CHAPTER 1

INTRODUCTION

The child is a wonderful being. From his first short cry on entering the world to the end of his period of development, he opens up his problem after problem and enigma after enigma. The environmental processes are most characteristic and most to be relied upon the direction of his growth.

Play is an integral part of the life of the child and is expression of primary growth and development. Children are happy at play because they get a sort of satisfaction immediately. Through play the individual gets relieved from his aggressive tendencies. Play is nature's prescribed course of education and helps the child to grow emotionally and intellectually. It is a spontaneous activity of the child by which he forgets his ownself and instinctively follows the spirit which leads to the maximum result with minimum effort.

1.1. WOMEN - FAMILY AND SPORT

The family is the nucleus to this society. It is the harbinger for the preservation and transmission of society values to children at their formative years through the process of socialisation. The environmental cues provided directly or indirectly by immediate family stimulate the acquisition of sports recreational, physical fitness values. These cues could be physical, social, psychological and even spiritual.

The period of infancy and childhood are very important not only in the development of needed interest and aptitude but also in the acquisition of skills for dexterity and continued interest in fruitful acts especially when it applies to desirable acts like participation in sports recreation for health and physical fitness.

Girls are discouraged or dissuaded from engaging in physical activities like sports. In some countries like India, very few females take to sports as a form to recreation. This may not be unconnected with the previous family
environmental cues available to them during their formative periods of infancy and childhood periods. The Holy Bible says, "Show the child the way he should go and when he grows up he will not depart from it".

When parents are involved with their children's schools, increased learning takes place. Parental involvement contributes to a rise in achievement, an increase in student attendance, reduction of drop outs and improvement of student motivation and self esteem.

As a social institution, sports reflects societal values and norms of behaviour. Patriarchal hegemony is reinforced and strengthened by process such as socialisation, the definition of gender roles, and the distribution of power. These barriers exist for woman in business, politics and religion as well as sport.¹

Women have greater freedom today than ever before. More and more she is participating in the social, political and economical life of the world. Women participation in sports, especially competitive sports is subjected to criticism depending upon the circumstances and parental attitudes. The notion persists even today that girls and sports do not go well together. Society seems to be saying that females are somehow different if they pursue excellence in sports.

Woman have always has involved in sports, sometimes openly sometimes covertly, but always passionately. Not surprisingly, woman status in sports serves as a measure of their status in society².


1.2. WOMEN PARTICIPATION IN SPORTS - HISTORICAL PERSPECTIVE

Dewar\(^3\) (1991) has pointed out that “Sporting practices are historically produced, socially constructed and culturally defined to serve the interests and needs of powerful groups in society.

There was no organised physical education programme in primitive society or in the cultures of any of the ancient oriental nations. From the physical point of view, primitive people did not need to set aside a period during the day when they could participate in various forms of activity - activity was a part of their daily routine. Their physical activity was obtained in the search for food, in erecting shelters and in protecting themselves from a hostile environment. History was shown that certain tendencies in human beings have been responsible for their formal and informal participation in physical activity.

In the 19th century women belonged in the home, and not on the sport ground. This was true in both Europe and United States. Girls should be excluded from initiatives and concepts of physical education which began to appear in the early 19th century.

Girls and women, were not allowed on the first German Turner grounds, opened in 1811 in a Berlin park; They could only admire the feats of the turner from the perimeter\(^4\).

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1.3. WOMEN - OLYMPIC GAMES

Modern sport of English origin was, in its first phase, also an exclusively male domain. Although physical exertion and competition were held contrary to a women's nature, a few women did take part at the end of the 19 century in bicycle racing, swimming contests, and even in parachuting, of ski jumping. It was no wonder, then, that the Olympic games were considered to be a male preserve, as they had been in Ancient Greece.

Throughout his life, Baron de coubertin, thought that women should not sully the games with their sweat, but merely crown the victors.

