themselves to perform at high competitive level (Kane, 1998).\(^{51}\)

**Body image**

According to the National Center for Health and Statistics (1991) almost twice as many children are overweight today compared to children 60 years ago. Obesity is usually caused by the high intake of fat calories and lack of active disposal of the fat. Exercising helps to increase caloric expenditure to maintain an ideal body mass. Birrel and Cole (1990),\(^{52}\) argued that for those girls who are generally not obese, daily activities provide enough balance between fat intake and physical activity. For obese children, it would be ideal to work with a strict nutritional programme and a controlled physical activity programme for them to maintain their weight.


\(^{50}\) Ibid.

\(^{51}\) Ibid.

One Australian study found that 95% of female high school and university girls desire the slimmer figure. The media and societies promote the slim figure and this puts a lot of pressure on women to either maintain that smaller figure or to monitor their weight. Prakasa Rao and Overman (1986),\textsuperscript{53} state that exercise can enhance a women’s self-esteem and body image and that active women are more positive about themselves and their bodies. From a negative point of view, intense sports participation may highlight the concerns for body shape, especially if sport participants are excessively preoccupied with body weight.

Davies (1996),\textsuperscript{54} found that a greater number of high performance female athletes were under-weight and they frequently had an intense desire to lose weight as compared to non-athletes. As a result they were more at risk of developing eating disorders like anorexia, bulimia and bulimia nervosa. Plaisted (as cited in Morris & Summers, 1995),\textsuperscript{55} indicated that for some sporting codes it is important to maintain an ideal body weight in order to participate in activities like rowing and horse racing. In other sports like running and swimming, low body weight is associated with successful performance. Physical educators and trainers are not aware of different body types and they do not really help sport participants to develop positive body images with realistic attitudes to diet and acceptable appearance. The above factors do not necessarily lead to eating disorders, but a number of factors can make certain girls obsessive regarding their body image. Other factors can include unhealthy family dynamics, peer and team-mate modelling and acceptance, pressure from coaches and social pressure to conform to standards of slenderness.


In sport it is particularly important to have a positive relationship between physical activity and psychological health. Studies conducted by the Melpomene Institute (Weiss, 1993), indicated that there is a strong correlation between physical activity and self-esteem. Girls who felt more positive about themselves and their abilities were more likely to take part in sport up to the highest level as opposed to those that felt less confident. Self-esteem development was one of the key psychosocial outcomes related to sports participation. He indicated that 69% of studies that were reviewed later indicated a positive relationship between physical activity and psychosocial well-being.

**PSYCHOLOGICAL FACTORS THAT INFLUENCE FEMALE SPORT PARTICIPATION**

**Youth identity**

Youth identity has in the past been an area of interest and the concept has been used differently in various approaches thus leading to controversy. Havighurst (as cited in Bredenbeck & Bredschneider, 1997),^56^ explained youth identity by identifying a close correlation between identity development in adolescence and developmental tasks. Such tasks include acceptance of one’s physical appearance as physical changes occur and understanding that these changes would lead to growth, maturation, and building good value systems as a guide for personal actualisation.

Brettschneider (1997),^57^ argues that identity has two definable components, namely personal identity and social identity. Personal identity develops on the basis of continuity of self-experience in the course of life. Social identity evolves from the image that others help to create for the self. The development of an identity during adolescence is a process through which an individual maintains a balance between personal and social identity, which

---


^57^ Ibid.
means it is important for the youth to know themselves. Self-knowledge empowers them in the realm of decision-making. With help and encouragement from outside parties (which constitutes social identity), the individual will master decision-making skills required (Brettschneider, 1997). Shaw, Kleiber and Caldwell (1995),\footnote{Shaw, S.M., Kleiber, D.A. and Caldwell, L.L. ‘Leisure and Identity Formation in Male and Female Adolescents: A Preliminary Examination.’ \textit{Journal of Leisure Research} (1995), Vol.3 : 245–263.} conducted a study, which indicated that female sport participation and physical activities are positively associated with psychological maturity and identity development. Sport aids females to challenge restrictive gender based prescriptions. If girls know who they are then it is easy for them to make choices, they are confident with themselves and their world.

