

**FACTORS INFLUENCING FEMALE PARTICIPATION IN SPORTS
AMONG UNDERGRADUATE STUDENTS OF THE UNIVERSITY
OF BENIN**

BY

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AND HUMAN KINETICS,
FAULTY OF EDUCATION,
UNIVERSITY OF BENIN,
BENIN CITY**

DECEMBER, 2014.

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**A PROJECT SUBMITTED IN PARTIAL FULFILMENT FOR THE
AWARD OF BACHELOR DEGREE IN THE DEPARTMENT OF
HEALTH, ENVIRONMENTAL EDUCATION AND HUMAN
KINETICS, FAULTY OF EDUCATION, UNIVERSITY OF BENIN,
BENIN CITY**

DECEMBER, 2014.

CERTIFICATION

This is to certify that this project work was carried out by Osaghae Kennedy Aisosa in the Department of Health, Environmental Education and Human Kinetics, University of Benin, Benin City.



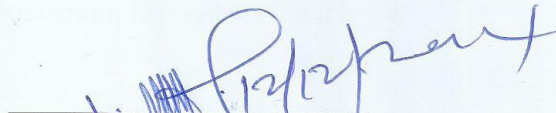
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Dedication

I dedicate this project to God Almighty, the one who owns my life, my anchor, my hope, my future, my joy, in whom I boast, in whom I can face tomorrow, without whom I am nobody, who raised me from nothing to something, though I don't deserve it. Lord God, with every dot and iota of my being, I say I Love You Lord.

Also I dedicate this work to my every loving parents Mr. and Mrs. Osaghae. I will never cease to honour you. And my sibling; Osamudiamen, Esosa and Osatohamwen; more grace upon your life. Also to all students in Nigeria. Keep up the momentum for God sees and hears

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ABSTRACT

This study in its totality is an attempt to investigate the factors influencing female participation in sports among undergraduate students of the University of Benin. The need for this study becomes necessary owing to the fact that despite the health benefits derivable from sports participation, female participation is at the very low level.

During the process of carrying out this investigation, five research questions were formulated and tested. 100 copies of questionnaires were administered to respondents. Simple percentage was used to analyze the data collected from the outcome of the research. Among others, the following are the finding of this study:

- i. Physiological and anatomical constitution majorly hinders females from participating in sports
- ii. There are health benefits derivable from participating in sports.

- iii. Female undergraduate students are interested in sports as much as males.
- iv. Active and passive sports activities are the two types of activities performed by undergraduate students

Based on the result of the study, recommendations were made. It is hoped that sporting activities would be embraced by all female undergraduate students in the future.

CHAPTER ONE

INTRODUCTION

Background of the study

Female participation in sports has come a long way. Efforts have been and are being made in getting more females to participate in sports. However, a lot more efforts is still required to generate greater female participation in the world of sports (Linus, 2003).

In the ancient Olympic games as reported by Jackson and Harris (1999), women were not allowed to watch the activities let alone participate in them. By the end of the nineteenth century, English women from the middle classes were taking part in sports. Victorian attitudes meant that women played in cumbersome dresses making movement difficult (Jackson et, al, 1999). In the early twentieth century, the national governing body of some sports were formed and there were organized competitions for women different from that of men. Women competed for in the Olympic games for

the first time in 1904 but only in archery (Jackson et al, 1999). Jackson et, al (1999), also opined that the first world war was the turning point for women sports where the myth that women were unable to cope with men's sports was broken.

Attitude regarding female participation in sports are changing over the years as women in sports have continued to grow. There are females who have made sports participation part of their daily life. In spite of all these, female participation still fall a lot lower than that of the males (Eileen, 2005).

The under-representation of females in sports is an issue of national concern so it becomes a matter of national concern for government and non-governmental sports organization to implement solutions.

The aforementioned raises questions as to what females do with their leisure time particularly after completing secondary school. Research has indicated that adolescence who are idle become involved in high risk behaviors including substance abuse as argued by Iso-Ahola and Crowley

and cited in Buffer (1996). Research studies have also suggested that participation lowers the rate of sexual activity and teenage pregnancy. The women sports foundation (Digest, 1997), has shown that the involvement of girls in sports also reduce dropout rates from schools. The promotion of female participation in sports will help create a contest for women to lead healthier and productive lives.

Participation in sports has been associated with positive steps that can lead to better lives. Girls who take part in sports help to build self confidence, a positive body image and have been linked with lower level of depression (Digest, 1997). Girls who partake in sports become physically healthier in terms of strength and weight management.

Early involvement in sports can also minimize the development of a number of health conditions (Digest, 1997). A healthy body nurtures a healthy mind and school based physical education and sports programmes are ideal to facilitate fitness and acquisition of life time skills. It therefore

seems important to know and understand factors that could promote greater female participation in sports.

This study will focus on factors influencing why some girls take part in sports focusing on the above dimension would reveal positive reasons and negative reasons that also cause many girls to choose not to participate in sport.

Statement of problem

Female participation in sports no doubt has positive implications for physiological, social, aesthetic and mental development of women. In spite of this, the level of participation is still low.

Most females would participate in other activities rather than sports on the guise that sporting activities are too physical and should be left for males alone other factors also account for the above. It is on this note that this research is geared at addressing factors influencing female participation in sporting activities.

Research Question

Some of the questions to help guide this research include:

1. Are females interested in sports as much as males?
2. Does sex difference influence participation in sporting activities?
3. Does the type of sporting activity have an influence in the rate of female participation.
4. Does physiological constitution affect female participation in sports?
5. Does anatomical constitution affect female participation in sports?

The main purpose of this study is to examine some of the factors influencing female participation in sports among undergraduate students of the University of Benin.

Significant of the study

The findings of this study may reveal the level of participation and general perception towards females in sports. Consequently, the result of this study may guild governmental and non-governmental organization in the formulation of sporting policies that would benefit female folks.