Women often are discouraged from participating in vigorous physical activities for fear of injury. One hundred years ago, Baron de coubertin stated, Respect of individual liberty requires, that one should not interfere in private acts but in public competitions (Women's) participation must be prohibited. It would be indecent that spectators should be exposed to the risk of seeing the body of a women being smashed before his eyes. Besides no matter how toughened a sport women may be, her organism is not cut out to sustain certain risks. Her nerves rule her muscles, nature wanted it that way.

However, de coubertin only succeeded in totally excluding women once, namely in 1896. Even so, he could not prevent two women from holding their own unofficial private marathons, one taking place before, and the other after the first Olympics of the modern era.


Since the following games in 1900 and 1904 were connected with world fairs, selection of events to be included in the Olympic program was mainly in the hands of the fairs organizing committees, and, thus, to a large extent, beyond the control of IOC.

As early 1900, at the second Olympic games in Paris, seventeen women took part in tennis and golf competitions. In 1900 women were also allowed to take part in sailing, a so called mixed event, and it was here that a women first won a gold medal as a crew member of one of the winning yachts.

There have been several mixed events with female competitors. There French women participated along side seven men in 1900 in croquet competition. There was also at least one woman who dared to participate in the balloon race, together with her husband (Malon, 1998). Among official events was an equestrian dressage competition, a mixed event in which two women competed alongside 49 male riders.9

Kluge (1997) A team consisting of a man and woman, participated in motor boat races. There was also a competition in kite flying, with small, medium and large kites.

However, women participated in the games "without the official consent of or comment from the IOC"10.

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At the St. Louis games in 1904, only six United States women represented their country. This time in archery. However members of the Olympic committee, who were strong opponents of competitive sports for women, declared archery competition to be only an exhibition

It was not until 1908, when the Olympic games were held in England, that women's sports achieved a modest upswing, with women competing in four disciplines - tennis, sailing, ice skating and archery. In 1908 and 1912, women's gymnastic teams from Denmark, Norway, Sweden, Great Britain (in 1908) and Finland (in 1912) demonstrated their physical abilities and skills. In 1908, they were much more in the lime light than the few women competing in tennis.

Battling for meters and seconds was first expected of women in 1912, when the feminist Swedes allowed women to compete in swimming events.

Inclusion of such a popular sport as swimming in women's programme contributed considerably to participation of woman athletes from many countries. Nevertheless women's sport remained a marginal phenomenon, and was still not officially recognised by the IOC. Women, further more, were not allowed to compete in sports involving visible exertion, physical strength, or body contact. The femininity of female athletes was to be safe guarded as far as it was at all possible.

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The first women Olympic competitors came predominantly from countries hosting the games. The only women athletes who took part in the Olympic games with any regularity before world war I were those from great Britain; they were only missing at the 1904 games in St. Louis women’s Olympiads or Olympic games.

In the 1920’s after learning to take over men’s roles during the world war I, women increasing fought for their rights. Sport, Competitive sport, was a domain in which woman had to fight for their rights. Opposition towards participation of the weaker sex in sporting competitions, and the olympic games, had not yet died down.\(^{13}\)

Above all, doctors warned women of health risks involved in physical exertion, especially in sporting contests. Women seemed to be both products and captives of their reproductive systems; for most doctors, the only Question raised by women’s participation in sport was that its possible effects on reproduction. It was the general belief, that all sporting activities under taken by adult women have to be judged from the point of view of child birth.\(^{14}\)

Track and field were particularly controversial, since from the beginning they had been the classic domain of male athletes. Despite all stereotypes of women taking part in track and field, women started to enter sport stadia in a number of countries and compete for meters and seconds.


