

Female's participation in physical Education activities at Secondary School level in Haveri Division

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ABSTRACT

This research study is an effort in line with the research of the world to explore the magnitude and influence of general issues and challenges on female's participation in physical activities at secondary school level. The research hypothesizes that there is no significant effect of issues and challenges on girl's student's participation in sports and other physical activities in Haveri division was tested. The hypothesis regarding gender difference was also tested. The population of this study was comprised all the Teachers, and the students in the Haveri Division, Karnataka A sample of 51 selected from district and the total sample from the whole division was 165. Questionnaire was used as data collection tool. The result shows that there was significant effect of issues and challenges on female's participation in sports activities and gender difference was observed.

1. Introduction

Sport has been one of the most important socio-cultural learning experiences for boys and men for many years. Those same benefits should be afforded our daughters. It is important for all of us to know that: High school girls who play sports are less likely to be involved in an unintended pregnancy; more likely to get better grades in school and more likely to graduate than girls who do not play sports. Girls and women who play sports have Secondary School levels of confidence and self-esteem and lower levels of depression. Girls and women who play sports have a more positive body image and experience higher states of psychological well-being than girls and women who do not play sports.

A matter of health and well-being

Founded in 1974 by Billie Jean King, the Foundation is dedicated to advancing the lives of girls and women through sports and physical activity. That's what the Foundation does, but the "why" is most important. Although there is a federal law that mandates equal participation opportunities for male and female students in secondary and post-secondary institutions of higher education, the real reason we want equal opportunity for our daughters to play sports is so they too can derive the psychological, physiological, and sociological benefits of sports participation.

As little as four hours of exercise a week may reduce a teenage girl's risk of breast cancer by up to 60%; breast cancer is a disease that afflicts one out of every eight American women. (Journal of the National Cancer Institute, 1994) Forty percent of women over the age of 50 suffers from osteoporosis (brittle bones). (Osteoporosis, 1996) None of us should want our daughters to repeat the experiences of generations of women—our mothers and grandmothers—who were not permitted to play sports or encouraged to participate in weight-bearing exercises that are necessary to establishing bone mass. Girls and women who play sports have higher levels of confidence and self-esteem and lower levels of depression. Girls and women who play sports have a more positive body

image and experience higher states of psychological well-being than girls and women who do not play sports.

Sport is where boys have traditionally learned about teamwork, goal setting, the pursuit of excellence in performance and other achievement-oriented behaviours—critical skills necessary for success in the workplace. In an economic environment where the quality of our children's lives will be dependent on two-income families, our daughters cannot be less prepared for the highly competitive workplace than our sons. It is no accident that 80% of the female executives at Fortune 500 companies identified themselves as former "tomboys"—having played sports.

Women without sports experience disadvantaged in the work setting

The existing American business model is a male model of organizational structure and human relationships. Males learn the rules of human organizations and interactions from sport. Sport is one of the most important socio-cultural learning environments in our society and, until quite recently, has been reserved for boys and men. This is not to say that the male model of business or organizations is the preferred model. In fact, women are bringing new strengths to business and organizations that are based on their skills in group process, preference for cooperation models and sensitivity to human needs. Eventually, as women rise to executive positions, the organizational models of business will reflect more female characteristics and become androgynous.

Even though our daughters are not as likely to be discouraged from playing sports as they were 10 years ago, they simply aren't encouraged to the same extent as little boys. As a result, they enter organized sport two years later than little boys and are, therefore, less likely to have the skills necessary for early success experiences. If a child is unskilled, he or she is unlikely to have fun. It's no fun to strike three times in row. The no. 1 reason why boys and girls play sports is because it's "fun."

We must do a better job of supporting our daughters' sports participation. For Festival and birthdays, we must find books about girls in sports, give gifts of sports equipment and sports lessons. We need to take our sons and daughters to see women playing sports, so they grow up appreciating and respecting the sports skills of women and so our daughters see images of themselves excelling in sports—because she is not going to see those images on television or in the newspapers. It's no accident that girls' sports participation in Olympic sports increases significantly following the Olympic Games, one of the few times that coverage of women's sports is equal to that of men's sports. Aspiration role models drive youth demand for sports. This top to bottom synergy has not yet become commonplace in women's sports because of limited college and professional sports opportunities and television coverage.