This study will also educate females on the need and importance of sports participation and in turn suggest ways to prevent injuries when partaking in sporting activities.

Delimitation of the study

This study, will focus on the University of Benin undergraduate students with emphasis on the Human kinetics department of the University of Benin for easy collection of data and other vital analysis.

Limitation of the study

The limitation of the study, is the restriction of the statistics of the study to University of Benin undergraduate students which is rather small compared to the entire country. This will affect the extent to which result of the study can be generalized.

LITERATURE REVIEW

The review of related literature would be carried out using the following subheadings:

- Sports in Nigeria
- The history of female sports
- General perception of female involvement in sports
- Biological factors influencing female participation in sports.
- Psychological factors influencing female participation in sports.
- Socio-cultural factors influencing female participation in sports.
- Socio-economic factors influencing female participation in sports.

SPORTS IN NIGERIA

The development of sports in Nigeria is very much tied to the development of school sports or grassroots sports as it is called. Sporting activities in Nigeria are organized and administered in the school system

under the auspices of the school and supervised by experts in the field (Ojeme, 2002). In Nigeria, sports activities are undertaken in primary and secondary schools with the aim to build in the individual a sound mind in a healthy body. Specifically, this is to meet the physical, emotional, psychological and intellectual needs of the students. This view is equally buttressed by Amuchie (2003) when he asserts that institutional sports is aimed at meeting health needs and the promotion of optimum development of students.

Importantly too, one known avenue by which the child can be totally empowered so that he can function meaningfully within the society is by creating for him varied opportunities for worthwhile movement experiences. In the opinion of Goak and Lee (2001), play provides an inner understanding to the child. Through play, children are able to relate to their unfamiliar world and gain desired experiences. In all these experiences, the child not only increases his physical and health status but along the line, develop

social relation and self-esteem. It is in this view that Slade (1999) has affirmed that exposure to early motor skills through formal learning is a necessary ingredient for development of excellent sports performance in later years. Essentially, it is a period when the direction of the child's life begins to crystallize. In this regard too, failure to appropriately guide the child's tomorrow may prepare the way for future failure.

Sports in Primary School

Primary school is generally seen as the foundation of formal teaching. It is aimed above all at the wholesome development of the child. Essentially activities of learning at this level should be adequately diversified to ensure good growth and development of the child. Taggert (2003) has therefore suggested that what is required for them is a programme of activities capable of stimulating their interest and attention.

Even with emphasis on the foregoing, physical education and sports in Nigeria primary schools still lack the attention it deserves. Ojeme (2010),

has lamented the handling of the discipline at this level of learning observing that unqualified teachers were left to teach the subject. More disheartening is the observation of Toriola (2002) and Adebayo (2002), where football field have been converted into school building thereby denying children the much needed facilities to play.

Ojeme (2009), has asserted that this continuous setback can largely be attributed to ministries of education, youth and sports. At this juncture, it becomes imperative for the ministries and other stakeholders in primary school physical education and sports programme to revisit its aims and objectives and the expected fruitful gain it hopes to achieve

Sports in Secondary School

The situation in secondary schools is not different from that described in primary schools. The fact that there are some forms of physical and sporting activities on ground cannot be totally ruled out, but to what extent

do these meet the required standard for secondary school remains the concern.

Nigerian schools sports today may have lost its validity in relation to the conception of school sports (at all levels). For school sports to earn its status as an organized and sporting activity under the auspices of the school so as to get more interest from females, then the need to revisit sports in Nigeria is of the essence.

THE HISTORY OF FEMALE SPORTS

It is widely believed that western scholarship and incentive programmes have to a great extent ignored female participation in sports. (Costa & Guthrie, 1994).

Costa and Guthrie (1994) revealed that in ancient times, women played ball games, wrestled, swam, drove chariots, danced and also took part in athletics either as participants or spectators. (Costa & Guthrie (1994) also revealed that between 4300Bc

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places, societies became more male dominated. A group of people from the dominator societies referred to by scholars as “Indo-Europeans” (Aryans and Kurgans were from the Russian steps, they swept across Greece, Mesopotamia, Canada and Egypt. (Costa & Guthrie, 1994).

It is also asserted by Costa and Guthrie (1994) that Greek women were not regarded as active members of the societies and were therefore excluded from politics. They could not play sports as opposed to active independent men who were admired by everyone. Men often performed to spend their time with other men which prompted women to keep themselves busy with other things. It is at this point in time that women developed racing, wrestling, discus and javelin skills. They also took part in ecstatic dances at festivals and they were at all times encouraged to be independent.

For the purpose of Herean games, women had to practice how to dance, sing and be economically active members of the society. Costa and Guthrie (1994) argued that in these games, maidens were divided into different age brackets and they participated in foot race of a shorter distance than that of men. Women also took part in coral dance in which maidens were initiated into the secret of their femaleness (Costa & Guthrie, 1994).

The participation of females in sports was not a priority for the Herean games and in fact females were only used as a source of entertainment for the males. The productive roles played by women were regarded as being very valuable and important for their clan (Costa & Guthrie, 1994).

Historical Development in Europe

By the 12th century (1000 – 1300), women played important roles because they were expected to be educated. They were expected to operate in the same level as their male counterpart (Costa & Guthrie, 1994). It was also asserted that women had no other role to play in sporting events other than being prizes won by men. Another argument advocates that women were mere cheerleaders for chivalry events (Costa & Guthrie, 1994).

Between the 16th and 18th century, females did not have the same political, economic and social advances that males enjoyed. Opportunities for women to engage in game and sports were limited. There were definitely different countries but the women place in the whole of Europe was that of an inferior one to that of the men (Costa & Guthrie, 1994).