\(^{14}\) Pfister G. (1990), The Medical Discourage of Female Physical Culture in Germany in the 19th and Early 20th Centuries. Journal of Sports History 17, pp.183-199.
Among the first opportunities which women had of taking part in international athletics contests, especially in unfeminine track and field events, were the women's Olympiads, which took place in 1921, 1922 and 1923 in Monte Carlo. These Olympic games for women were organised by the International sporting club of Monaco to attract and entertain wealthy sport enthusiasts on their visits to the principality of Monaco.\textsuperscript{15}

The first women's olympiad in 1921 lasted five days, with 300 sport women from France, England, Switzerland, and Italy competing against each other in track and field events as well as in basket ball and Push ball. In addition, there were presentation of gymnastics and dancing, which made this sport festival so distinctive, and contributed to the enthusiastic reception it had among the public and press alike.

In 1922 number of women who traveled to Monte carlo to take part in either the sport contests or gymnastic dance performances rose to as many as 700 from nine different countries. The third and last women's Olympiad in Monte Carlo took place the following year, and opened with three day gymnastic festivities. Which made this sporting festival an out standing success.

The success of the first women's Olympiad made it much easier to organise further international sport meetings for athletic events with the advantage of the success Federation International sportive féminine was founded in 1921 with twelve delegates among them two women. The official reason for founding the FSFI was refusal of the international Amateur Athletic federation (IAAF) to support and represent women's athletics.\textsuperscript{16}

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The most important activities of the FSFI were organising the women's world games, which took place in 1922 (Paris), 1926 (Gothenburg), 1930 (Prague), and 1934 (London). As a whole, the women's world games documented capacities for high level performances of female athletes, and found positive echo among the general public\textsuperscript{17}.

The women's world games organised by FSFI also proved to be a trump card in the struggle for women's Olympic sport; not only did they provide women athletes with chances of overcoming marginalisation of women's sport by competing in international contests but also served the FSFI as a means of exerting pressure on the IOC, as well as influencing development of women's sport as a whole.

The growing significance of women's sport, and increasing activities of the FSFI, forced the IOC, at regular intervals, in turn its attention to roles of women in the Olympic family De coubertin announced at the IOC assembly in 1920 that women should be excluded from the games (Minutes of the IOC session in 1920; IOC Archives). In 1923, there was renewed debate in the IOC about the new women's sport movement and recommended that women's sport be placed under supervision of the international sport federations, from then on the women's issue was on the agenda of almost all IOC meetings, and International Federations started to play major roles in debates on Olympic women.

The dispute between the FSFI and its president, Alice Millat, on the one side, and the IOC and IAAF on the other, can not be treated in any detail with in the scope to this contribution. It did not end until 1936. When the FSFI gradually lost power, and was, more or less, forced to disband. The 15 year history of the FSFI is marked by the shifting, Focus of its objectives. Where as, initially, emphasis was placed on striving towards integrating women into the Olympic movement.

After the world war I women's Olympic programme was extended slightly; in 1924 women were allowed to compete in foil fencing, and in 1928 also took part in team contests in gymnastics. However, demands of the FSFI that women should be provided an extensive track and field programme, including at least 10 disciplines at the 1928 Olympic games, were only partly fulfilled.

Despite great opposition, women's sport enjoyed further success at the 1928 games in Amsterdam, with regard to both number of disciplines included in the programme, as well as numbers of women competing-12.8% of events were contested by female athletes, and 9.6% of all competitors were women, a ratio not attained a gain until 1952.

Before 1950 even in Europe and America sports were considered unfeminine, but the emphasis upon women as attractive objects rather than as skilled performers started giving way after 1950. According to Wallenchinsky's in 1960 Rome Olympic games 610 of the 5348 competitors were women out of the 5120 participants (about 13%), in 1972 out of 7147 competitions about 1299 were women (19%) and 1980 there were 1086 female and 4265 male competitors. Women today have their own separate competitions in gymnastics, athletics, swimming, and many other sports, in some games in Olympics, like gymnastics, the entire technical conduct and officiating in women gymnastics is done by fair sex, males are not permitted to officiate in international women competitions as it is rule of international gymnastic federation that only female judges and officials will conduct competition.

