CHAPTER II
REVIEW OF RELATED LITERATURE

2.1 Sociological points of views
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2.3 Physiological points of views
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CHAPTER II

REVIEW OF LITERATURE

It is obvious for the researcher to understand, her problem which she had selected, the various methods of studies applied to similar types of studies, and to get a guideline for handling her own problem of study that was related to the women and their participation in sports and games. The scholar had referred to materials available at the various libraries in India namely L.N.C.P.E. Gwalior, NSNIS Patiala, Alagappa University Karaikudi, Y.M.C.A. Madras, D.C.P.E. Amravati and Amravati University Amravati. The sole purpose was to collect the maximum information regarding similar type of studies conducted in the past from various books, journals, research quarterly, periodicals, thesis, research papers available in these libraries, because the literature and the research studies available in these libraries helped the scholar in handling the problem selected by her effectively and efficiently.

The researcher also had attended conferences and seminars conducted at various cities in India and collected the expert views on the women and sports concerning her problem of study.

The title of the study was “To locate the causes of poor participation of Indian women in games and sports” related with attitudes of various pockets of the society which either encourage or discourage the women’s participation in sports and games. Therefore the related literature for attitude and participation were collected from various sources and mentioned below.

The present study concerned the following main points of opinion on which the questions were framed and opinions of the women players who participated in games and sports
were obtained. Therefore while referring the studies which were conducted previously by the scholars and researchers were taken and collected in the following order and illustrated below.

a. Sociological point of views  
b. Physiological point of views  
c. Psychological point of views  
d. Economical point of views  
e. Others  

These references helped the scholar to understand each point in a better way and handle the present study on the correct lines. Literature related to the sociological point of view are given in the following paragraphs.

2.1 Sociological points of views:

Harres\(^1\) conducted a research on “Attitude of women towards women’s athletic competition”. A questionnaire and an attitude inventory were administered to a randomly stratified sample of 300 under-graduate students. The attitude inventory consisted of 38 statements which were divided into four categories: social, cultural, mental-emotional, physical and personality. Two hundred and eighty four questionnaire and attitude inventories (94.7 percent) were completed and were submitted to statistical analysis. Although the population was found to be favourable in attitude, the range of the scores indicated that considerable differences of opinion existed concerning the desirability of athletic competition for girls and women.

Bell et al. state that studies in Attitude have ranged from questionnaire type, in which subjects check likes and dislikes of certain features and activities in a programme to prepare attitude scales in which qualitative responses are checked in answer to statements indicating an attitude towards a part of a programme. In their study they cited Carr who using an attitude scale based on Thurstone Method, concluded from her study that the attitudes of entering high school, freshmen girls influenced their success in physical education and suggested that if undesirable attitudes are obstacles to learning they should be removed. Similarly, Baker has been cited who in a questionnaire survey study of 1,150 girls and women between the age of 15-25 concluded that attitudes concerning participation in physical education do not regulate participation so much as they reflect the influence of other courses.

In their study, they have also cited Moore, who in her study found college women to have highly favourable attitude towards physical activity as a means of recreation. However, the average amount of time spent in physical activity was low, with approximately 50 percent of the girls spending less than four hours per week. The main reason for not spending more time on physical activity were lack of time owing to study, lack of companions, and outside work.

In their study entitled “Attitude of women of University of Michigan toward physical education”, Bell et al. have cited Nelson who found differences in attitude between high school boys taking ROTC and those taking physical education. Those who took physical education had a more favourable attitude toward competition, games and athletics.

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We also find mention of Nemsen who studied the annoyances of high school boys towards physical education. He found that many of the annoyances could be removed but that most of them involved the personality or behaviour of other students or the instructor.

A periodic analysis of students’ attitudes and reactions toward various phases of a programme offers a valuable aid in evaluation.

McGee\(^1\), in the year 1956, conducted a study that summarizes attitudes toward intensive athletic competition for high school girls as expressed by administrators, teachers and parents. A 70-item attitude scale, constructed by a combination of the Thurstone and Likert methods, was submitted to the respondents. The study population composed of respondents from (1) some Iowa communities which sponsor intensive athletic competition for high school girls; (2) some Iowa communities which do not sponsor such competition; and (3) some Illinois communities where team competition for girls on the inter-school basis is not sanctioned. In general, administrators and teachers in all three groups were much less favourable to intensive competition than were parents and coaches.

Isenberger\(^2\), in the year (1959), determined the relationship between the self attitude of women physical education major students and those of women physical education teachers. Subjects used in the study were 277.

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women physical education major students from three institutions and 167 women physical education teachers. The “who am I?” test, a twenty statements test of self attitude (TST) was used as a measure of self attitude. The result of this study indicated that there was a significant difference between self attitude of students group within school and between schools. It was also indicated that the self attitude of the teachers differed significantly from those of students enrolled in a liberal arts college or a teachers’ college connected with a university, but were similar to those of students in a teacher education institution.

Barbara Drinkwater, in the year 1960, had conducted at Butler University research on attitude inventory to measure the attitude of high school girls toward physical education as career for women. Likert’s technique of scale construction was selected for use in the study. Statements covering aspects of the physical education profession as they apply to women were prepared, according to recommended criteria. Each statement was subjected to statistical analysis in order to eliminate those which were ambiguous or which had poor discriminatory power. Following the use of split-half method for determining reliability, the statements were made into two equivalent forms of the inventory which revealed that the constructed test was reliable.

Jack Keogh⁶, in the year 1962, analysed the general attitude towards physical education. The study was to determine if students differed in their attitude toward general benefits and values of physical education and if men and women differed in this respect. The response of 136 men and 130 women to the Wear Physical Education Attitude Inventory (Form A) were analyzed to determine if differences were related to items with common meaning. It was found that men and women were not different in their stated attitude toward physical education. Subjects endorsed the social, physical and emotional values of physical education, but they conflicted in their opinions regarding the relative value of physical education programme in school curriculum.

Barbara⁷, in the year 1963, studied the parental attitude towards the value of physical education in the total educational development of the daughter. She found that the parents considered the activities and the outcome of the total educational development of the daughter. Parents’ attitude toward physical education were not related to socio-economic status.

Keogh⁸, in the year 1963, undertook a study entitled “Extreme attitudes toward physical Education”, purpose of which was to analyze stated attitude responses and selected descriptive information in relation to two groups of men and women who demonstrated extreme attitudes toward physical education.

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From an original group of 266 subjects, 69 men and women were selected whose scores on the “Wear Physical Education Attitude Inventory” were extremes of high or low. Additional data were obtained through a group interview questionnaire. There were no male-female differences within the extreme groups. The low groups offered some minimum support for the outcomes of physical education, but they vigorously questioned the relative value of physical education as a school program. There was no evidence to indicate that negative attitudes were related to non-participation.

Skinner\(^9\), in the year 1963, studied comparison of the attitude of physical education teachers in the secondary schools of Iowa towards school public relations and their work. Scales were constructed by the ‘Likert Method’. Item discrimination was analyzed and the reliability was computed before sending them to 195 teachers with a 85 percent return. The reliability of Public Relations Attitude Inventory was 0.93 and that of the Work Attitude Inventory was 0.84. The scores on the PAR I ranged from 43 to 82 out of a possible 90; the mean was 66.14, and the standard deviation was 7.37. The score on the WAI ranged from 41 to 67 out of a possible 90. The mean was 54.23 and standard deviation was 6.34. The correlation between the two inventories was 0.48 and attitude towards public relations and work appeared favourable on the average.