\textbf{Personality}

People have different views as to who can and cannot play a sport. It is a common belief that certain personality types are more suited to the sporting arena. Studies have been conducted to confirm the relationship between certain personality types with the involvement in sports (Morris & Summers, 1995).\footnote{Morris, T. and Summers, J. ‘Sport Psychology’. Theory, Application and Issues. John Wiley & Sons, (1995).} Several studies did not reveal significant results, but different variables often proved significant in each study. Individuals across the spectrum of personality types initially have a tendency to participate in sport and should individuals feel uncomfortable they will withdraw, leaving behind a group that is more homogeneous in their common interest (Morris & Summers, 1995).\footnote{Ibid.}

The decision to play sport might be an individual’s choice driven, instilled and inspired by external factors that usually have little to do with personality types. External factors include encouragement and motivation from parents, teachers, peers or even role models in the community. A conducive
sporting environment could also be a motivating factor and the media can be a powerful tool to instil an interest and affinity to sport (Harris, 1994).61

Prakasa and Overman (1984)62 assert that sport, traditionally has been thought of as a process of physically building men and the ‘male’ athletic personality; this is viewed as tantamount to the ‘male personality’. This view suggests that an athlete is supposed to be competitive, rugged, aggressive, tough, independent, dominant, assertive, achievement-oriented and self-controlling. A ‘real’ woman is supposed to possess different psychological and physical characteristics thus implying femininity and possible fragility. Sport is traditionally a masculine domain and Harrris (1985), argues that girls and boys from an early age know that sport participation is valued more positively for males than for females.

Self-Concept

Self-concept is established when people gather information that changes whenever an individual encounters new experiences, it also represents complete knowledge of a person about self, which enables the individual to know her/his own competencies. “Each person develops perceptions and ideas of his/her abilities, characteristics and personal ways of acting, eventually providing a sense of meaning on a self-rating of quality. In this sense, the self-concept is the result of a naive theory or an internal model of a person, which directs behaviour and which is either confirmed or modified on the basis of behaviour and experience” (Brettschneider & Hein, 1997: 361).

The different encounters and interactions that one has with other people will enable the individual to know more about himself or herself. As an individual associates with other people these encounters will either enable them to improve or change their behaviour and sometimes even agree with their


present behaviour. Female teenagers are greatly influenced by the evaluation of significant others, they appreciate reinforcement and encouragement based on their own actions.

Brettschneider and Hein (1997) argued that self-concept allows females to assess themselves by acknowledging their weaknesses and strengths. Often females compare their performance to that of other participants and with time, if their performance improves, then their self-concept also improves and the female sport participant feels competent in what they are involved in (Brettschneider & Hein, 1997). Being competent in a particular sporting code enables the girls to be self-motivated and builds self-confidence. Brettschneider and Hein (1997), conducted a study, which indicates that involvement in sport does not have a negative impact on the self-concept and that top-level sports involvement may benefit the development of a positive self-concept. A positive self-concept in teenage girls who participate in sports elevates the level of self-esteem. Digest (1997),\textsuperscript{65} asserts that sport helps to build confidence and a positive body image, which can be linked to lower levels of depression according to women’s sports foundation.

**Motivation**

Learners and adolescents have a variety of reasons why they participate in organized sport with ‘having fun’ being the most important reason in motivating sports participation. The most frequent form of motivation would be intrinsic, or internally based, rather than external. The overall motivation of youth in physical activity settings is their attribution to success and failure as sport achievers. Their attributes are important because they can affect their emotions, their expectations for the future and their reasons to remain motivated. Learners who are involved in competitive sport develop more internal attributes for success than external attributes for both failure and success in sport.

The Wilson Report; Moms, Dads, Daughters and Sports (The President’s Council on physical Fitness and Sports Report, 1997), found that girls who participate in sport most frequently report fun as their major motive, with physical, health and social factors frequently mentioned. This indicates that girls have multiple motives for participating in sport and for them to get full enjoyment from the activity there must be room for these varied opportunities. Girls are motivated differently from boys and when developmental programmes are drawn up this factor has to be taken into consideration (The Presidents Council on Fitness and Sports Report, 1997).  

**Emotional well-being**

Physical fitness is positively associated with mental health and well-being (President’s Council Report, 1997). A cross-sectional study of 220 adolescent females investigated the relationship between physical activity, physical and emotional distress accompanied by stress. The females who did not participate in sport displayed greater stress and ill effects than those females that were actively involved in sport or those that adhered to a rigid physical programme Brown and Lawton (Presidents Council Report, 1997). Exercise programmes, have been prescribed by physicians to assist patients suffering from anxiety disorders. Biddle (1995) argues that exercise is associated with small to moderate reduction in anxiety. Individuals often go to gym whenever they feel their stress levels are peaking. The involvement of girls in sport will enable them to be in control of their emotional well-being.

**Disordered Eating**

An increased level of exercising can be associated with girls wanting to diet so that they can lose weight. There are athletes who follow a balanced diet and there are those who adopt bad diet habits and use sport and exercise as a

---


65 Ibid.
means to lose weight. Female athletes may be a high-risk group for developing eating disorders such as anorexia, bulimia and bulimia nervosa, especially with those sporting codes that set weight requirements, such as boxing, swimming and horse racing argued Plaisted (as found in President’s Council Report, 1997).