Social Demonism was the main focus as it incorporated women's physical inferiority which justifies that maternity is one of the most-important functions for women in the formation of the nation (Hargreaves,

1994). The marginalization of women in sports has always been seen as the natural order of things. Being female was associated with behaving like a lady which was later a pre-requisite for the 19th century sports women. If women could ever be allowed leisure time, attention would be given to sporting activities like dancing horseback riding and skating (Hargreaves, 1994).

Historical Development in the U.S.A

Until the mid-80s, women were invisible in the America sports. Evidence indicates that women competed in horse-riding, hunting and fish fighting and belonged to sports clubs (Costa & Guthrie, 1994).

Women also became visible in what we call the most public sports of the 18th century, horseback racing despite that it was a traditionally male sport. Women raced more frequently among themselves and occasionally raced against the males argue Hargreaves (1994). Still, this did not alter the sense that historians made concerning sports in the 17th and 18th century.

Sports was seen as a male domain and women were to be good wives and the most ornamented spectators available on the periphery. America at the beginning of the 19th century was a leading country in which women were relegated to dependent and subordinate roles. Vertinky (as cited in Costa and Guthrie, 1994) indicated that in the urban areas, girls had fewer opportunities for participating in sports either at home or at schools. When college opened their doors to women, physical education did not form part of the curriculum (Costa and Guthrie, 1994).

Maguire, Jarvie, Mansfield and Bradley (2002), indicated that further marginalization continued, starting with the physical education curriculum that clearly reflected gender division. Boys and girls took part in gender appropriate sports and they were also taught separately. Girls took part in activities that were less strenuous with restricted space to avoid body contact. The boys were encouraged to be aggressive, dominating and physically competitive (Maguire et. al, 2002).

It was in the middle 19th century that women started to become proactive in changing their status. Costa and Guthrie (1994) reports that the first American feminist movement was born. Women formed groups whereby they discussed dress reforms and birth control. Women also fought for better working conditions, demanded to vote, sought entry into higher education and male controlled sports and physical education, women were able to express their dissatisfaction and liberate themselves. These demands were not only visible in North America but also spread through Europe (Costa and Guthrie, 1994).

**GENERAL PERCEPTION OF FEMALE INVOLVEMENT IN
SPORTS**

The involvement of women in sports continues to be a fascinating issue, which has prompted a variety of response from psychologist and researcher thus contributing to differing and sound debates on the subject matter. A sizeable number of studies focusing on female sports participation have linked sports with the educational and physical well-being of a young body. Participation in sports also leads to a holistic development of the learner (Van Daventer, 1998). Involvement in sports and other sports related activities is significant as it leads to competence in the physical world of sports and can also extent to real life situation.

Amrusa (as cited in Van Daventer, 1998), further indicated that if sports is encouraged at an early age either by school, parents, community or even the peer group. It can counteract destructive lifestyles. Life present challenging hurdles that make individuals lose sight of their goals. Involving in sports seems to be a contributing factor to individuals being goal oriented.

with skills and knowledge that are necessary to organize and manage their lives in a responsible manner. (Van Daventer, 1998).

Martinek (as cited in Van Deventer, 1998) argues that little can be done to change the social environment but through physical programmes, resilience can be fostered. Females can also be supported and provided with the necessary knowledge that could help them enhance their future. Sports could be a friendly learning experience with personalized content that would give meaning to the individuals and help them develop critical life choices. Ideally, the different sporting codes should encourage and boost female participation to help improve the society.

BIOLOGICAL FACTORS INFLUENCING FEMALE SPORTS PARTICIPATION

Developmental influence

The physical fitness of women in sports has always been questioned because of a variety of physiological concerns including menstrual cycle, reproduction, damage to breast and genitals. Early studies argued that females should not be involved in sports due to the deleterious effects of physical exertions to the frequency of menstruation and the fact that the reproductive organs of females can be affected. These beliefs prevailed for years and later, evidence began to prove these beliefs wrong (Linus, 1991). Pre-adolescence (9 – 11 years) a stage that involves slow but consistent form of growth. It is a calm period just before rapid onslaught of adolescence. The body is undergoing developmental changes in the skeletal system and motor development. Motor development is particularly essential as co-ordination develops which later helps to master many physical skills (Santrock, 1995).

Accepting ones physical appearance and being able to deal with the physical changes involved with maturity and growth is one of the most crucial development tasks common to most adolescents. (Brettscheinder & Hein, 1998). Adolescence has been referred to as a period of storm and stress and it is also a period when the teenager is confronted with a series of hormonal hurdles and developmental challenges. (Frydenburg & Lewis, 1993). Adolescents have to deal with a number of issues simultaneously, including the development of an identity, achieving independence away from the family and at the same time, acceptance by peer group. Most important is the transition from childhood into adulthood, which comes with many psychological and physiological adaptations.

Menstruation

Hargreaves (1997), supported research that proved and demonstrated that strenuous exercise did not negatively affect the menstrual cycle, nor did menstruation significantly affect physical performance. Erdelyi (as cited in

Linus, 1991), conducted a study of 729 Hungarian females and the result indicated that 83% of the females registered no change in their menstrual cycle. Zaharievas (1985), studied female Olympiads from 10 different countries. Result showed that 92% of the subjects had a regular menstrual cycle, the length of the flow was regular.

Later studies argued that participation leads to cessation and irregular menstrual functioning web (as cited in Linus, 1991), reported a 59% rate in menstrual difficulties in a group of 56 Olympic athletes. Their primary complaint being missing their menses and experiencing a delay in the onset of the period. For many years, it has been believed that delayed onset in menstrual cycle caused many girls to continue playing sports based on the observation that menarche occurred later in athletes than non-athletes. Girls experience less physical distress associated with their menstrual cycle when they play sports. Many reports highlight the positive influence of moderate and irregular physical activities on the menstrual cycle. There is no doubt

that the benefits of playing sports far outweighs the disadvantages in respect of young developing female bodies.