However, the trend is clear: the increased participation and success of female athletes at the Olympic Games, increased television coverage of women's college sports, new women's professional sports leagues and the participation increases of females in all sports and all age levels.

2. Statement of the problem

Different constraints like Personal, Environmental, Biological, Psychological, Social Environmental Hereditary, Peer group Access, Age, Perceived Family challenges, Obesity, lack of time, Motivation, money, and other facilities in the way of female participation in sport. All these factors have great influence in female's participation and promotion of sports. Keeping in view the past and current situation of sports the researcher selected the topic "Issues and challenges for female's participation in physical activities at secondary school level in Haveri division.

3. Objectives of the study

Main objectives of the study were as follow:

- I. To investigate the effects of issues and challenges on girl's student's participation in sports and other physical Education activities in Haveri District.
- II. To evaluate the current scenario of women's sports and physical Education activities in Haveri District.

4. Hypothesis

H01: There is no significant effect of issues and challenges on girl's student's participation in sports and other physical activities in Haveri District.

H2: There is no significant difference between the views of boys' and girls' respondents in different issues and challenges in Haveri District.

5. Significant of Study.

Right now, however, women who don't know the written and unwritten rules of sport are at a disadvantage in understanding business models of organization based on sport. How important is it that our daughters learn the same rules as our sons? It's critical. The most important of those rules are:

1. Teams are chosen based on people's strengths and competencies rather than who is liked or disliked.
2. Successful players are skilled in practicing the illusion of confidence.

3. Errors are expected of people who are trying to do new things. The most important thing is never making the same mistake twice.
4. Loyalty to your teammates is very important.
5. In a hierarchical organization, your boss (the head coach) gives the orders and the employees (players) follow the head coach's instructions.
6. Winning and losing has nothing to do with your worth as a person.
7. Pressure, deadlines and competition are fun.
8. When you are too tired to take one more step, you know you can.
9. Perfection is sequential attention to detail.

6. Review of literature

Block and Malloy (1998) Although attitudes of sports participants relate significantly to the successful inclusion of individuals with disabilities in regular sport programs, there has been no published research on attitudes toward inclusion or rule modifications. We examined attitudes of girls without disabilities, their parents, and their coaches towards inclusion of a child with disabilities in a regular girls' fast-pitch softball league. They completed the Attitudes towards Integrated Sports Inventory prior to the season. Results suggest that players and parents had a favourable attitude towards inclusion and towards modifying the game rules to enable this player to have a safe, successful experience. Coaches were undecided about inclusion and rule modifications.

Fujita (2005) studied on participation in extracurricular activities affects students' academic performance. More specifically, studies have been conducted assessing the effects of specific extracurricular activities on academic performance. The purpose of this study was to determine whether the activities in which junior high school students choose to participate influence their academic performance. The study's survey instrument which was distributed to students enrolled in grades 6 through 8 at Walnut Creek Christian Academy during the 2004-2005 school year requested demographic information in addition to the five Likert-type scale questions. The data revealed that, according to the students surveyed, playing sports, watching television, and participating in community service improves academic performance, while playing a musical instrument does not improve academic performance. Therefore, it was concluded that extracurricular activities affect academic performance and that the effect depends on the specific activities in which the student is involved.

Richard Bailey (2006) explored the scientific evidence that has been gathered on the contributions and benefits of physical education and sport (PES) in schools for both children and for educational systems. Research evidence is presented in terms of children's development in several domains: physical, lifestyle, affective, social, and cognitive. The review suggests that PES have the potential to make significant and distinctive contributions to development in each of these domains. It is suggested that PES have the potential to make distinctive contributions to the development of children's fundamental movement skills and physical competences, which are necessary precursors of participation in later lifestyle and sporting physical activities.

Zeria et. al., (1997) evaluated sport professionals' attitudes towards visual correction in sport. A total of 245

questionnaires were collected. The interviewees stated that correcting a vision defect during sports practice was important, but their propensity to suggest CLs for sport, though still rather high in value, showed a statistically significant drop. This drop did not occur if the CLs were recommended for competitive sports. This trend remained unchanged if a specific judgment was requested for the adolescent category. The tendency to suggest CLs was higher in CL wearers as compared to non-wearers. The sport with the lowest recommendation of CLs was swimming. In the sample of sports physicians, a specific education about CLs increased the propensity to adopt CLs in sports.