Unhealthy eating habits may be due to unhealthy family dynamics, peer pressure, team-mate modelling and pressure from the coaches. A recent survey of youth coach attitude, knowledge, experiences and recommendations regarding weight control, revealed a tendency for coaches to make decisions about the need for girls to control their weight and sometimes these decisions are made on the basis of appearance or the need for success in the sport code (Griffin & Harris, 1996). The focus is often on female sport participants and not males.

**SOCIO-CULTURAL FACTORS THAT INFLUENCE FEMALE SPORT PARTICIPATION**

During infancy and childhood, children develop attitudes, which are formed through their interaction with their world. Parents and family members play a pertinent role in this regard.

As the child develops, school influence becomes more important argued McGuever (as cited in Davies 1996). When learners are outside the home they are exposed to different behaviours and attitudes. From primary school to senior secondary school, learners make choices, which can build or destroy them as individuals. Individuals adopt attitudes and behaviour patterns and these are internalised. Entrenching such behavioural patterns will depend on whether such behaviour is approved of in the family dynamics. If these, patterns are accepted by the family then they would be reinforced. The adoption of attitudes and behaviours in relation to sport is often associated with the need to be accepted by their parents, community and the society they interact with on a daily basis

---

argued Sanstroem (cited in Davies 1996). The family is said to be generally responsible for early sports socialisation and interest in sport is often preceded by the parents’ interest (Harris, 1994). Socialisation is “the process whereby individuals learn skills, traits, values, attitudes, norms and knowledge associated with performance of present or anticipated social roles. The sport socialisation process contains three components the socialisation into sports refers to the social and psychological influences that shape an individual’s initial attraction to sports. These influences include the prevalent attitudes and values within the family or the peer group. Socialisation via sport refers to the acquisition of attitudes, values, and knowledge as a consequence of sport involvement. Socialisation out of sport involves those influences that contribute to an individual discontinuing his or her sport participation” McPherson and Brown (as cited in Brustad, 1992). The following socialising agents directly or indirectly influence the choices that would be made by teenagers on a daily basis. In this instance it will be the choice to either participate in sports or not.

The Family

Sport has been trivialised, regarded as separate from life and as unrelated to the broader social context and processes. Sport as a socialising agent has either been ignored or seen to be a ‘boys thing’ (Varpatoli, 1986). The family prevails as the primary socialising agent and to a high extent it also defines appropriate gender behaviour, which sometimes could include sport. Numerous studies have indicated that other people who are usually seen as role models have influenced many individuals who become involved in sport (Varpatoli,

---

67 Ibid.


The family is said to be generally responsible for early sports socialisation, including modelling, reinforcement and the shaping of the observed behaviour (Harris, 1994). Can (as cited in Buffer, Hyaams and Carruthers, 1996), also argues that the socialising process at home for both sexes is different. Boys usually get more support and encouragement to get involved in activities, which offer sporting opportunities. They are furthermore provided with role models who encourage and support participation in physical activities. Girls however, may not be encouraged to become involved in physical activities. Snyder and Spreitzer (1976), argue that girls receive greater encouragement for certain sporting codes which are seen to be more feminine. Girls are encouraged to participate in gymnastics rather than baseball and athletics. Greendorfer (1992) indicates that with regards to sport, girls and boys tend to be socialised differently, both in South Africa and abroad. A survey was conducted in the Western Cape and the results indicated that girls took part in non-active leisure activities like dancing and partying as opposed to boys who placed higher priority on sports participation.

A study conducted by Van Deventer (1998), on parent involvement indicated that teachers’ thought parents were not interested in their children’s sports involvement. Some parents show interest by becoming involved in their children’s sports coaching while others believed that it is the school’s responsibility. An equal number of parents provide their own transport, organise lifts or alternatively regard it as the school’s responsibility. Van Deventer

---

71 Ibid.
(1998/99), indicates that teachers think that parents are negligible in terms of showing interest in sport. Alternatively, parents are aware of the educational value and they always try to motivate their girls, but they are unsure of the quality of the programme.