There is some correlation between strenuous physical activities and delayed menstrual cycle. For many years, research argued that menstrual irregularities are caused by heavy exercise and training (Linus, 1991). It has also been argued that delayed menses subsequently affected fertility and led to complications associated with pregnancy. Scientific evidence provided Erdelyi and Zaharieva (as cited in Linus, 1991), in a combined study of more than 40 female athletes showed that athletes had fewer instances of toxemia, fewer premature deliveries and a lower rate of cesarean section than did a comparable non-athletic sample. Wyrick (1974), argued that athletic fitness is associated with a sound pregnancy and delivery.

Pregnancy

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

Linus (1991), argues that Irwin , who was a female athlete, won an Olympic medal in diving when she was four months pregnant. Another example is that of Hays who successfully completed the world championship rodeo as a bareback rider when she was eight months pregnant. It also appears that women return to top form quickly after having had children.

Zaharieva and Sigler (as cited in Linus, 1991) conducted a study that showed that 76% of the athletes improved their Olympic result during the two years after delivering and this improvement was more apparent in the first year. The world class Mary Decker was interviewed by Bloom (1986), and she stated that she reported back on track six days after giving birth and

was running successfully after one month. Garber et al (1974) concluded by saying that females could look forward to having an active and exciting sports life uncomplicated by irregular menses pregnancy and childbirth.

Hormones

Females who participated in sports often experience delayed menarche and this could have both positive and negative consequences. Historically, delayed menarche which was often associated with high levels of training was a problem as it compromised fertility. More recently, the concern about delayed menarche has focused on its impact on peak bone density. Menarche leads to an increase in circulating high levels of oestrogen in a female body. Oestrogen is a necessary hormonal trigger for increasing bone density in adolescents and maintaining bone density in the mature females. Studies conducted by Fehily, Cole, Evans and Ehwood, 1992; Johnwell and Nilson 1994 have shown that early menarche is associated with increased bone density (President's Report, 1997).

There is sufficient evidence examining the relationship between delayed menarche in athletic females and bone density. Delayed menarche can have positive effects in that the early onset of menarche has been associated with increased risk of breast cancer. Taking part in sports or irregular exercising may also reduce the possibility of childhood obesity which can lead to earlier onset of menarche argued by Doll and Peto (President's Report, 1997).

Body Form

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

The bone structure of females is definitely smaller and more fragile. Garber (1974) argued that the average male is 20% stronger than the average female, males also have a 25% faster reaction time and they also have a cardio-vascular advantages of 25 to 50% over their female counterparts. Currye and Jobu (1984), argued that these differences means male have more power, speed and strength. The same factor can be attributed to high injury rate among males.

Birrel (as cited in Kane, 1998) argues that females should not take part in certain sports activities and there are these activities that require masculine traits such as physical strength and power. Bradner (as cited in Kane 1998), argues that many girls seldom show an interest in sports as if they are interested. They do not have strength and endurance to be successful. Often they cannot perform to the best of their abilities because of the risk they are exposed to.

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

Body Image

According to the national centre for health and statistics (1991), almost twice as many children are overweight today compared to children 60 years ago. Obesity is usually caused by the high intake of fat calories and lack of active disposal of fat. Exercising helps to increase caloric expenditure to maintain an ideal body mass. Birrel and Cole, (1990), argued that for those girls who are generally not obese, daily activity provide enough balance between fat intake and physical activities. For obese

children, it would be ideal to work with strict nutrition programmes for them to maintain their weight.

One Australian study found out that 96% of female high school and university girls desire the slimmer figures. The media and society promotes the slim figure and this puts a lot of pressure on women to either maintain that smaller figure or monitor their weight. Prakasa-Raw and Overman (1986), states that exercise can enhance a woman's self-esteem and body image and that the active women are more positive about themselves and their bodies. From a negative point of view, intense sports participation may highlight the concern for body shape, especially if sports participation are excessively pre-occupied with body weight.

Davies (1996), found that a greater number of high performance female athletes were underweight and they frequently had an intense desire to lose weight as compared to non-athletes. As a result, they were less at risk of developing eating disorder like anorexia, bulimia and bulimia nervosa.

Plaisted (as cited in Morris and Summers, 1995), indicated that for some sporting codes, it is important to maintain an ideal body weight in order to participate in activities like rowing and horse racing. In other sports like running and swimming, low body weight is associated with successful performance.

Physical educators and trainers are not aware of different body types and they do not really help sports participants to develop positive body image with realistic attitudes to diet and acceptable appearance. The above factor do not necessarily lead to eating disorder, but a number of factors can make certain girls obsessive regarding their body image. Other factors can include unhealthy family dynamics, peer and teammate model line and acceptance pressure from coaches and social pressure to conform to standards of slenderness.

In sports, it is particularly important to have a positive relationship between physical activities and psychological health. Studies conducted by

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

PSYCHOLOGICAL FACTORS INFLUENCING FEMALE SPORTS PARTICIPATION

Youth Identity

Youth identity has in the past been an area of interest and the concept has been used differently thus leading to controversy Havighurst (as cited in Berdenbeck & Bredschneider, 1997) explains youth identity as identifying a close correlation between identity development in adolescence and

development tasks. Such tasks include acceptance of one's physical appearance as physical changes occur and understanding that these changes would lead to growth, maturation and building good value systems as a guide for personal actualization.

Brettschneider (1997), argues that identity has two definable components namely personal identity and social identity. Personal identity develops on the basis of continuity of self-experience in the course of life. Social identity evolves from the image that others help to create for the self. The development of an identity during adolescence is a process through which an individual maintains a balance between personal and social identity, which means it is important for the youth to know themselves. Self-knowledge empowers them in the realm of decision making. With help and encouragement from outside parties (which constitute social identity), the individual will master decision making skills required. (Brettschneider, 1997).