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Herman\textsuperscript{10}, in the year 1964, conducted a study to determine the attitude of high school students towards physical education. The ‘Wear Attitude Inventory’ and the ‘Kappes Attitude Inventory’ were used. The students developed a higher esteem for physical education as they advanced from grade 10 to grade 12. The students felt that physical education made a contribution to their physical, mental, social, and emotional development.

Fisher\textsuperscript{11} (1965), had found the factors identified with positive and negative attitude towards physical education, in 1964. A sample of college freshmen women were surveyed with the ‘Wear Inventory’ and with questions concerning other factors which possibly influenced their attitude towards physical education. Attitude was significantly correlated with frequency of participation amount of dance experience, participation in athletic activities, self-rating of ability, measured skill in team sports, first semester grade in college, links for school, opinion about physical education at various grade levels, interest in team sports and learning new activities, higher grades in high school, expected benefits, health beliefs concerning benefits for health and fitness, and frequency of regular and severe dysmenorrhea.

Although many factors were related to attitude, no single factor or group of factors had appreciable predictive value.

\textsuperscript{10} Hines W. Herman, “A study to determine the attitude of high school students towards physical education”, \textit{Completed Research in Health, Physical Education and Recreation}, Vol 7 (1965), p.75.

\textsuperscript{11} Anita Fisher, “Factors identified with positive and negative attitude toward physical education”, \textit{Completed Research in Health Physical Education and Recreation}, Vol 7 (D.1965), p.90.
Moyer et al., in the year 1966, made a study on women’s attitudes toward physical education in the general education programme at Northern Illinois University, using a Modified Wear Attitude Inventory (2) that was made to determine the attitudes of freshmen and junior women toward the required physical education programme at Northern Illinois University and to evaluate the physical education offerings in terms of student needs. The findings indicated a preference for individual sports, a highly favourable attitude toward physical education on the part of both freshmen and juniors, and a need for re-valuation of methodology and interpretation of objectives in teaching the required programme.

Phillips in the year 1966, has conducted a survey of the physical activity background and present participation and the attitudes towards sports and recreational activities of resident graduate women students of Michigan State. An interview questionnaire concerning previous sports participation and attitude was administered to 84 graduate women students. Frequency and percentage tables were prepared for each item. Activity preferences were ranked and reason for and against participating were tabulated.


Selected variables were tested with Chi-square, but none was significant at the 0.10 level. The result indicated similar participation and attitude patterns despite widely varying family and school background.

Vincent\textsuperscript{14}, in the year 1967, administered the Wear Attitude Inventory to 188 college women in variety of physical education activities. The final grade received for the activity course was used as the success factor. Attitudes were analyzed both as to values and as to activity groups and correlations were computed between attitude and success. Attitudes toward physical education were generally favourable, with the contributions of physical education to the physiological, physical values being higher than other values examined. There was a significant relationship between attitude and success at 0.05 level. The higher significance accrued to those students having more favourable attitudes.

Bhullar\textsuperscript{15}, in the year 1982, undertook a study entitled, “A comparative study of attitudes towards physical activity of university male and female students”. The purpose of this evaluation was to discover the structure of attitude towards physical activity of male and female students living in the same environment. Subjects for this study included both male and female students. The 200 (100 male and 100 female) subjects who participated were drawn randomly from various teaching departments of the Punjab University Campus, Chandigarh.


Their age ranged from 16 to 23 years. To measure attitudes, Physical Activity Attitude Scale constructed and standardized by the author was used which consisted of 70 items. Scoring was done on the basis of 'Scale Product Technique' by giving weight for each response category in the Likert fashion and then multiplying the same with scale value of the statement. The study led to the following conclusions:

1. Both male and female groups showed strength of attitude towards physical activity as a social experience.
2. Males and females were almost similar in their attitudes towards physical activity in the different subdomains.
3. The only significant difference in attitude of males and females towards physical activity was in the subdomain, physical as a pursuit of vertigo.
4. Both males and females ranked physical activity as aesthetic experience as number seven.

Walton**, in the year 1985, studied “A comparison of attitudes toward women’s participation in sports among females and males, Mexican-Americans and Anglo-Americans, and college students and members of the general public”. The purpose of this study was to assess and compare the attitudes of a selected population toward the participation of women in sports, as well as attitudes toward the salience of sport to society and women’s role in society. These attitudes were compared across ethnicity, gender, and educational status.

Six hundred forty-one respondents stratified across the independent variables responded to Lekart-type scale developed for the study. The results of a 2 x 2 x 2 multivariate analysis of variance demonstrated that there was no significant interactions among the variables, but that there were significant main effects. A series of univariate analyses of variance indicated that Mexican-Americans and college students were significantly more positive in their expressed attitudes toward the salience of sports to society than were Anglo-Americans and members of general public; however, there was no difference between the attitudes of females and males. Women, Anglo-Americans, and college students expressed significantly more liberal attitudes towards women’s, role in society than did men. Mexican-Americans, and members of the general public supportive attitudes were expressed toward women’s participation in sport, although females and college students exhibited significantly more supportiveness towards this role for women than did males and members of the general public. No difference was detected between the attitudes of Mexican-American and Anglo-Americans toward women in sport, however, further analyses of the data revealed some serious limitations to the apparently supportive attitudes toward women in sport, and in society. Gender and educational status were salient determinants of attitudes toward women in sports and society, but less important in explaining attitudes toward sport. Ethnicity appeared to be of little practical significance as a determinant of any of the three measured attitudes. Philomina Joseph\(^1\) states that most of the outstanding performers of India are women. The reasons are many. However, there are many constraints and taboos preventing girls and women from participating actively in sports programmes. There are many sociological constraints also.

Very few women select physical education as a major profession. Many of the women's colleges even now appoint male teachers to look after physical education programmes. Every co-education institution should have at least one leady teacher in physical education. More ladies should come forward to take up coaching assignments also.

India can achieve medals in the international arena if we could trace the talents among girls at the proper age and give them systematic training.

V.K. Saraswathy* in ‘Women and Sports’ - In the past centuries women were not given proper encouragement and opportunities and they could not show their might and greatness. People very proudly speak about the Amazonian. They provided their might because they were given proper training.

The following are the remedies she suggested:

1. Starting of the proper training in the opt period.
2. Selection of deserving players.
3. Utilisation of funds in the proper way for women participants.
4. Curbing of unnecessary political interference.
5. The healthy support of the society.
6. Proper facilities to be provided.

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She says “with faith we have to fight for the recognition. It is said when a man is educated only an individual is educated; when a woman is educated a family is educated. Similarly when a man is trained only an individual is trained, but a trained mother can bring up healthy disciplined children. Thus a healthy, disciplined society and nation.

M.K. Singh studied the “Attitudes of participating and non-participating women towards women’s participation in games and sports”.

Researcher found that (Ho₁) there is no difference in the attitudes towards women’s participation in games and sports between participating and non-participating women. (Ho₂) - There is no relationship between parental attitudes and teachers’ attitudes regarding girl’s participation in games and sports on the one hand and actual participation of girls on the other. An important factor that determines participation or non-participation of young women in sports and games may be their social background.