If parents are prepared to help in terms of transport or purchasing sporting equipment, and show an interest in the sport progress - this would encourage the girls to perform to the best of their ability. There are two important theories that indicate that motivation starts at home. The first theory, Harter’s Competence Motivation Theory (1981), indicates that the learner who receives disapproval from significant others will have a diminished sense of competence. Control will greatly rely on external forms of information and approval, which implies that extrinsic motivation will enhance performance. Learners who receive parental support will be motivated to perform better than those learners who are not motivated by their parents. Interest in sport by children is usually preceded by the parents’ interest (Harris, 1994).76

The second theory, Nicholls’ (1984)77 Theory of Achievement Orientation states that through achievement the child will display great interest in pursuing challenging opportunities in the future. Nicholls’ theory relates to differences in understanding the meaning of competence or ability. Some people think that competence implies performing better than other people and this is termed an ego-involved orientation. In contrast, other people see competence from a personal point of view, which can lead to personal improvement and this is referred to as task-orientation. According to Nicholls’ theory the motive is to demonstrate some level of competence mediated by underlying differences in the personal interpretation of achievement. This theory has attracted a lot of

---


attention but unfortunately has not been empirically tested within the youth sport realm (Higginson, 1985).\textsuperscript{78}

A major difference between the two theories is that Nicholls argues that the demonstration of competence is the most gratifying feeling in the sport fraternity, as opposed to Harter, who emphasises that the attainment of competence is what is most rewarding in any world of sport. The demonstration of competence, particularly for learners who have worked extremely hard to reach that level, could be very rewarding. McPherson and Kenyon (as cited in Higginson, 1985)\textsuperscript{79} found that parents were the main socialising agents in the early years of both girls and boys. As the individual gets older significance of family support seemed to decrease and peers, coaches and teachers became the main supportive agents.

**The College**

College is a place to fulfil certain social roles with peers and the opposite sex (Frydenberg & Lewis, 1993).\textsuperscript{80} Most of the decisions that teenagers make are important for their development and self-actualisation and this might have a big impact on their lives at a later stage.

If the pressure to participate in sport is not generated at home, then it should come from the coaches, peers and particularly the teachers who are the main driving forces within the education sector. School is thus important as it moulds the lives of our developing teenagers. On the other hand, Engei (1994)\textsuperscript{81} also indicates that schooling is of fundamental importance in perpetuating the notion that some sports are more ‘masculine’ or ‘feminine’ than others. For some schools there is still a discrepancy as to which gender should participate in


\textsuperscript{79} Ibid.

\textsuperscript{80} Frydenberg, E. and Lewis, R. ‘Boys Play Sport and Girls turn to others: Age Gender and Ethnicity as Determinants of Coping.’ *Journal of Adolescents* (1993), Vol.16 : 253-266.

the different sporting codes. A lot of our schools do not have girls’ soccer, basketball and volleyball teams as these are labelled as boys sporting codes.

Schools are institutions in which physical activity is mainly organised within an educational context and thus determines whether learners will participate. The link between sport and education plays a crucial role in the holistic development of the learner (Khumalo, 1999).\(^\text{82}\)

At Mondeor High school, a survey on learners’ behaviour was done in 1991 and the results clearly indicated a positive relationship between learners who participate in sport and their overall performance at school. There is an overall positive relationship between sport involvement and academic achievement as measured by grade point average (Women’s Sports Foundation, 1989). The Department of Education in South Africa has made it compulsory for all the schools to offer extra-mural activities.

There are also organised leagues in all codes, all levels, from district to National levels. Involvement in sport and sport-related activities leads to competence, not only in the physical world but, also enhances life skills strategies vital for real life situations. In former model C schools, it is compulsory to play at least one sport and those learners who are competitive go for further training at school or club level. The culture of sport is generated in some schools and the reputation of some schools is dependent on the success of some learners as sport personalities (Khumalo, 1999).\(^\text{83}\) It is, important for such schools to produce competent athletes, in spite of all the efforts to nurture boys participation in sport, it seems that female sport participation in high schools has increased from approximately 300,000 in 1970 to 2.4 million in 1995, according to the Women’s Sports Foundation (as cited in Kane 1988).\(^\text{84}\)


\(^{83}\) Ibid.

Gender Role Expectations

The gender schema theory (Kiovula, 1995), suggests that “The phenomena of sex typing derives in part from gender based schematic processing which form a generalised readiness to process information on the basis of the sex-linked associations that constitute the gender schema”. The selectivity of schematic processing allows us to add meaning to a vast amount of stimuli that we are exposed to and enable us to structure incoming information.

Sex typed individuals thus process incoming information according to how society defines masculinity and femininity (Kiovula, 1995). People experience discomfort whenever they are expected to take part in cross-sex activities because they know the demands far exceed their ability. This theory clearly establishes expectations and perceptions of ‘appropriate behaviour’ and will ultimately determine behaviour patterns. Gregson and Colley (1986), argued that during adolescence, there is an adoption of sex roles. These roles could have an effect on behaviour for example adolescents whose mothers are involved in sports will also more likely be involved in sports. The socialisation process influences gender schema development. Although it is also important to emphasise that gender has not been able to consistently predict behaviour, it is undoubtedly one of the factors that influence behaviour. Gender differentiation begins at birth and can result in the learning of passive, submissive and nurturing behaviour of the girls and the active, aggressive and autonomous behaviour of the boys, argued Ben (as cited in Kiovula, 1995). In most homes girls and boys are socialised differently.