Though the women participation in Olympics and international competitions has increased, yet one has to realise that women's sports are not a universal phenomenon. 50% of the countries participating in the 1972 Olympics had not female athletes on the their contingent and had the African

boycott not taken place in 1976 the percentage would have come upto 64%.
This is because most of the countries who have joined the Olympics since
1952 have been developing countries which are far behind in women sport.

Physical contests and aggressive body contact were also claims to have
negative effects on the female body, with doctors continuing to provide
arguments for excluding women from team sports. The first team sport in which
women were allowed to take part in the Olympic games was volleyball in 1964.
This was followed by team Handball and Basketball in 1976 and field Hockey in
1980. Football, long considered a typical male preserve, was not open to women
as an Olympic discipline right upto 1996. At the sametime as women were
admitted to formerly mens disciplines, events, were included, such as rhythmic
gymnastics and synchronized swimming (1984), in which exclusively women
competed.

Since 1984 According to Wilson20 the women's program has steadily
been extended to include sports which were previously male domains, such as
Judo (1992) and football (1996). Where as, in 1980 only approximately 25%
of events were events with female athletes, this figure increased to 40% in the
1996 games in Atlanta.

The women have not only begun to perform physical feats of which they
were believed to be biologically incapable, but incertain events they have
excelled over men.

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U. Simri, "Development of Women's Sport in the 20th Century", In Women
and Sport (Ed) J. Borms, M. Hebrelink and A. Venerando, Medicine and Sport

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Wilson W, (1996), The IOC and the Status of Women in the Olympic
Movement, 1972-1996, Research Quarterly for Exercise and Sport 67, (2),
pp.183-192.
1.4. WOMEN - PROBLEMS - SPORTS PARTICIPATION

Historically sports has been a myth rather than a reality for women because in society she has to assume roles in private spheres like wife, mother, house maker and there by immensly contributing expressive enrichment of social life. Society plays an important role in improving performance. Some of the Indian sports women have become world figure because of society. Those players who are elicited social support in the form of behavioral endorsement and positive sanctions from agents who are perceived as powerful, competent and held in high esteem. The role of sports women has changed their image. The traditional image of tenderness has now been changed as active, adventures and challenging. Indian sports women believe that leisure activities unleash creativity built the body and improve the physique.

Sports has its roots since the time primitive men congregated into groups. Play has been seen as a natural and spontaneous activity in which an individual finds his fullest self expression. There has been continuous change in environment of man and demands of the society. So as to meet these changes, the continuous thinking and efforts towards the betterment of man kind has brought the modern way of life. Sports being a part and parcel of our culture within the total societal system has also been conformed into highly organised and planned activity based on scientific foundations. The study of social stratification of different societies have evolved different theories, which at times refuse to reconcile on one plot-form or school of thought. Despite conflicting schools of thought there has been agreed upon phenomenon of social stratification, cultural back ground and socio economic status in the discipline of sociology.

Various studies have been conducted to unveil the factors which effect participation and involvement in sports.

Parents allow boys a greater freedom to explore their play environment and that they believe female infants are more fragile and in need of assistance.
It is believed that parental behaviour are natural that they stem from a deeply embedded cultural ideology which unconsciously assumes that females are unable or incapable of performing certain activities without help. This belief dictates parental behaviour and triggers a sequence of parent-infant handling which indirectly dissuades females from most forms of physical activities. Females in response to parental influence learn to view physical activities as behaviour reserved especially for males.

Bourntiler and san Giovanni\(^{21}\) was of the opinion that because girls play indoor more and have limited experiences in interacting with their environmental surrounding they tend not to play team or competitive game.

Our society view the females as appendage to males and so should play the second fiddle by acting as subordinate to their male counter part at home and in all fields of human endeavour. Subsequently, females should be trained to reflect cultural roles as stipulated by the male dominated society. Hence females at home are trained to be passive and submissive and made to learn other female appropriate behaviours. In the general conditions prevail a father will show his son how to hold a ball and as the son grew older, how to throw and catch. Daughters may learn appropriate female activities because her mother serves as a role model\(^{22}\).