Shaw, Kleiber and Caldwell (1995), conducted a study which indicated that female sports participation and physical activities are positively associated with psychological maturity and identity development. Sports aids females to challenge restrictive gender-based perceptions. If girls know who they are, then it is easy for them to make choices, they are confident with themselves and their world.

Personality

People have different views as to who and who cannot play sports. It is a common belief that certain personality types are more suited to the sporting arena. Studies have been conducted to confirm the relationship between certain personality types with the involvement in sports (Morris & Sommers, 1995). Several studies did not reveal significant result but different variables of ten proved significant in each study. Individuals across the spectrum of personality types initially have a tendency to participate in sports and should individuals feel uncomfortable, they will withdraw,

leaving behind a group that is more homogeneous in their common interest (Morris & Sommers, 1995).

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

Prakasa and Overman, (1984), asserts that sports traditionally has been thought of as a process of physically building men and the 'male' athletic personality; this is viewed as tantamount to the 'male personality'. This view suggest that an athlete is supposed to be competitive, rugged, aggressive, tough, independent, dominant, assertive, achievement oriented, and self-controlling. A real woman is supposed to poses different psychological and physical characteristics thus implying femininity and

possible fragility. Sports is traditionally a masculine domain and Harris (1985) argues that girls and boys from an early age know that sports participation is valued more positively for males than females.

Self-Concept

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

The different encounters and interactions that one has with other people will enable the individual to know more about himself or herself. As

an individual associates with other people, these encounters will either enable them to improve or change their behaviors and sometimes even agree with their present behavior. Female teenagers are greatly influenced by the evaluation of others, they appreciate reinforcement and encouragement based on their own actions.

Brettschneider and Heins (1997), argued that self-concept allows females to assess themselves by acknowledging their weakness and strengths often females compare their performance with that of other participants and with time, if their performance improves, then their self-concept also improves and the female sports participant feels competent in what they are involved in (Brettschneider & Heins, 1997). Being competent in a particular sporting code enables the girls to be self-motivated and build self-confidence.

Brettschneider and Heins (1997), conducted a study which indicated that involvement in sports does not have a negative impact on the self-

concept and that top level sports involvement may have a positive effect on self-concept. A positive self-concept in teenage girls who participate in sports elevates the level of positive self-esteem. Digest (1997), asserts that sports helps to build a positive body image which can be linked to lower levels of depression according to women sports foundation.

Motivation

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

sports develop more internal attributes for success than external attributes for both success and failure in sports.

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

Emotional well-being

Physical fitness is positively associated with mental health and well-being (Presidents council report, 1997). A cross sectional study of 220 adolescent females investigated the relationship between physical activity,

physical and emotional distress accompanied by stress the females who did not participate in sports displayed greater stress and ill effects than those females who were actively involved in sports or those that adhered to a rigid physical programme, Brown and Lowton(Presidents council report, 1997).

Exercise programmes have been prescribed by physicians to assist patients suffering from anxiety disorders. Bridle (1995) argues that exercise is associated with small to moderate reduction in anxiety. Individuals often go to the gym whenever they feel their stress level are peaking. Involvement of girls in sports will enable them to be in control of their emotional well-being.

Disordered Eating

An increase level of exercising can be associated with girls wanting to diet so that they can lose weight. There are athletes who follow a balanced diet and there are those who adopt a bad diet habit and use sports and exercise as a means to lose weight. Female athletes may be a high risk group

for developing eating disorders such as anorexia, bulimia and bulimia nervosa especially with those sporting codes that set weight requirement such as boxing, swimming, and horse racing argued Plaisted (as found in Presidents Council Report, 1997).

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

SOCIAL CULTURAL FACTORS THAT INFLUENCE FEMALE SPORTS PARTICIPATION

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

As the child develops, school influence becomes important argues McGuever (as cited in Davies 1996). When learners are outside the home, they are exposed to different behaviors and attitudes. From primary school to senior secondary school, learners make choices which can build or destroy them as individuals. Individuals adopt attitudes and behavior patterns as these are internalized.

Entrenching such behavior patterns would depend on when such behavior is approved of in the family dynamics. If these patterns are accepted by the family, then they would be reinforced. The adoption of attitudes and behaviours in relation to sports is often associated with the

need to be accepted by their parents, community and the society they interact with on daily basis argued by Sanstroem (as cited in Davies (1996). The family is said to be generally responsible for early sports socialization and interest in sports is often preceded by parents interest (Harris, 1994).

Socialization is “the process whereby individuals learn skills, traits, values, attitudes, norms and knowledge associated with performance of present or anticipated social roles. The sports socialization process contains three components; the socialization into sports refers to the sports and psychological influences that shape an individual’s attraction to sports. These influences include the prevalent attitudes and values within the family or peer group. Socialization via sports refers to the acquisition of attitude, values and knowledge as a consequence of sports involvement. Socialization out of sports involves those influences that contribute to an individual discontinuing his or her sports participation”. McPherson and Brown (as cited in Brustad, 1992, p. 60).

The following socialization agents directly or indirectly influence the choice that would be made by teenagers on a daily basis. In this instance, it will be the choice to either participate in sports or not.

The family

Sports has be trivialized, regarded as seriate from life and as unrelated to the broader social context and processes. Sports as a socialization agent has either been ignored or seen to be a “boy thing” (Varpatoli, 1986). The family prevails as the primary socializing agent and to a high extent, it also define appropriate gender behaviour which sometimes could include sports. Numerous studies have indicated that other people who are seen as role models have influenced many individuals who become involved in sports (Varpotoli, 1986). The family is said to be generally responsible for early sports socialization, including modeling, reinforcement and shaping of the observed behavior (Harris, 1994).