---

86 Ibid.
87 Ibid.
Culture

Culture is when a group of people have similar beliefs, which form part of their tradition and custom. According to Hargreaves (1997),\(^8\) culture is seen to be a lived dominance and subordination of particular classes, in the sense that certain cultural beliefs can affect the progress of particular areas in life. Cultural beliefs have a great impact on the involvement of females in sport. Kane (1998),\(^9\) argued that sport could be regarded as one of the most important sites for the production of cultural beliefs and practices that equate gender differences. These cultural beliefs make women think that they will never attain the levels of their male counterparts where sport performance is concerned. “A women’s place is in the kitchen” is still a common saying and many cultures still firmly believe it. Participation in sport masculinises females and is therefore viewed negatively (Fasting, 1987).\(^{10}\) The above sentence confirms the fact that masculine and feminine behaviors are culture bound. Most males are accepting of females not participating in sport. Birrel (as cited in Kiouvula, 1995),\(^1\) indicated that the participation of women in sport has always been seen as the presence of women in a man’s world. Hargreaves (1997),\(^2\) went on to indicate that women were excluded from convenient venues and they often had to travel long distances for them to be able to play and this was one of the factors causing females to be sidelined.

Despite many negative factors, females who continue to participate in sport are challenging the culture-bound beliefs and are going against deep-seated traditional beliefs. “If sports is a cultural space where gender relations are produced, preserved and publicly celebrated. Then women’s involvement in


sports can be seen as a form of resistance that disturb the apparently already existing logic of male supremacy” argued Birrel and Theberg (as cited in Kane 1998).  

The media

The media’s portrayal of female athletes plays a fundamental role in the preservation of stereotypes that are formulated by people in relation to female involvement in sport. The media’s portrayal of female sport participants is limited. There is an increasing awareness of young adult sport fiction books, although very few of them have a female sport protagonist as opposed to those with male protagonists which are still found six times more, argued Brandner (as cited in Kane, 1998).

Fiction portraying female protagonists would be more appealing and such books can encourage girls and make them realise that there are other options in their lives. This will enable teenage girls to counteract the limitations of gender stereotypes and to realise that they can follow their dreams, even in sport. Reading about strong, competent sportswomen could also encourage more black female adolescents to participate in sports.

SOCIO-ECONOMIC FACTORS INFLUENCING FEMALE SPORT PARTICIPATION

The nation is that social background and availability of opportunities influence the decision to be involved in sport or not (Higginson, 1984). This implies that the economic background of an athlete facilitates the choice to participate in sport because opportunities are readily available. Sport participants can thus afford to travel to where the facilities are situated and they can also afford to buy the necessary sporting equipment.

---


94 Ibid.

However, many factors that make it impossible for certain females to take part in sport. Cratty (as cited in Higginson, 1984),\(^{96}\) argued that even if facilities are available a child might not participate in sport if the parents are unconcerned regarding this facet of the child’s development. Most black parents in South Africa do not make conscious decisions not to be involved in sport but their lack of involvement and support can be attributed to a number of factors: financial difficulties; unemployment; if employed the hours they keep; and the fact that older siblings have to look after the younger siblings thus makes it impossible for them to participate in sports.

The Marginality Hypothesis states that the disadvantaged socio-economic position of black females in South Africa nurtures marginalisation. There is a class difference caused by the availability of disposable income, occupational mobility and perceived health benefits for the upper classes (Hargreaves, 1997).\(^{97}\) Occupational flexibility and greater mobility of middle class parents enable them to transport their children from one point to the other. Hargreaves (1997),\(^{98}\) further indicates that low levels of physical activity are common for the disadvantaged groups because their parents cannot afford to finance expenses, like buying the sports equipment. Due to the lack of facilities they also have to travel from their own areas to other areas that offer facilities and all these are expenses that the parents need to pay for.

Digest (1997)\(^{99}\) states that one and a half black girls compared to one-quarter of white girls said that they cannot consider taking part in competitive sports when their families could not finance their transportation needs.

---

\(^{96}\) Ibid.


\(^{98}\) Ibid.

According to Hargreaves (1997), lack of parental support has been indicated as one of the factors, which discourage female sport participation.

Digest (1997) indicated that the disadvantaged socio-economic position of black people leads to even further marginalisation, which is in turn responsible for fewer individuals participating in sport. For black females, chances of receiving quality physical education and athletic training at a young age are low, which hampers the development of foundations for subsequent motor development (The President’s Council as cited in Digest, 1997).