Recreation is a leisure time activity in which the rewards are personal rather than monetary. It promotes physical, mental and social health of every one who participates without rudimentary obligation - Vacation.


In our society, sport, vigorous play / work, and risk taking are still considered appropriate for males and are still negatively coded for females. This concept is supported by parents, other adults, teachers, coaches, text books and media. The basic problem is the public's perception of sport as an activity which is a sexual signature of masculinity the media seems to support and perpetuate this attitude.

The participation of Female athletes may be related with the gender of the coach they were engaged. The decline in number of women, coaching females may also contribute to the participation percentage of females in organised sports.

Acosta and Carpenter23 have attempted to explain the decline in the number of women, coaching females. They attributed this decline to the media's reinforcement of stereotypical ideology of women in sport has contributed to the dearth of female sport leaders.

There are four major areas of concern with regard to coeducational physical education during adolescence, and these appear to be underlying causes which differentially and detrimentally affect the behaviour of girls in mixed groups. On the one hand there are the biologically based concerns of the onset of menstruation and sex differences in physical capacities; on the other hand there are the socially-based concerns of intensified gender-related role expectations and different teacher expectations.

The on set of menstruation with its unpredictable occurrence and accompanying pain, discomfort, inconvenience and embarrassment is a traumatic time for many girls.

Following puberty, biological differences between girls and boys emerge which favour males in all categories of physical activity. Most girls are at a disadvantage most of the time in most activities when compared with boys while participating in physical education activities.

According to Shelby²⁴ physical contact and sexuality - related issues have the potential to increase in coeducational physical education classes. Teacher - Student and Student - Student contact, sickness and the required provision of notes, treatment of injuries, short skirts can become problem areas in mixed sex groupings.

Girls are harassed both verbally and physically by individual boys and groups of boys. Girls are shouted down by the boys, so the girls are withdrawn. Boys ridicule the girls about their size and shape, embarrassing the girls²⁵.

In team games, forced integration means that only the most proficient girls have a chance to play, leaving the majority of girls unable to participate because either they are not skillful enough, or the boys exclude them²⁶.


²⁶ Scraton S, (1990), Gender and Physical Education, Geelong: Deakin University Press.
Kirk\textsuperscript{27}, in a study examining the economic impact of adolescent sports, reported that higher income families were able to provide greater opportunities for their children to participate in certain sports. Particularly those that required large amounts of money to be spent on uniforms, travel and equipment.

Ours is a society where sports, is integral to the formation of dominant forms of masculinity. Through playing sports adolescent boys recognise themselves as being masculine. Whilst for young women, participation in sports is more likely put their femininity at risk because their participation in sport on one hand challenges hegemonic notions of ideal femininity, while at same time challenging sport as a male domain\textsuperscript{29}.

Financial constraints no doubt play a role indetermining what types of sports are pursued by young people, other cultural issues, including ethnicity and different groups use of public space, have also been shown influence the physical activity behaviours of the youth. Taylor and Toohey found that NSEB girls often refrained from participation due to factors including: time constraints, family responsibilities, lack of information and culturally appropriate programs, and lack of skills. The use of public space has also an impact on the female physical activity patterns. One of the concerns that was expressed by young women in relation to using commercial or open space for physical activity was the possible threat of encountering verbal of physical abuse. This fear was also expressed by ethnic minority\textsuperscript{29}.


It has been perceived in society that sex has been a factor in excluding women from the political, economic, intellectual and social life and institutions of their societies. It was observed that historically the higher status of females the more participatory they were in physical activities.

Being a female normally and always leads to experiences of rejection for sport participation because culture has its social norm and sex roles within which she must live.

"A Horse sweats, a man perspires, but a lady only glows"^{30}.

It is the opinion of many people in the society towards exercise and athletics during the later part of the last century. But during the past 50 years, women have indulged in sports and games gradually.