Can (as cited in Buffer, 1996), also argued that the socializing process at home for both sexes are different. Boys can get more support and encouragement to get involved in activities, which offer sporting opportunities. They are further more provided with role models who encourage and support participation in physical activities.

Girls however may not be encourages to become involved in physical activities. Snyder and Spreitzer (1976) argued that girls received greater encouragement for certain sporting codes which are seen to be more feminine. Girls are encouraged to participate in gymnastics rather than baseball and athletics. Greendorfer (1992) indicates that with regards to sports, girls and boys tends to be socialized different. A survey was conducted in Western cape and the result indicated that girls took part in non-active leisure activities like dancing, and partying as opposed to boys who places higher priority or sports participation.

A study conducted by Van Daventer (1998), on parents involvement indicated that teachers thought parents were not interested in their children's sports involvement. Some parents show interest by becoming involved in their children's sports coaching while others believed that it is the schools responsibility. An equal number of parents provide their own transport, organize lifts or alternatively regard it as the schools responsibility. Van Daventer (1998/99), indicates that teachers thinks that parents are negligible in terms of showing interest in the sports. Alternatively, parents are aware of the educational value and they always try to motivate their girls, but they are unsure of the quality of the programme.

If parents are prepared to help in terms of transport or purchasing, sporting equipment and show an interest in the sports progress, this would encourage the girls to perform to the best of their ability. There are two important theories that indicate that motivation starts at home. The first theory, Harter's Competence Motivation theory (1981) indicates that

learners who receive disapproval from significantly other will have a diminished sense of forms or information and approval, which implies that extrinsic motivation will enhance performance. Learners who receive parental support will be motivated to perform better than those learners who are not motivated by their parents. Interest in sports by children is usually preceded by parents interest (Harris, 1994).

The second theory, Nicholls' (1984) Theory of Achievement Oriented states that through achievement, the child will display great interest in pursuing challenging opportunities in the future. Nicholls' theory relates to differences in understanding the meaning of competence or ability. Some people think that competence or ability performing better than that competence applies performing better than other people and this is termed ego-involvement orientation.

In contrast, other people see competence from a personal view, which can lead to personal improvement and this is termed task-orientation.

According to Nicholls' theory, the motive is to demonstrate some level of competence mediated by underlying influence in the personal interpretation of achievement. This theory has attracted a lot of attention but unfortunately, has not been empirically tested within the youth sports realm (Higginson, 1995).

A major difference between the two theories is that Nicholls' argues that the generation of competence is the most gratifying feeling in the sports fraternity, as opposed to Harter, who emphasize that the attainment of competence is what is most rewarding in any world of sports. The demonstration of competence particularly for learners who have worked extremely hard to reach that level, could be very rewarding.

McPherson and Kenyon (as cited in Higginson, 1985) found that parents were the main socializing agents in the early years of both girls and boys. As the individual gets older, significance of family support seemed to decrease and peers, coaches and teacher became the main supportive agents.

The School

School is a place to fulfill certain social roles with peers and the opposite sex (Frydenberg & Lewis, 1973). Most of the decisions that teenagers make are important for their development and self-actualization and this may have a big impact on their lives at a later stage.

If the pressure to participate in sports is not generated at home, then it should come from the coaches, peer group and particularly the teachers who are the main driving force within the education sector. School is thus important as it moulds the lives of our developing teenager. On the other hand, Engel (1994) also indicates that schooling is of fundamental importance in perpetuating the notion that some sports are more masculine or feminine than others. For some schools, there is still a discrepancy as to which gender should participate in different sporting codes. A lot of our schools do not have girls soccer, basketball and volleyball teams as these are labeled as boys sporting codes.

Schools are institutions in which physical activities is mainly organized within an educational context and thus determines whether learners will participate. The link between sports and education plays a crucial role in the holistic development of the child (Khumale, 1994).

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

There are also organized leagues on all codes, all levels from the District to national levels. Involvement in sports and sports related activities leads to competence, not only in the physical world but also enhance life skill strategies vital for real life situations. In former model (schools, it is

compulsory to play at least one sport and those learner who are competitive go for further training at school or club level. The culture of sports is generated in some schools and the reputation of some school independent on the success of some learners as sports personalities (Khumalo, 1999). It is important for such schools to produce competent athletes, in spite of all the efforts to nature boys participation in sports. It seems that female sports participation in high school has increased from approximately 300,000 in 1970 to 2.4million in 1996, according to the Women's Sport Foundation (as cited in Kane 1998).

Gender role expectation

The gender schema theory (Kiovula 1995 p. 355), suggests that “the phenomena of sex-linked association that constitute the gender-schema”. The selectivity of schematic processing allows us to add meaning to a vast amount of stimuli that we are exposed to and enables us to structure incoming information.

Sex types individual thus process incoming information according to how society defines masculinity and femininity, (Kiovula, 1995). People experience discomfort whenever they are expected to take part in cross-sex activities because they know the demand far exceed their ability. This theory clearly establishes expectation and perception of appropriate behaviours and will ultimately determine behavior patterns. Greson and Colley (1986), argued that during adolescence, there is an adoption of sex roles. These roles could have an effect on behavior for example adolescents whose mothers are involved in sports will also more likely be involved in sports. The socialization process influence gender schema development.

Although it is important to emphasize that gender has not been able to consistently predict behavior, it is undoubtedly, one of the factors that influence behavior. Gender differentiation begins at birth and can result in the learning of passive submissive and nurturing behaviour of the girls and

the active, argued Ben (as cited in kiouvala, 1995). In most homes, girls and boys are socialized differently.