Graham and Phillip (1999) established that learners who do well academically tend to be relatively advantaged in terms of socio-economic status and getting better educational opportunities. Participation in youth sport is a further example of unequal opportunities because the majority of black females from economically disadvantaged homes will not be able to participate in certain sporting codes. Hargreaves (1997), strongly argued that sport development is only available to those who are not living in socio-economically depressed areas and because of that, most South African women link sport with notions of liberation and enrichment.

Digest (1997), indicated that some low-income group families also depend on the daughters to provide child care for younger siblings after school, to prepare family meals and to run the homes when the parents are at work. For these reasons it would be impossible for few girls to be involved in sport because it would be perceived as comfort and luxury. Digest (1997), also indicated that

---

most black girls live in unhealthy environments, unsafe areas making it difficult for them to walk from home to coaching sessions.

According to reports from the World Health Organisation (as cited in Van Deventer, 1998),\(^{104}\) a decline in the participation of sport is most alarming in poor areas, especially in the densely populated inner cities of large and rapidly growing metropolitint cities. Sporting facilities in South African rural areas are unattainable because most of those areas do not even have a proper infrastructure, in many areas young boys and girls make a plan by designing their own leisure activities with objects at hand; ball-like objects that they can use to play with. That is why soccer as a sporting code is popular because it can be played anywhere and facilitating the game is possible.

A gender analysis study conducted by the World Health Organisation (as cited in Van Deventer, 1998),\(^{105}\) showed that learners placed a higher priority on participation in school sport compared to club sport and leisure activities. The study also showed that girls regularly participate in non-active leisure activities like partying, dancing and listening to music. Boys regularly party, dance and listen to music but then also participate in school sport. Boys place more priority on participation in school sport. Out of the sample that was used in the research, 45% of boys and 35% of girls actually participated in school sport.

Socialisation enables young female adolescents who see their mothers being involved in sports to take an interest and they would also probably be motivated to participate in sport. This does not mean that gender consistently predicts behaviour but it is certainly one of the factors that influence the socialisation process and eventually the decision to participate in sports.


\(^{105}\) Ibid.
Greendorfer, Hasbrook and McMullin (cited in Higginson, 1984),\textsuperscript{106} argued that the sex-role stereotypes particularly from the father’s social background could also affect the type of sport that the learner eventually chooses. The above findings indicate that there are various issues that cause learners not to participate in sport and the socio-economic background may only be indirectly involved as an influence on sport participation (Higgins, 1984).\textsuperscript{107} Prospective female athletes lacking personal ambition to succeed in sport may not be influenced to participate to a great extent as a result of the above factors.

**Factors for Decline in Women Participation in Sports**

**Lack of access.** Girls have 1.3 million fewer opportunities to play high school sports than boys have. Lack of physical education in schools and limited opportunities to play sports in both high school and college mean girls have to look elsewhere for sports—which may not exist or may cost more money. Often there is an additional lack of access to adequate playing facilities near their homes that makes it more difficult for girls to engage in sports. Through sports, girls learn important life skills such as teamwork, leadership and confidence.

**Safety and transportation issues.** Sports require a place to participate – and for many girls, especially in dense urban environments, that means traveling to facilities through unsafe neighborhoods or lacking any means to get to a good facility miles away. And if there isn’t a safe option like carpooling with other families, the only option for a girl and her family may be to stay home. Girls active in sports during adolescence and young adulthood are 20% less likely to get breast cancer later in life.\textsuperscript{108}


\textsuperscript{107} Ibid.

**Social stigma.** Despite recent progress, discrimination based on the real or perceived sexual orientation and gender identity of female athletes persists. Girls in sports may experience bullying, social isolation, negative performance evaluations, or the loss of their starting position. During socially fragile adolescence, the fear of being tagged “Gay” is strong enough to push many girls out of the game. Sports are an asset to American families, fostering communication and trust between parents and children.\(^\text{109}\)

**Decreased quality of experience.** As girls grow up, the quality level of their sports experience may decline. The facilities are not as good as the boys’ venues and the playing times may not be optimal. The availability of quality, trained coaches may be lacking in their community or these coaches may be more focused on the boys’ programs that have more money for training. Equipment, and even uniforms aren’t funded for many girls’ programs at the same levels as boys so their ability to grow and enjoy the sport is diminished. In short, sports just is not “fun” any more. More than three-quarters of working women feel that sports participation helps enhance their self-image.\(^\text{110}\)

**Cost.** School sports budgets are being slashed every day, all across the country. Fewer opportunities within schools mean families must pay to play in private programs while also footing the bill for expensive coaches, equipment and out-of-pocket travel requirements. This additional expense is just not possible for many families. Girls’ involvement with sports is related to higher levels of family satisfaction, in both single-parent and dual-parent families.\(^\text{111}\)

**Lack of positive role models.** Today’s girls are bombarded with images of external beauty, not those of confident, strong female athletic role models. To some girls, fitting within the mold that they are constantly told to stay in is more


important than standing out. Peer pressure can be hard for girls at any age; when that pressure isn’t offset with strong encouragement to participate in sports and healthy physical activity, the results may lead girls to drop out altogether.