7. Methods and materials

Population of the study

The population of this study comprised the physical instructor and girls' students (16-20) of government girls' high school in Haveri District.

Sample and sample size

The researcher used multistage sampling technique in this study. Haveri District, in the first stage; the researcher selected 4 girls' high school from each district through convenient sampling technique. In second stage, the researcher used simple random sampling technique in which she selected 11 girls of 9th & 10th class of each government girl's high school so the whole population of the study was 220 students and 20 physical instructors.

Instrument

The researcher developed a questionnaire and used for the data collection. The questionnaire was consisting of 10 questions. The questionnaire was put to the 20 experts from Karnataka University to establish the reliability. The reliability of this questionnaire was found to be 0.89. This questionnaire was a Likert type consisting of five options (Strongly agree, agree undecided, disagree, and strongly disagree).

Administration of instrument

Questionnaire is distributed to respondents. After given time, the filled questionnaires were collected from the respondents. The researcher tries his best to explain the questions to the respondents during the distribution of questionnaire copies.

Data analysis

To data analysis, the research statistic Mean, Standard Deviation, t-statistic and Regression analysis were used. The t-statistic is used to check the difference between two means as in the case of male and female. The regression was used to check the cause-and-effect relationship.

8. Presentation and analysis of data

Test of hypothesis 1: H01

There is no significant effect of issues and challenges on girls' student's participation in sports and other physical activities in Haveri District. Table 1 shows the effects of major issues and challenges on sports. The R square is .539 which means that 54% effect on sports is due to these challenges. The B is .583 (p=0.000) which means total 1 unit increase in issues and challenges will cause .583-unit overall increase.

Table 1 Effects of issues and challenges on girls' sports

Model	R	R square	F	Sig
1 .734(a) .539 562.673 .000. 734 (a)	0.539	562.673	0	
a, Predictors, Gb, Constant				
Model	Unstandardized Coefficients	Standardized Coefficient	T	Sig I
	B	Std.Error	Beta	
1 Gb (Constant)	1.595	0.092	0.734	17.333 0
	0.583	0.025		23.721 0

Coefficients (a), Dependent Variable, collective

Test of hypothesis 2

There is no significant difference between the views of boys' and girls' respondents in different issues and challenges.

Table 2 shows that t (482) = 0.64, P>0.05 which means that there is a significant difference between male and female in issues and challenges.

Gender	N	Mean	SD	T -value	P -value
Boys	322	3.71	0.56	0.64	0.522
Girls	162	3.67	0.58		

The study was conducted to assess the main issues and challenges which are influencing the girl's student's participation in sports activities at secondary level in Haveri district. The study revealed that there are some major issues which influencing the girl's student's participation in sports activities. Unfortunately, during school timing there is no chance to take part in sports due to consecutive classes. The burden of Assignment and examination take most of the

student's time for preparation at schools, in the preparation of test and assignment the student does not have time to participate in sports activities. Teachers also do not like the participation of students in sports activities, they think that sports activities are only leisure time activities and wastage of time and students cannot make balance between academic activities and sports activities. Most of the students only conscious about their academic activities and just focused on

their homework and class in this connection, Wilson (2005) carried out a study entitled Comparing Sources of Stress in school Student Athletes and Non-Athletes. The 362 volunteer participants were taking part in this study; the researcher found that athletes differed in a variety of ways from their non-athlete counterparts. Beside this, there are also some social issues which are preventing the students to participate in sports activities, students' parents also consider the physical activities as a wastage of time and loss of academic career.

9. Conclusion

The research question contributed to the aims and objectives of this study by identifying the issues and challenges to women's sports participation and then by discussing what can be done to overcome them? Through exploring these challenges from the perspective of women living in Haveri District and Sports Professionals who work there, it gives a complete insight into challenges being faced in this District. The Research found that while the government has the biggest role to play in overcoming the barriers that exist, it's a combination of family, personal, culture, Education and instinctual interpretation which are the biggest challenges to participation.

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