Culture

Culture is when a group of people have similar belief which forms part of their tradition and custom. According to Hargreaves (1997), culture is seen to be a lived dominance and subordinate of particular classes in the sense that certain cultural belief can affect the progress of particular areas in life. Cultural beliefs have a great impact in involvement of females in sports. Kane (1998), argued that sports could be regarded as one of the most important sits for the production of cultural beliefs and practices that equate gender differences. The cultural belief makes women think they will never attain the level of their male counterparts where sports is concerned.

“A woman’s place is in the kitchen” is still a common saying and many cultures still firmly believe it. Participation in sports masculinize females and is therefore viewed negatively, (Fasting, 1987). The above

sentence confirms the fact that masculine and feminine behaviour are culture bound. Most males are accepting of females not participating in sports. Birrel (as cited in kioulova, 1995) indicates that the participation of women of sports have always been seen as the presence of women in a man's world.

Hargreaves (1997), went on to indicate that women were excluded from convenient venues and they often had to travel long distant for them to be able to play and this was one of the factors causing females to be sidelined.

Despite many negative factors, female who participate in sports are challenging the culture bound belief and are going against deep-seated traditional belief. "if sports is a cultural space where gender relation are produced, preserved and publicly celebrated, then women's involvement in sports can be seen as a form of resistance that disturb the apparent already existing logic of male supremacy" argued Birrel and Theberg (as cited in Kane, p.342).

The media

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

Fiction portraying female protagonist would be more appealing and such books can encourage girls and make them realize that there are other girls to counteract the limitation of gender stereotypes and to realize that they can follow their dreams, even in sports. Reading about strong, competent sports woman could also encourage more black females to participate in sports.

SOCIO-ECONOMIC FACTORS INFLUENCING FEMALE SPORTS PARTICIPATION

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

There are however many factors that makes it impossible for certain female to take part in sports. Craity (as cited in Higginson, 1984) argued that even if facilities are available, a child might not participate in sports if the parents are unconcerned regarding this facet of the child's development. Most parent in Nigeria do not to make conscious decisions, not to be involved in sports but their lack of involvement and support can be attributed to a number of factors: financial difficulties, unemployment, if

employed the hours they keep, and the fact that older siblings have to look after the younger siblings thus makes it impossible for them to participate in sports.

The Marginality Hypothesis states that the disadvantaged socio-economic position of females in Nigeria nurtures marginalization. There is a class difference caused by the availability of disposable incomes, occupational mobility and perceived health benefits for the upper classes (Hargreaves1997). Occupational flexibility and greater mobility of middle class parents enables them to transport their children from one point to the other. Hargreaves (1997), further indicates that low level of physical activity are common for the disadvantaged group because their parents cannot afford to finance expenses, like buying of equipment. Due to the lack of facilities, they also have to travel from their own area to other areas that offer facilities and these are expenses that the parents need to pay for.

In South Africa, as stated by Digest (1997), one and a half black girls compared to one quarter of white girls said that they cannot consider taking part in competitive sports when their family could not finance their transportation needs.

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

Digest (1997) indicated that the disadvantaged socio-economic position of black people leads further marginalization which is in turn responsible for fewer individual participation on sports for black females, chances of receiving quality physical education and athletic training at a young age are low, which hampers the development of foundation for subsequent motor development (The president's council as cited in Digest, 1997).

Graham and Philips (1999) established that learners who will do well academically tends to be relatively advantaged in terms of socio-economic

status and getting better educational opportunities. Participation in youth sports is a further example of unequal opportunity because the majority of black families from economic disadvantaged home will not be able to participate in certain sporting codes. Hargreaves (1997) strongly argued that sports development is only available to those who are not living in socio-economically depressed areas and because of that most South African women link sports with notion of liberation and enrichment.

Digest (1997), indicates that some low –income group families also depend on the daughters to provide child care for the younger siblings after school, to prepare family meals and to run the homes when the parents are at work. For this reasons, it would be impossible for some girls to be involved in sports because it would be perceived as comfort and luxury. Digest (1997), also indicated that most girls live in unhealthy environment, unsafe areas making it difficult for them to walk from home to a caching session. .

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

A gender analysis study conducted by the World Health Organisation (as cited in Van Daventer, 1998) shows that learners placed a high priority on participation in schools sports compared to sports and leisure activities. The study also showed that girls regularly participate in non-active leisure activities like partying, dancing and listening to music. Boys regularly party, dance and listen to music but then also participate in school sports. Boys

place more priority on participation of school sports. Out of the sample that was used in the research, 45% of boys and 35% of girls actually participated in school sports.

Socialization enables young female adolescents who see their mothers being involved in sports to take an interest and they would also probably be motivated to participate in sports. This does not mean that gender consistently predicts behavior, but it is certainly one of the factors that influence the socialization process and eventually, the decision to participate in sports. Grendorfer, Hansbrook and Momullin (cited in Higginson, 1984) argued that the sex-role stereotypes particularly from the fathers social background could also affect the types sports that the learners eventually chooses.

The above finding indicates that there are various issues that causes learners not to participate in sports and the socio-economic background may only be indirectly involved as an influence on sports participation (Higgins,

1984). Prospective female athletes lacking personal ambition to succeed in sports may not be influenced to participate to a great extent as a result of the above factors.

SUMMARY OF LITERATURE REVIEW

The level of status for sports in Nigeria should be raised and sports participation should be nurtured and instilled from pre-primary school, secondary and tertiary level. In the process of grooming and molding players, they are subsequently introduced to provincial and then national teams for sporting codes.

Amrusa (as cited in Van Deventer, 1993), states learners do not take non-examinable subjects seriously and since the status of physical education in Nigeria has been raised to an examinable subject, learners' attitude would be improved towards the discipline. If the standard of sports is to improve in schools, the implication is that there would be a need to provide facilities, equipments, qualified teachers, coaches and sports psychologists.

It would be the role of all the agents to encourage and motivate the learners with special focus on the girls.