High school female athletes have more positive body images than non-athletes.\textsuperscript{112} Participation in sports can decline as girls become teenagers, decreasing opportunities for physical fitness and socialization. The Women’s Sports Foundation reports that if a girl does not participate in sports by the time she is 10, there is less than a 10 percent chance that she will be participating when she is 25. Overcoming barriers to sports participation can increase the number of teenage girls active in individual and team sports.

**Safety and Opportunity**

Safe places to play sports are non-existent in some communities. Sports fields might be absent or in poor repair, or fields or courts could be located in high crime areas. Teenage girls who live in areas with no safe access to sports venues might not be able to travel to other areas due to lack of funds or lack of public transportation. Girls who rely on bus transportation to school and have no after-hours transportation available might be unable to stay after school for practices and games, even if they are interested in participating. As children reach the teen years and sports become more competitive, some children don’t possess the skills necessary to join high school varsity sports teams, leaving them with no outlet for physical activity.

Girls are influenced by the opinions of friends, parents and teachers. If a teen’s parents don’t value physical activity, the attitude can be unwittingly passed on to the teen. Associating with a group of girls that doesn’t view sports positively might also discourage a girl from sports participation, particularly if a girl’s friends think sports participation is not feminine. Television, movies and books can influence a girl’s desire to play sports. The Women’s Sports

\textsuperscript{112} Miller, Sabo, Melnick, Farrell & Barnes (2000), Health Risks and Teen Athlete.
Foundation notes that young girls have at least two-thirds fewer same-sex literary role models for their participation in sports than young boys.

**Time and Energy**

Teen girls might feel that they don’t have the time or energy to participate in sports, even if they were involved in team or individual sports in the past. The demands of academic work, part-time jobs and a social life may take priority over sports. A study published in the March 2006 edition of “Medicine and Science in Sports and Exercise” found that teenage girls frequently reported lack of time and fatigue as primary reasons that they avoided sports participation.

**Overcoming Barriers**

Encouraging a positive attitude toward sports at any age can be helpful, although it is particularly beneficial in younger girls. Exposing girls to a wide range of individual and team sports, either as an organized activity or a family activity, can spur an interest in sports. Taking younger girls to watch high school or college female teams can be helpful. Community initiatives to repair sports fields and improve safety can play a key role in making sports attractive to girls. Promoting individual sports or activities if a girl is uninterested in team sports can help to ensure that she stays healthy and active throughout her life. Jogging, rollerblading, walking and other physical activities promote physical fitness in a more casual setting.

The under-representation of females in sport is an issue of national concern. As factors are highlighted, so it becomes, a matter of urgency for the government and non-government sport organisations to implement solutions.

It raises questions as to what females do with their leisure time, particularly after completing grade 12. Research has indicated that adolescents, who are idle, become involved in high risk behaviours, including substance
abuse as argued by Iso-Ahola and Crowley, found in (Buffer, 1996).\textsuperscript{115} Research studies have also suggested that participating in sport is related to girls delaying their first sexual experience. Sports participation lowers the rate of sexual activity and teenage pregnancy. The women sports foundation (Digest, 1997) has shown that involvement of girls in sport also reduces the dropout rate from schools. The promotion of female sport participation will help to create a context for women to live healthier and productive lives.

Participation in sport has been associated with positive steps that can lead to a better life. Girls who take part in sport experience a higher level of self-esteem. Sport helps to build confidence, a positive body image, and can be linked to lower levels of depression (Digest, 1997). Girls who participate in sport become physically healthy in terms of strength and weight management. Early involvement in sport can also minimise the likelihood of the development of a number of health related conditions, (Digest, 1997). A healthy body nurtures a healthy mind and school-based physical education and sports programmes are ideal to facilitate fitness and essential acquisition of lifetime skills. Therefore, it seems important to know and understand factors that for decline in sports participation in inter collegiate women’s competitions of Bangalore University”

1.2 STATEMENT OF THE PROBLEM

The under-representation of women in sport is an issue of concern. The present problem, which is to be undertaken for the exploratory study is: “Identification of Factors for Decline in Sports Participation at Inter Collegiate Women Competition of Bangalore University.”