A profile of socio-cultural orientation of participating women and its comparison with that of the girl’s/women who do not participate in games and sports should help us in identifying the prospects and limits of socio-cultural factors affecting women’s participation in games and sports.

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20 Ibid., p. 154
Patricia Del Rey undertook “A study of Apologetic and women in sports”. She had selected for her study 102 female varsity team members from three senior college branches of City University of New York. The varsity teams were tennis, swimming, basketball and softball. 55-items-attitude towards women scale developed by Spence and Helmreich was the instrument employed. It is a scale, each with four response alternatives (agree strongly to disagree strongly) including the vocational, educational, intellectual roles of women. It includes areas of freedom and independence, dating, courtship, etiquette behaviour, marital relationship and obligations. Normative data are available on approximately 1600 college students.

It was found by two analysis variance that calculated the result for the first ANOVA indicated that the main effect of the first factor (sports conforming to the stereotypic female role) did not reach critical level of probability. However, there was a tendency for women participating in sports which do not conform to the stereotypic view of the female role (Basketball, Softball) to espouse more of a traditional view of the women’s role than swimmers/tennis players. This shows that female athlete the social ——— and she expresses a strong commitment to sports participation.

Dr. G. Pankajam had studied “social constraints on women participating in sports and games.” He had undertaken this study in the State of Gujarat. He prepared a questionnaire with the belief that social constraints of women contained the following:


1. Cultural attitude,
2. Illiteracy among women,
3. Inferiority complex,
4. Sex stereotyping,
5. Nonavailability of women coach,
6. Fear of losing their physical appearance,
7. Importance to academic work.

After collecting the data he found that physiological knowledge will reduce the fear of participation. Society encouragement will improve the participation. Equal importance for women's activity in curriculum should be given for improvement of performance; a special motivation should be given in the form of scholarship for financial help that will motivate the women to participate. By participating, marriage, sex bias treatment and misunderstanding among the people will be reduced and participation of women will improve.

Holden Laura Lee undertook a study entitled “An investigation of attitudes of high school students toward women’s participation in sports”.

In early spring, 1984, approximately 900 Los Angeles high school students were surveyed regarding their attitudes toward women’s participation in sports. In contradiction to previous studies, this group agreed that sports were an acceptable human activity and could not be labelled as masculine or feminine.

The students were divided into ethnic, sex, and age groups, and comparisons were made in between sports. Black were in the middle and Hispanics were the list accepting. The biggest difference occurred in white males between the ages of 15 and 18. White females started at the highest level and had only slight differences. Hispanics were reflective of the male dominated culture and supported a strong sex-role stereotype. Black males have viewed sports as an activity for male and were hesitant about allowing females the same access to sports.

Sohi and Ikhioya\textsuperscript{24} conducted a study in their university "on socio-cultural deterrents to Ibadan University female students' participation in sports". From amongst 1396 under-graduate students of Ibadan University, who were residents in the students' halls' a sample of 342(25\%) were randomly selected who had not participated in competitive sports. The questionnaire was used as instrument which was found to be reliable. The questionnaire was divided into three main heads:

(i) Parental influence on participation of female students.
(ii) Peers' influence on participation of female students.
(iii) Influence of the religion on participation of female students.
(iv) Influence of some values on their sports participation.
(v) Influence of expected sex-role orientation on their participation.

After statistical analysis and discussion, they concluded that the socio-cultural beliefs, values and attitudes had been perceived by the female students as deterrent to their participation in

sports. This situation is in correspondence with the little participation of female students in sports programmes organized by the university.

A number of studies on sociological status and sociology of women were conducted by scholars and research workers and these studies are reflected here for better understanding of the present problem which the researcher aimed to tackle, because sociological views affect the participation of women in games and sports. Most of the women athletes want that they should be coached by women coaches. Hence a question is always there, “who will coach women athletes?”.

Professor George stated “Administrators may have been gender blind to the large pool of skilled women in the job market”. This he has stated in a study which he conducted in 1985, “Women’s coaching opportunities dwindling”, in the N.C.A.A. News Vol. (14 Oct.:3). Perhaps one of the more distressing scenarios based upon declining number of women in the coaching rank is the absence of female role models. According to Prof. George, “it is important to have women coaching women because women need to have other women as role models. Girls and women should have experiences in not just being the followers of male leaders. They need to be inspired by female leaders as well”. Just as male coaches have served as role models for young boys and men, female athletes need to identify with women coaches as positive role models.

Aristotle believed, “women had filled by nature for subjection to male of the species because they had no ability to self direction”. Hundreds of years passed but still this statement is very much relevant in our Indian society, where every step of women is checked, marked and guided by men.


2.2 **Physiological Points of Views:**

After referring the sociological point of views of the various researcher, scholars and books regarding the effect on the participation of women in games and sports. The researcher thought that there might be some effect of physiological point of views as women are very much causalious about their beauty, figure and other physiological factors that are affected by the hard nature of the games and sports. For achieving excellence in games and sports, long practices of hours together require, that put on the negative effect on the women. Therefore the literature were referred from the various libraries and these reviews are illustrated in the following paragraphs.

Wessel and Nelson\(^{27}\) (1964): investigated the relationship between strength and attitudes towards physical education activity among college women. The purpose of this study was twofold; to investigate "a) the relationship between strength and altitude towards physical education among 200 college woman and their strength in relation to two groups of women whose stated responses towards physical activity were extremes of high or low. Women enrolled in physical education classes of Michigan State University expressed a very favourable attitude towards physical education as an activity cause as measured by the Wear's inventory. The validity and reliability finding of the study approximate findings of previously reported studies. Significant correlation were found between strength (handgrip, back lift, pull, push, measures) with score on Wear's inventory, self rating scale, and the three questions in validity study; although the relationship were low. Back strength showed the highest relationship with all attitude measures number of years if participation in high school physical education was not related to the strength measures, Wear's inventory, or self rating.

However, years of high school physical education was found to be significantly related to the result of three questions (high personal, judgement of the time of physical education activity and activity participation as part of personal recreation). Grip strength was found to be directly related to the group of subjects who were consistently positive in their responses to the questionnaire items. Based on descriptive information, the high group could be characterised as being physically active, participating more in intramural programme, enjoying corecreational sports activity as part of their personal recreational programme.

Holden (1985) undertook an investigation of altitudes of high school student’s towards women’s participation in sports. In early spring, 1985, approximately 900 Los Angeles high school students were surveyed regarding their attitudes toward women’s participation in sports. In contradiction to previous studies, this group agreed that sports were an acceptable human activity and could not be labeled as masculine or feminine.

The student were divided into ethnic, sex, and age groups, and comparisons were made between the groups. In general, whites were the most accepting of women in sports, blacks were in the middle, and Hispanics were the least accepting. The biggest difference occurred in white males between the ages of 15 and 18. White females started at the highest level and had only slight differences. Hispanics were reflective of the male dominated culture and supported a strong sex-role stereotype. Black males have viewed sports as an escape from the ghetto and were hesitant about allowing females the same access to sport.