Because of the traditional, cultural and social attitudes towards women in sports, some women have been limited in their opportunities and their outlook. Many girls have not reached the full potential in sports simply because they have been defeated psychologically even before they compete. Female participation in sports has been hampered by myths and superstitions.

Women's role in society has changed in the last few decades. This change has been accompanied by a change in the public attitude towards female participation in sports.

Unlike in a permissive society, the social bar of an Indian women from taking part in out-door sports activities almost pegged the gentler sex to the back yard of the home.

As it was mentioned earlier, all most all cultures in the world have given girls and women a passive domestic role only. Their participation in social activities sports, recreational activities were limited.

In our country, except few states especially in rural areas there are restrictions for females to take part in sports and recreational activities that to wearing sports uniform and exposing their bodies. It was the opinion of the elders that wearing sports costumes and mixing with male will have problem in their marriage arrangement.

Prior to the 1970’s opportunities for girls and women to participate in sports and recreation were limited. Within the past fifteen years, dramatic increase in female participation has been noticed at all levels.

The changes in traditional sex role models. The female movement and fitness boom of the 1970’s also contributed to the increase in female participation.

The changing cultural image of Female athletes has contributed to the growth of female participation in sports.

Female in India now taking part in all games and sports including adventurous sports like car racing, mountaineering etc., A Indian lady Bachendriyal has even climbed the mount Everest. Especially, the participation of young girls in competitive sports is increasing day by day in India.

Deem\(^\text{31}\) (1986) has indicated that three categories of changes are necessary in addressing women’s leisure: creating an environment in which women’s leisure is safe and practical, improving women’s social position, and changing the provision of leisure services. Some of these changes require

governmental action while other improvements will require the efforts of recreation providers and individuals of both sexes. He suggested providing secured and well lighted parking lots help women feel safe in pursuing leisure activities at night: Changing the social position of women will result in greater access to leisure.

Rapidly myths and attitudes, that women are physically, physiologically, socially and psychologically weaker are fading away slowly. Now women are even presidents and prime ministers and holding higher positions. In recent Olympics the mass media discovered women’s sport and this has been even growing phenomenon featuring great athletes such as Olga Korbut, Nadia Comaneci, Nancy Green, Flojo, Graph, Navratilova, P.T. Usha, Karanam Malleswari, Anju George and many others. Today more and more Girls are entering play fields unchaining all the barriers that was created by family, society and by herself. There is a marked change in the environment which allows women to go in pursuit of physical fitness and recreation. Through participation only the meaning of the word “Female”, can be equalised with male.

1.5. STATEMENT OF THE PROBLEM

The purpose of this study was planned to ascertain from female post graduate students of selected Indian Universities, on the influence of parental environment on their participation in sports. This is with the bid to unveil the status of family as a necessary factor in female participation in sports.

1.6. HYPOTHESIS

The following hypothesis were made before starting of this research work.

1. Parental environment may not influence female participation in sports.

2. Parental monthly income may not influence the factors for female participation in sports.
3. Parental educational qualifications (father) may not influence the factors for female participation in sports.

4. Parental educational qualifications (mother) may not influence the factors for female participation in sports.

5. Religion may not influence the factors for female participation in sports.

6. Parental occupation may not influence the factors for female participation in sports.

7. Availability of playing facilities at early years may not influence the factors for female participation in sports.

8. Nativity may not influence the factors for female participation in sports.

1.7. SIGNIFICANCE OF THE STUDY

This study has brought to light some new facts regarding female participation in sports there are many prejudices in our tradition bound society regarding female participation in sports.

1.8. DELIMITATIONS

The study was limited to female sports graduate students from selected Indian universities in India. Who have not participated in sports.

Only 600 women students were selected for the present study.

A randomly selected number of female students and universities were selected for the study.

1.9. LIMITATIONS

The female students, some of them were day scholars and some of them were hostlers.

Their daily routine was not similar.

The subjects were from different castes.