1.3 OBJECTIVE OF THE STUDY

The purpose of the present study was to bring to light the existing physical educational facilities in various women’s degree colleges in Bangalore city area affiliated to the Bangalore University. The purpose of this research

evaluate the participation and achievements of Bangalore University women in Sports.

This study was justified on the following basis

1. This study will reveal the effectiveness of the organization in physical education and sports, to motivate the participation and better performance by women of the University in the field of sports.

2. This study may bring to light the measures taken by the organization of physical education and sports to improve the standard of women sports.

3. This study enables to suggest measures to improve the standard of women sports in the Bangalore university.

4. This study provides an opportunity to survey the existing physical education facilities in various colleges.

5. This study may give information regarding the facilities are available in colleges in order to emphasize the importance of a sports.

6. It would help to find out whether the facilities provided were adequate and to meet the student’s requirements.

7. This investigation may enlighten on the minimum requirements of facilities in colleges for an effective programme of physical education. This may from the basis for recommendations which may be implemented in the near future.

8. This study may point out how best student interest and improve utilization of leisure could be reduced through the provision of a sound programme of physical education.

9. It would give an idea of the present status of sports in the colleges and would serve as a basis for suggesting necessary steps to improve the standard of sports in the colleges.

10. To gain the initial knowledge about the status of women’s sports participation in intercollegiate competition in Bangalore, Karnataka.
11. To know the factors decline in sports participation and sporting activities
12. To explore the continuity and change involved in participation in sports focusing women sports.
13. To examine the need and available facilities/provisions as affirmative action for women.

1.4 DELIMITATION OF THE STUDY

The study shall be confined to the following:

1. The study was confined to the selected Degree Colleges affiliated to Bangalore University, Karnataka.
2. It covers 42 Degree Colleges for Women and 42 Degree Colleges for Co-Education as our sample permits.
3. Being a qualitative and exploratory study, it would not involve rigorous statistics.
4. Round about 420 sports women, 84 college principals and 84 physical education directors as respondents was approached through questionnaire as tool of data collection.

1.5 LIMITATION OF THE STUDY

The study does not include post graduate colleges for women and it covers only women of three years Bachelor of Arts Science and Commerce classes which were available on the day of collection of data in respective colleges. The result is based on the opinions of respondents collected by the questionnaire during the data collection.

1.6 HYPOTHESES

It was hypothesized that :

1. Sports facilities provided in women’s degree colleges of Bangalore city seems to be in adequate.
2. The administrative facilities provided for sports might be satisfactory in women’s Degree colleges.

3. In Women’s degree colleges of Bangalore University, the indoor facilities provided for sports might not be satisfactory.

4. Parents are not cooperate, not encouraging properly.

5. Principals and Physical Education Directors are not encouraging might not be providing facilities like play ground, standard of equipment, finance not arranging for coaches not giving proper attendance in women’s degree colleges.

6. In coeducational colleges both male and female are at the time of practicing physical director is not supervision properly. So the women are wasting their times.

7. Physical directors are not giving proper coaching, teaching and training in women’s colleges.

8. In women’s degree colleges of Bangalore University the facilities like ladies bathrooms, toilets, dressing rooms are might not be satisfactory.

1.7 SIGNIFICANCE OF THE STUDY

By focusing on the factors for decline in sports participation in intercollegiate competitions the study attached some significance as follows:

1. This study helps in identifying the existing facilities and how best to utilize the existing facilities in colleges.

2. To suggest and recommend measures to improve the participation of women in sports and games in colleges where women participation is low.

3. In co-educational colleges ways and means of making best use of available facilities.
4. This study may reveal the effectiveness of the organization in physical education and sports, to motivate the participation and better performance by women of the university in the field of sports.

5. This study may bring to light the measures taken by the organization of physical education and sports to improve the standard of women sports.

6. This study enables to suggest measures to improve the standard of women sports in the university level.

7. The study may analyse the success of schemes for encouraging participation of women in sports, seemingly the manifest goal of governments.

1.8 TERMS/CONCEPTS:

**Sports**: Sport or sports is all forms of competitive physical activity which through casual or organised participation, aim to use, maintain or improve physical fitness and provide entertainment to participants. Here this term refers to the sports in the college during the academic sessions.

**Women/Woman**: The term Woman is female sex category biologically opposite to male.

**College**: The term college refers to the institution of higher education meant for women or girls and popularly known as Colleges for Women and financed, run and controlled by the Department of Higher Education, Karnataka.

**Participation**: The act of taking part in sports activities in the college. Participation of women at inter-collegiate, interuniversity and state, serve- as a basis for suggesting necessary steps to improve the standard of sports in the colleges.

**Level of Participation**: Level of participation refers to the highest level of respondent in which participation taken place. Categorically it is College Level, Inter-College, University, Inter-University and National level.