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Shelton¹⁹ (1986) investigated social and physiological factors that influence women's participation in recreational physical activity. Using a participation questionnaire designed for the study, data were collected from 202 women randomly selected from a Houston Suburb. Ten variables were theoretically placed into three cluster variables, and three hypotheses were tested with multiple regression analyses. Hypothesis one was participation in physical activity is a function of the competing commitments of work, education, home and child care, plus the physiological variables of health status, age and body mass and social support variables including modeling and encouragement for participation, intrinsic, and extrinsic rewards and satisfactions, and beliefs about the compatibility of activity with one’s sex role. Hypothesis two eliminated the social support variables and hypothesis three eliminated both the social support variables and the physiological variables. Four variables significantly contributed ($P = 0.008$) to the first hypothesis. These variables were intrinsic satisfactions, body mass index and extrinsic satisfactions, body mass index and extrinsic satisfactions, all with negative effects and modeling with positive effects. Hypothesis two was significant ($P < 0.01$) with body mass index and health status as predictive variables. Hypothesis three was not statistically significant. A step down regression identified three significant variables, intrinsic satisfaction, body mass index, and home and child care obligations, all with negative effects. The regression analysis indicated that each of the clusters needed to be represented, but within each cluster only one variable was important. An additional regression analysis was performed in an attempt to identify the contribution of demographic variables of ethnicity, income, marital status, number of children in the home, and education level to the equation. The test in the five model equation was significant ($F = 2.574; df = 5.191 P 0.03$). The variables number of children in the home and ethnicity significantly contributed to the $R^2$.

The major conclusion was that women’s participation in physical activity was a function of compelling commitments, physiological factors, and social factors, specific variables related to participation included intrinsic satisfactions, body mass index and home and child care obligations.

M.K. Singh “Low level of sports performance of Indian women due to constraints faced for participation in games and sports”. The purpose of this study was to examine the constraints which affect the sports performance of Indian women. To prepare a suggestible model for improving the low level of sports performance.

The criteria for choosing sample was on cluster basis, the tool used for collection of data were multi-dimensional questionnaires. Appropriate statistical devices were applied to analyse the formulated hypothesis.

The result shows that the biggest constraint which affects the performance is the traditional way of living. Indian women are still ignorant of advantages of sports participation and have many misconceptions and false understanding about sports participation.

M.Kolandaiswamy “women and sports” for ages man has been the superior being in the matter of control and directories of his powers out of the temperamental differences between the sexes came a difference in role with different codes of conduct assigned to each sex. Domestic services and attendance upon children was given to this female and the rest of humen achievements, interests, ambitions were set apart for the male.

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31 M.Kolandaiswamy “women of sports” on ‘University sports challenges and Tasks ‘Abstracts’, Association of Indian universities sponsored. Faculty of physical education Alagappa University, Karaikudi. (8-9 June 1995), P.31
Charge have come. Indian modern women realising that it is the man has made her inferior and begin to think that the status of the women are very for off and nourished in illiteracy entangled in the folds purdah.

The participation of women in sports more depends on factors like social attitude of women, depict not only the cultural moral and Educational advancements and status of women role development in this process of national building.

The taboos and inhibition of the male dominated society to continued to heant the soil children making them unable to express their personalities and instincts sports for women affects a tiny percent age of population. Hence women shoule oppose orthodoxy and violale traditional sentiments religion moral based society which is contrary to women needs and ambitions.

Usha Sujith Nair32 “women and sports”, sociological and physiological Aspects’. Women are perceived by society as weaker sex or second sex. This is often based on the biological differences which are interpreted as limitations to womens physical activity. There is a popular view among the people that women are physiologically, anatomically, biologically and psychologically inferior to men, thus incapable of participation in sports and physical activity. Anunderstanding into the physiological aspect of women and sports cannot be underrated. At all stages and times in the menstrual cycle women can participate in sports. Benefits of exercises to sportswomen in the process of childbearing has been documented osteoporosis has been considered as one of the healthe problems among the osteoporosis. It would be better for women to have a clear understanding of the sociological and physiological aspects of sports, before they get involved in these activities.

Linder33, “Factors affecting women’s participation in Recreational physical activity”.

This study investigated social and physiological factors that influence women’s participation in recreational physical activity. Using participation questionnaire designed for the study data were collected from 202 women randomly selected for Houston Suburb. Ten variables were theoretically placed into three cluster variables and three hypotheses were tested with multiple regressions analysis. One was participation in physical activity as a function of the competing commitment of work, education, home and child-care plus the physiological variable of health status, age and body mass, for participation intrinsic rewards and satisfaction and beliefs about the compatibility of activity with one sex role, Hypothesis two eliminated the social support variables and hypothesis three eliminated both the social support variable and physiological variables.

The major conclusion was that women’s participation in physical activity is function of competing commitments, physiological factors and social factors, specific variable related to participation include intrinsic satisfaction, body mass index and home and child care obligations.

Richard W. Bowers, Edward L. Fox, A study was conducted during the Tokyo Olympics on effect on training and competition during menstruation. During this Olympic games 69 percent of the Olympic sports women surveyed always competed during menstruation however any 34 trained during menstruation out of the 31 percent who sometimes competed during menstruation, all competed in major meets, special these involving team competition. A similar trend was found for a group of young swimmer out of 27 girls only 7 trained during menstruation, whereas all competed if an event coincided with their menstruation.

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From a medical standpoint there is some disagreement regarding sports participation that participation (Training and competition) should not be all allowed in those sports in which there is a greater incidence of menstrual disorders. As mentioned above, these are sports such as long-distance running, skiing, gymnastics, tennis and rowing. It should be mentioned here that nearly all physician advise against swimming while menstruating. Because it has been determined that during menstruation there is no bacterial contamination of the water in the pool and no sign of any enhanced bacterial infections of the reproductive organs of the swimmers. In addition the use of the intravaginal tampon has made it both convenient and comfortable for most swimmers during menstruation.

From the study it is reasonable to suggest that women should be allowed to train and compete in any sports during menstruation provided they know, through experience that no unpleasant symptoms will occur and that their performance will not be greatly affected.

In addition, it is equally reasonable to suggest that no athlete should be forced or ordered to train or compete during menstruation if, by doing so, she feels uncomfortable and performs poorly during this time.

The above study suggest that there is no adverse effect on training and performance during the menstruation period.

Maja Schada et. al. conducted a study on the over weight. The study was spot reducing in over-weight college women its influence on fat. Distribution as determined by photography and the concluded their study with the following statement.


Even though weight reduction attributed to exercise is minima when caloric intake is essentially balanced with energy output, systematic physical training does affect fat distribution, reduceship and thiph measures and improves postural alignment. This shows that participation in games and sports improves the posture of women and therefore they participate in the events.

B. L. Parashar quoted the statement made by four gold winner Jesse Owens, the 1936 Berlin Olympic hero, that rigid demands of strict training schedule, the tension, wear and tear of competition did not necessarily have any adverse effect on the natural beauty and feminine charm of women.

P. B. Johnson et al. express their opinion regarding musculinizing effect of exercise and competitive sports on girls and women. We are inclined to believe that the extent to which a girl may be truly musculinized is controlled by her endocrine glands and not by participation in sports. Actual accentuation of muscle development of arms, legs and shoulder gridle is extremely unlikely even where prolonged training and sports participation are involved. Inspect of all these evidences the expert opinion the Indian people had different views as far as women's participation in sports is concerned.

Hay Eduordo there is no barrier to healthy women engaging in sports even in competitive sports, on any day of the month, and menstruation does not constitute an impediment nor alter their efficiency and performance. Hormonal influence and menstrual cycle cause definite

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changes not from the physiological but also from the psychological point of view. Menstruation, pregnancy and child-birth are the biological functions which a woman has to perform. There appears an unanimity of opinions of experts and research findings about the effect of exercise and competitive sports on these vital function of women, while talking about menstruation and sports.

Celeste Ulrich⁴⁹, states, probably one of the most discussed sex differences is the menstrual cycle of the female. Medical opinion suggests that the female should refrain from strenuous activity involving intense competition during the first two days of her menstrual period. Mild exercise on the other hand, may be very beneficial in ameliorating congestion which is often the cause of menstrual discomfort”.

A. H. Charle⁴⁰, quoted the studies of Kral and Markalaus, who had conducted the survey in pregus during Track and Field World Championship for women, 1930 and found that 29 percent of competitors claimed their best performance was attained during menstruation, 63 percent noticed no difference, while 8 percent were below their best.

Another interesting study has been quoted by Charles⁴¹ on menstruation and sports published by Ore Ingman of Helsinki in 1952, he writes, “she chose top-class athletes only, so that all the women of excellent physique and good health, and were subjected to maximum physical stress in a number of different sports. Of 107 women, a were swimmers, 13 Gymnasts, 28 Basket Ball players, 14 Skiers, and 43 Track athletes. The average age was 23.9 years and on set of puberty. 14.6 years (nearly a younger than the finish average). The women had taken up —


⁴¹Ibid.
serious changes in their menstrual cycle, since adopting an athletic career. 14 noticed a diminution or disappearance of dysmenorrhea and 18 reported disturbance of menstruation during training or competition, which stresses the influence of mental anxiety. Irregularity, manorrhoea and dysmenorrhoea were the commonest symptoms. 104 out of the 107 had participated in sports events during menstruation, 77 without ill effects. No permanent changes were reported by those in whom competition produced a disturbance of a cycle; swimming and the pentathlon affected menstruation in about one third of the participants. Ingman attributes this to temperature change and prolonged repeated exertion. In Olympic games at Melbourne, Six Gold Metals were won by women who were menstruating.

Egill Snorroson\textsuperscript{42} also stand the same opinion about menstruation in and sports as is mentioned above. He states, Even though the nervous system of the female may be “Labile” during the menstruation period, It is now universally accepted that it is neither necessary nor desirable to suspend or modify the routine physical activities of daily living during menstruation. In fact exercise is claimed to have therapeutic value in dysmenorrhoea. This study proved that it is universally accepted that there is need of suspending routine physical activities during menstruation. The American Medical Association\textsuperscript{41} has pointed out that sound sports programme can contribute a great deal to a women’s total fitness. Participation in Sports activities can make her more aware of health factors, and promote in her a sense of satisfaction and achievement. The motivation provided by participation in sports reinforce self discipline in carrying out good health practices, and can lead to a more dynamic womanhood.


Tuttle had a study regarding Exercise and the Heart. He said there was unconception about the effects of sports on women have persisted not only with regard to women health in general, but also with respect to the function of the women's heart and its ability to withstand the strain of the strenuous activity. A study showed that the normal heart rate of women athletes was slower than that of non-athletic women, and that they had a higher degree of physical efficiency. In three minutes step test, skubic, and Hodgkms found that trained women swimmers performed the second and third minutes of the test with slower heart rates, and that they had a slower heart rate during recovery than women who were not conditioned.

There are number of studies conducted by scholars on menstruation and participation in games and sports and effect on menstruation cycle and efficiency.

Erdedyle in a study that involved 729 Hangerian women athletes found that during participation in athletics 85.10% of the women noticed no change in menstruate cycle, 5.60% noticed favourable changes and 9.30% noticed unfavourable changes in the menstrual cycle. (Way of comparison consider the fact that approximately 10.00% of non athletes experience unfavourable changes during the normal course of their daily lives. Thus before blaming sports activities as the cause of unfavourable changes in the menstrual cycle, one should consider other factors as well). Erdelye found that the highest percentage of menstrual disorders occurred among young athletes between 15 and 17 years of age. 18.00%, while only 7.40% of the adult group (18 years and older, experienced unfavourable changes during the menstrual cycle. Erdelye included that women may safely continue to participate in sports activities during their menstrual periods, provided that there are no unfavourable change in their cycle and provided that their performances don't suffer.

Dr. Mrs. M.K. Singh had conducted a study on Indian women’s participation in games and sports which was limited to Rajasthan’s Women. She selected 250 women participants and an equal number of non-participant. The criteria for choosing subjects from each college depended on the number of players, one institution had. The non-participating were selected on equal number on matching basis. A questionnaire was administered and she concluded that the participation of women in sports and games depend upon family background; community setting; socio-economic status; body morphology; feminity characteristics physiological changes and because of above reasons women participation in sports is not that much encouraging.

2.3 Psychological points of views :-

The Researcher had also collected some reviews regarding psychological point of views of the women players for participation in sports and games. Because psychology plays very important role for motivation of women in sports participation. Other psychological factors also affect the women participation. The Researcher made an effort to collect such reviews and they are mentioned here in the following paragraphs.

Snyder and Spreitzer, one pertinent study involved a sample of athletes who were participating in the 1972 women’s National Inter-Collegiate Championship for Gymastics, basketball, track and field and swimming and diving. The findings indicate that the athletes demonstrated higher scores on the three dimensions of psychological well being than the nonathletes.

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These data tend to refute the assumptions that athletic participation has a negative impact on females. These research studies offer little evidence of psychological stress on the part of college age female athletes.

Ogleesby\textsuperscript{8}, the finding of the study raise serious doubt about the stereotypes regarding women athletes. Comparisons of women athletes and nonathletes on measures of psychological well being and body image show more positive self attitudes of athletes. Thus even though women athletes have frequently received negative sanctions, their participation in sports has apparently been psychologically satisfying and rewarding. Perhaps the social costs of athletic participation by women today are not as great as previously and contemporary changes in broadening of sex roles are reflected in the positive findings regarding the women athletes.

Daniel M. Landers\textsuperscript{9}, in 1967-68 undertook the study of psychological feminity and the prospective female physical educators. Only physical education and education majors from two child families were retained. Socio-economic status scores as well as ratings of past sports participation were obtained from the 43 physical education and 84 education majors scores were derived by combining the occupation of each parent and their amount of formal education.

An analysis between physical education and education majors on socio-economic status, however showed that the physical education majors were still significantly lower socio-economic status than the education majors so as to control for this initial difference between groups. The analysis of past-sports participation showed that, as expected the physical education majors had significantly greater sports participation than the education majors.


This shows that the physical education major are participating in the sports irrespective of their socio-economic status.

E.K. Chinnappa Reddy had studied psycho-sociological contraints on women participation in sports and games and concluded that - Physical activity is biological and daily necessity for children, youth and men-women. If women have to be physically fit mentally alert and socially sound then there is no other go than to participate in games and sports and that psycho-sociological constraints of women are:

1. Traditions and customs
2. Social Barriers
3. Inhibitions
4. Male domination

Women sports is expanding rapidly, but we must realise that the situation is not entirely satisfactory.

In local communities it is clear that women do not enjoy equal opportunities to fully engage in sports.

The most effective way of encouraging girls to stay in sports is through encouraging its far aspects rather than fitness and competition the massage is often slow to sink in.

Through sports women grow stronger the maturation is better balanced their appearance become more attractive the state of health of the young mothers and their children became superior. The physically active women no longer look old at the age of 30. Sports and games and athletics for women are significant elements of what is best in contemporary culture.

Cox\textsuperscript{51} had studied the masculinity and femininity and its effect on participation he 
states that “individual may possess factors associated with either or both of these dimensions of 
masculinity and femininity”. He developed principles for principles for personel attributes 
questionnaire on the following guiding principles.

1. Muscule attributes are those characteristics considered to be socially desirable to 
both sexes, but found in greater abundance in males.
2. Feminine attributes are those characteristics considered to be socially desirable to 
both sexes, but found in greater abundance in females.

The psychological set up of women play very important role as social set up of the 
environment in which the women brought up helps in preparation for competitions by which they 
are motivated to participated.

A study on anxiety as influenced by feminine and masculine characteristics was 
conducted by Owie\textsuperscript{52} (1981) (B.S.R.I) Bem sex Role Inventory was administered to 43 female 
and 34 male under graduate students in order to identify the subjects as possessing feminine or 
musculine orientations. A comparable number of subjects not identified in the study as either 
musculine or feminine as determined by the BSRI were given the sports competition Anxiety Test 
(SCAT). The result of the study indicated that males with musculine characteristics as a group are 
less susceptible to sport competition anxiety than females who are characterized by femininity. — 
This study would seem to suggest that women athletes who regard themselves as feminine as 
opposed to androgynous are more likely to experience anxiety before and during competition. —

\textsuperscript{51} Cox, Richard H., Sport Psychology: Concepts and Applications. Dubugue, Iowa: 

\textsuperscript{52} Owie, Ikponmwosa. Influence of sex-role standards in sport competition Anxiety. 
Based upon these findings, the coach should work on reducing anxiety in athletes individually as well as the team on a collective basis.

Harris, D. V. (1973) studied involvement in sports: A somatopsychic Rationale for Physical Activity, and stated in reference to appropriate role behaviours and their influence in sport competition, that the accepted pattern has been that sport involvement is male territory, that competitive athletics and participation in vigorous sport are prerogatives only of the male. All too often it has been difficult for the skilled, athletic female to stay “feminine” and still gratify her need for high level participation. If she desires to be successful in athletic competition, she must become more aggressive, dominant, achievement oriented, she must demonstrate though mindedness and endurance and be less afraid to take risks. These are the characteristics that are most often used to describe masculinity in American Society. These trades are not the traditional once revered in the female.

Anthrop and Allison’s (1983), “Role Conflict and the highschool female Athlete”. 133 female high school versity athletes completed a thirty-three item questionnaire designed to determine perceived and experienced role conflicts of female athletes based upon their socio-economic background, and instances of encouragement of discouragement from significant others during their athletic careers. The finding of this study are particularly interesting and quite relevant for coaches: 32 percent of the female athletes said that they perceived little or no problem with role conflict.
conflict and 50 percent had experienced little or no role conflict. Seventeen percent said perceived role conflict was a great a or very great. The athletes indicated that they actually perceived greater role conflict than they experienced. However, female athletes who chose to participate simultaneously in both socially approved sports (swimming, gymnastics, etc.) and nonsocially approved sports (basketball, track and field, etc.) experienced more role conflict than athletes electing to compete in only one sport. Whether socially approved or disapproved. Although role conflict can manifest itself in many forms and from many sources the results of this study would suggest that coaches may well expect the possibility that female athletes who elect to compete in more than one sport may experience role conflict (perceived or expected) more so than athletes who choose to participate in one sport only.

Kolker and Windom (1980) conducted research investigating self-esteem, psychological, masculinity and femininity, and attitudes that female athletes have toward women. The study was done to examine the validity of various stereotypes. Their finding signaled a departure from similar studies and results seventy-one women college athletes who participated in crew, basketball, squash and swimming were compared with a random group of 185 women from the same college. According to the results, female athletes were significantly less feminine than their college peers, but not more masculine. Highly committed athletes, according to the study, were both masculine and more feminine, as well as more profeminist.

Balaz (1955) who noted that psychological research directed to the study of high achievement on the part of women athletes is extremely limited. An examination of sports psychology


literature contained in psychological Abstracts and Dissertation Abstracts International from 1980 to June 1985 oriented toward the general area of psychology and female athletes revealed that many of the studies appeared to be similar interest and orientation, which could suggest a high instance of replication. It would appear that significant research investigation and advancement in the research area of the psychological preparation of women athletes have not yet been as fruitful as expected.

From a sociological basis, it has long been recognized that in general terms our culture takes more interest in supporting the activities of male than female athletes. This would help to explain the dis-proportionately high number of sport psychology research studies focusing on male athletes as opposed to female athletes.

Berkey 57 (1972) in one of the articles focusing on sports psychology and women, titled “psychology of women who compete,” did not appear to endorse the endrogynous position of some coaches and athletes. She provided the following response when asked why it is important for a coach to be aware of the personality difference of the competitor and if it will affect her play, especially during the important contest “Yes, I believe it will. It is also important to realize women are different than men as people and will be different than men as athletes. They will not test the same, I believe due to the nature of our culture. So I do not think it is possible to pick up one of the latest books on psychology of coaching and really know how to apply the material to female athletes.”

Neal 58 (1975) in her Book, “Coaching Methods for Women”, she states parental


control and influence regarding sports participation specially from the perspective of the mother, which is further compounded by the vast (and still growing) number of single parents, will continue to have considerable impact upon the type and level of sports involvement. While signs exist that seem to indicate traditional gender roles relative to sports involvement are in process of diversifying, the traditional values, norms, expectations, methods, and avenues - while not as firmly entrenched as they once were - will apparently be slow to change as they impact upon female athletic participation and development. The sociological parameters as they currently exist most definitely have an impact and influence upon the psychological preparation of athletes women. Her sound summation regarding the sociological and psychological considerations of the female in sports “We still don’t know everything there is to know about women and competition .... the area of sociological and psychological is a unexplored one, in which we definitely need more research”. The psychological preparation of women athletes continues to remain valid and important concern today. Traditional academic psychology has investigated the area of psychology of sports performance as it relates to women. However, the arrival of feminist psychology may promote intensive investigation in this area. The potential impact that feminist psychology could have upon sports socio-psychology is considerable.

Lowe and Hubbard⁹⁰ (1983) state; In reality, western industrial societies are highly structured and stratified, with a few people-mostly upper-middle and upper class white men holding power and privilege at the top, and the large majority of people hierarchically arranged below them. . . For the people near the top, the attractions of a belief in meritocracy should be obvious. It is in their interests not only to believe in it, but to convince those lower down of its validity... Once the meritocracy model is accepted, it is easy to believe that particular group does badly —

because its members are less able or have less of what it takes for success than those higher up. Discussions and analysis of social hierarchy become limited to examining differences in the relative abilities of individuals or groups and to searching for the biological origins of these differences. Those who do research on sex, race, or class differences or who popularize research in the media usually are not advocates of major social change. Not surprisingly then, theories that root sex, race, or class differences in biology receive a great deal of publicity. To someone who really believes that this unequal social system is based on equal opportunity, a belief in biological determinism is almost inevitable. And for someone who opposes social change, it is convenient to believe that social inequality is rooted in biology.

This “cause and effect” feminist perspective of the deliberate and continuing subordination of women in our society by Lowe and Hubbard et al. provides a most illuminating and controversial picture. The constraints, attitudes and enormous barriers that women athletes continue to negotiate even today seem quite compatible with many feminist positions as they relate to equality, access and source of the obstacles.

Cox 60 (1981), provides a feminist interpretation of the psychology of women that focuses on the social and political bases of women's behaviour as opposed to the traditional biological origins of behaviour on the basis of female psychology. Cox states that while valuing the objectivity and analytical abilities intrinsic to scientific work, academic feminists tend to be aware of limitations inherent in the extremes of these and feminist scholarship tends to be more interdisciplinary and aware of ethnic and class differences among women and men. There is more of an emphasis on the socio-political context of the psychology of women combined with an explicitly awareness and concern with values in their own work and the work of others. As feminists values women and

female experience, feministic scholars value cooperation and interdependency in contrast to the more competitive individualistic style of the male experience and value system. "Such differences in values create a 'female' and 'male' culture with male values and culture having higher status and being the dominant culture," with reference to orthodox science Cox claims that, "questions regarding the biological and cultural bases of psychology of women remain unanswered by traditional science... Male bias has persuaded both content and process of scientific activity... Both the methods of science and the content of what is studied reflect the narrowness and rigidity of masculinility."

Miller (1974), states perhaps more than any other endeavor, sports call forth unusual emotions. The pressures of competitions, the crowd and its behavior, the importance of winning, the influence of the coach, parents, and friends, all these and more are among the conditions that set into motion such responses as self confidence, poise, expectancy, and the like, as well as fear, hate, anxiety, anger, frustration, despair, grief, feeling of guilt, resentment, indignation, and similar emotions. Motivation is a complex mixture of many things, and emotions is part of that mixture. Motivation derived from social needs, as in the athlete's quest for recognition through awards, need for social affiliation, or avenue for possible material success, is external. It would appear that many excellent athletes experience a combination of internal and external motivation.

Ogleesby, C.A. illustrates that in instances where female performance is poorer, in general, than male performance, environmental and social factors should be thoroughly investigated before genetic causation is accepted. Then he presents data which suggest the jury is still out in the matter of the theoretical limits of female performance. This study focuses on the capacities of

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females vis-a-vis males and between sex competition. He does not propose that this is the only legitimate avenue for women in sport, but simply that the opportunity should exist for women who choose it.

It seems incumbent upon sport feminist to work to modify the rigid prohibitions against between sex competition. Records seem to indicate that, at present, females generally are a different class of competitors than males. He suggests that an unknown amount of the difference in performance is socially induced. For the present we support female-oriented programs for the majority with allowance for the exceptional female to find her own level of competition by open selection. Males, no matter what their size, strength or endurance, have the freedom to choose whether to risk life and limb to try out for the varsity. It is not healthy to build in an automatic restriction of freedom for females.

Synder and Kilvin suggest that women athlete have more positive feelings toward their bodies than nonathletes. Using the modification of the Secord and Jourard Body Image Scale they compared college women and inter collegiate. Championship participants in games of sports.

The finding of this study raise serious doubts about the stereotypes regarding women athletes. Comparisons of women athletes and nonathletes on measures of psychological well being and body image show more positive self attitudes of athletes. Thus, even though women athletes have frequently received negative sanctions, their participation in sports has apparently been psychological satisfying and rewarding. Perhaps the social costs of athletic participation by women today are not as great as previously, and contemporary changes in broadening of sex roles are reflected in the positive findings regarding the women athletes.

Hart M. states that, "The female athlete feels very unfeminine when she enters the male dominated sports world. If she shows any athletic ability or correct technique, she is not praised for her ability or correct technique but because she can 'move like a man'. It makes me question my own femininity - the very roots of my being. If I am a woman, why do I enjoy sport? Why do I participate?

Olgesby conclude that regarding the 'Body image and sex stereotyping'. That, with the limited amount of research in this area it is too early to reject the hypothesis that women athletes have different and perhaps more negative attitudes toward their bodies than non athletes. When large number of athletes and non athletes indicate that sports - "detracts from being feminine" and that a "stigma" is associated with sport participation and yet indicate they feel positive about their bodies and social role, then further analysis is demanded. Additional work which considers the athletes feelings about her body in various social situations needs to be conducted. Analysis need to be made the stimulus words referring to the body to see if they are appropriate to the potential concerns of the athletes about their bodies. Athletes speak of worries about being muscular, large thick, mannish. A women athlete might be highly positive in response to the label "body build" and still be concerned in competition about appearing masculine. The research instrumentation needs to deal more specifically with the anxieties that athletes have expressed about their bodies.


Greendorfeis' data lead her to several important conclusions which seem rich in meaning for the sport feminist.

She finds that for girls the school has not functioned as the initial agent of sport involvement as it has for boys. The school has not functioned as the continuing support for female sport involvement as it has for males.

She indicates that high reference group support was significantly related to initial sport involvement for girls. The encouragement of parents, and friends was needed to neutralize other negative social influences.

Maccoby and Jacklin* in their summary of research findings related to the psychology of sex differences they state, ... The tendency for young women of college age to lack confidence in their ability to do well on a new task, and their sense that they have less control over their own fates than men do. These trends are not seen among older or younger women. Age 18-22 is the period of their lives when many young adults are marrying or forming some other kind of relatively enduring sexual liaison. In the dating and mating game, women traditionally are expected to take less initiative than men. Perhaps it is at this period of their life more than any other that individuals define themselves in terms of their "masculinity" and "femininity" and when greater sex differences may therefore appear than at earlier or later ages, with respect to any attribute considered central this definition.

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Margaret Mead, has ably summarized the dilemma. The great school years (ages 5 to 11) as those during which females develop a growing awareness of the social distaste for the feminine role, he found that during this period, females show an increasing amount of anxiety over their own achievement.

Throughout her education and her development of vocational expectancy the girl is faced with the dilemma that she must display enough of her abilities to be considered successful, but not too successful; enough ability to get and keep a job, but without the sort of commitment that will make her too successful or unwilling to give up the job entirely for marriage and motherhood.

McHugh, Duguin, and Frieze present an excellent summary of attribution theory and apply it creatively in analyzing the sport environment as it exists for women. The authors another view of Felshin's apologetic. This one presents the female athlete continuing to report that she plays 'Just for Fun' and that she wins by luck. A new explanation for the apologetic is offered, however, in that the female athlete attributes the causes of her success to factors external to herself.

The authors suggest that women are better able to handle failure in a psychologically healthy manner than men. At this point, a sport feminist may be tempted to indulge in some dark humor concerning the many occasions in which women have had opportunities to deal with failure. As the sport world turns around for her, however, it would be desirable if the sports women could develop attitudes yielding more personal pride in her victories yet maintaining her point of view toward defeat. Of special note are the authors' concluding remarks about the debilitating effects on female athletes when coaches hold sexist biases. The implication is strong that by whatever means quality

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control is maintained in coaching (i.e. job descriptions and hiring procedures, certification requirement), the disqualification of those who persist in sexist beliefs in imperative.

Achievement motivation has high degree of relevance with reference to the participation and involvement of women athletes.

Birrell (1978) presents two general myths concerning women.

1. They do not have a high need to achieve.

2. Achievement motivations are developed solely as result of early childhood training and that level is irreversibly fixed at an early age.

Definite conclusions based on the relationship between achievement motivation and subsequent gravitation to sport, regardless of gender, have yet to be determined. The reasons which influence both men and women to become athletes are numerous; however, many reasons still exist that discourage girls and women from competing in athletics. Men are expected to become involved in and identified with sports, while females may have access to sports but lack complete acceptance.

There are still a number of widely held, although scientifically inaccurate, beliefs that many parents continue to accept as compelling reasons for discouraging their daughter from athletic competition. Although their reasons appear primarily subjective rather than objective, the fact that their rational represents societal dogma and cultural values and norms can make the coaches' job quite difficult in terms of educating students, athletes, and parents about the positive outcomes of athletics participation. The concerns include:

1. Sports competition is physically dangerous; strenuous physical activity will harm the delicate female reproduction system.

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Women athletes are genetic and cultural physical freaks.

It is abnormal for girls to be interested in sports.

Females who compete in sports eventually lose their femininity and become masculine.

Girls and women were not meant to become athletes.

Girls and women should be oriented toward the traditional role of becoming a wife and parent, not an athlete.

M. Kolandaiswamy, "women and sports" for ages man has been the superior being in the matter of control and directories of his powers out of the temperamental differences between the sexes came a difference in role with different codes of conduct assigned to each sex. Domestic services and attendance upon children was given to this female and the rest of human achievements, interests, ambitions were set apart for the male.

Charges have come, Indian modern women realising that it is the man has made her inferior and begin to think that the status of the women are very low and nourished in illiteracy entangled in the folds purdah

The participation of women in sports more depends on factors like social altitude of women, depict not only the cultural moral and educational advancements and status of women role development in this process of national building.

The taboos and inhibition of the male dominated society to continued to haunt the soil children making them enable to express their personalities and instincts. Sports for women affects a tiny percent age of population. Hence women should oppose orthodoxy and violate traditional

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sentiments religion moral based society which is contrary to women needs and ambitions.

2.4 **Economical points of views:**

The scholar collected some reviews of the studies which are related with the socio-economical status and participation, which are given in the following paragraphs.

Davis\(^7\) conducted a study to identify each child's physical fitness level and socio-economic level and to determine their relationship and to identify factors of each socio-economic and physical fitness. He concluded that social level does not contribute to total physical fitness but economical condition affects the fitness and participation of children in the type of activities.

Ross\(^7\) conducted the study on social factors and economical condition of the family and he conducted his study on 13 selected social factors. He concluded in his study that student's family income and the education have impact on the rate of participation in sports and selection of recreational activities and games. The high income group family students participate in more expensive type of activities and games and lower income group family students participate in cheaper type of recreation activities and games.

\(^7\)Glen Solon Davis. "An investigation of existing relationship between socio-economic status of parents and physical fitness scores of their fifth grade pupils in Sacramen city Unified School". *Completed Research in Health, Physical Education and Recreation*. Vol. 5, p. 203

Loy\textsuperscript{74} conducted the study on the influence of race and socio-economic status on participation and physical performance in London. He arranged the Negro and White boys into four matched groups on the basis of age, physique, and upper, lower, and middle socio-economic status. He found the Negro boys were significantly superior in 50 yrd's dash, Shuttle run, badminton and their participation is more. They belong to the lower middle class families and swimming was the only item showing reliable difference between the two economical groups, lower middle class being superior.

Cole\textsuperscript{75} conducted study on the relationship towards physical education activities, motor performance and socio-economic status of Negro and Canasian college men\textsuperscript{76} and he concluded his study, that an individual's socio-economic status does not lead to prediction of attitude towards physical education activities and also his gross motor performance ability, economical condition of the students decide the choice of games and performance in games. Higher economical status students choose the expensive games and participation is larger than lower economical status students.


Ponthiewe, N. A. and Barker, D. G.\textsuperscript{76} conducted study on "Relationship between socio-
economic status to motor skill and athletic skills in elementary school children. They investigated relationship of several factors of physical fitness with the variables of socio-economic status. They found that lower socio-economic status girls were faster better coordinated and had better endurance by upper status girls were stronger in arms and shoulder girdle strength, in abdominal strength and hip flexer muscles. The performance in sports of lower income group girls is better than higher status group girls. The participation of the lower income group girls is more than the higher income group girls.

Reich made a study on socio-economic factors relating to household participation in community recreation and observed that the household unit was a useful measure of participation in recreation activities, social and economic conditions had greater influence upon the number of different activities that upon the number of days of participation.

2.5 Other points of views:

The researcher collected some reviews regarding the other factors that affect the women's participation in sports and games. These reviews are narrated in the following paragraphs.

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Pown Radha, 78 constraints-contraversies in women participation in sports. Observation on 250 women was made to study about the constrains, contraversis which present them from participating in sport. The study revealed their opinion about male domination in sports, social barriers to take part in sports, inhibitions in sports, traditions and customs which prevent women from sports participation. Some of the conspicuous constrains are-

1. Fear of feminine
2. Gynocological constrains,
3. Fear of injuries
4. Emotional factors and

15 other factors which prevent women from active participation in sports and games at school level, college level, in the force of such evidence it is up to the college and university authorities to reorient physical education and sports programme for women to enable them to avail the benefits.

Singh 79 had conducted a study on Indian Women’s participation in games and sports which has limited to Rajasthan’s women. She selected 250 women participants and an equal number of non-participant. The criteria for choosing subjects from each college depended on the


number of players on institution had. The non participating were 'selected on equal number on matching basis. A questionnaire was administered and she concluded that the participation of women in sports and games depend upon family background, community setting, socio-economic status, body morphology, feminity characteristics, physiological changes and because of above reasons women participation in sports is not that much encouraging.

Leonard stated that, "The traditional role of women in sport is not that of a competitor. Rather, women have been forced off to the sideline to fill. Some kind of supportive-affective role. This parallels the societal expectations of females...". Leonard states, "Females... seemingly have to go through a whole process of social-psychological redefinition to participate in sport. In a sense they are forced to prove their femininity, which illustrates that femininity is not a characteristic interent in womanhood, but rather a function of social and psychological definition". After going through all the reviews mentioned above the researcher got clear idea about the present study and got the clear path to handle the present study.

The researcher had collected 80 reviews and mentioned in the above paragraphs.

The methodology adopted for the study was survey method and questionnaire method. A questionnaire was prepared and to got the responses for the questionnaire researcher visited number of places where the All India Nature Tournaments and Seminars, Conferences were held and from these researcher collected the data for present study. The methodology is given in the next chapter.