The focus should be developmental dimensions which help to make links between social requirements, individual needs and personal interests. As indicated in this chapter, choices that are made in life are usually influenced by physiological and social factors.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter will be organized under the following sub-headings.

Research Design

Population of the Study

Sample and Sampling techniques

Research Instrument

Reliability of Instrument

Administration of Research Instrument

Method of Data Analysis.

Research design

This research design is a descriptive one; therefore the descriptive survey design was used. A descriptive survey is undertaken in order to ascertain and be able to describe the characteristics of the variables of interest in a situation. Since this study, seeks to find out the factors affecting female participation in sports from the respondents, a descriptive design is suitable.

Population of the study

The population of this study consisted of all undergraduate students of the University of Benin. There are about 34,000 undergraduate students currently in the University of Benin.

Sample and sampling techniques

A sample of 100 students was selected from the human kinetics department and used for the study.

The simple random sampling technique was used in order to ensure that each of the research population is adequately represented in order to attain a fair representative sample of the population. Twenty five students were randomly selected from each level. In the four levels, the researcher wrote the numbers 1-50 on pieces of paper and folded them. The papers were scattered and put in a cup and students were asked to choose one piece each. Those who picked from 1-25 in the four levels were selected and the questionnaires administered to them.

Research instrument

The instrument used for data collection was a self-structured questionnaire. The questionnaire was administrated to the respondents and was made up of two sections which are:

Section “A” focused on the demographic data of the respondents which included the sex and age of respondents. Section “B” focused on the

questionnaire items which are 20 in number and were derived from the research question.

Validity of instrument

For the purpose of validation, a copy of the questionnaire was given to the project supervisor and two other experts from the department of Human Kinetics to determine the face and content validity. According to Ohuche (1990), experts are expected to determine whether the item of the test adequately cover all the relevant content and behavior and whether the balance among topic and behavior are accurate in order to establish the validity of the test.

Reliability of instrument

In testing the reliability of the instrument, the test-retest method was used comprising of 10 students from the department of human kinetics. The instrument was first administered to the 10 students, and scores were collected. After two weeks, the instrument was again administered to the

students and scores were also collected. The two set of scores collected were correlated using the Spearman rho. With this correlation, a reliability of 0.82 was established which is quite high and implies that the instrument has a high degree of validity and therefore, reliable.

Administration of research instrument

The investigation personally administered copies of the questionnaire to the respondents on the spot. Personal administration of the questionnaire also afforded the researcher the opportunity of interacting respondents on the purpose of the study. A total of 100 questionnaires were administered and same number filled and collected.

Method of data analysis

The data collected were grouped and tallied, put into frequency count and tabulated. They were later analyzed in accordance with the research questionnaires formulated for the study. Simple percentage was used to analyze the data collected.

CHAPTER FOUR

ANALYSIS OF DATA AND DISCUSSION

Data analysis

This chapter dealt with the data collected from copies of the questionnaire used for the study. A 20 item questionnaire was administered to 100 respondents and same number of questionnaire collected. The results were analyzed on the basis of each of the five research question formulated for the study in chapter one.

Table 1: Distribution according to sex.

Sex respondents	Frequency	Percentages
Male	64	64%
Female	36	36%

Total	100	100%
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From the table, it is seen that 64% of the respondents were males and 36% were females.

Table 2: Distribution according to age

Sex respondents	Frequency	Percentages
16-20	20	20%
21-25	70	70%
26-30	10	10%
31 and above	-	0%
Total	100	100%

Table 2 revealed that 20% of the respondents were between 16-20years, 70% were between 21-25 years, 70% were between the age brackets of 26-30 years and none of the respondents was above 30years.

Research question one

Are females interested in sports as much as males?

Table 3

S/N	QUESTIONS	YES	%	NO	%
1	Do you like sports?	98	98%	2	2%
2	Do you participate in sports?	90	90%	10	10%
3	Do you take part in active sports participation?	76	76%	24	24%
4	Do you take part in passive sports participation	66	66%	34	34%

	Grand Total	82.5	82.5%	17.5	17.5%
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From the table above, 82.5% of the respondents responded positively while only 17.5% of the respondents responded negatively which implies that females are also interested in sports as much as males.

Research question two

Does sex difference influence female participation in sports?

Table 4

S/N	QUESTIONS	YES	%	NO	%
5	Do you feel that most sporting activities are designed to suit males only?	52	52%	48	48%
6	Do you feel that sporting activities are too physical for females?	30	30%	70	70%
7	Do you think physical characteristics prevent	60	60%	40	40%

	females from participating in sport?				
8	Do you think females in sports are encouraged as much as males?	20	20%	80	80%
	Grand Total	40.5	40.5%	59.5	59.5%

From the table above, 40.5% of the respondents feel that sex difference influence female participation in sport while 59.5% do not feel so.

Research question three

Does the type of sporting activities have an influence in the rate of female participation.

Table 5

S/N	QUESTIONS	YES	%	NO	%
9	Do you participate in vigorous sports?	60	60%	40	40%

10	Do you participate in non-vigorous sport?	88	88%	12	12%	
11	Do you participate in te	71	86	86%	14	14%
12	Do you participate in racket games?	52	52%	48	48%	
13	Do you participate in ball games?	84	84%	16	16%	
14	Do you take part in athletics?	48	48%	52	52%	
	Grand Total	69.7	69.9%	30.3	30.3%	

From the table above, 69.7 of the respondents are of the opinion that the type of sporting activities have an influence in the rate of female participation while 30.3% of the respondents are not of that opinion.

Research question four 72

Does physiological constitution affect female participation in sports?

Table 6

S/N	QUESTIONS	YES	%	NO	%
15	Does participation in sports affect menstrual flow negatively?	40	40%	60	60%
16	Does participation in sports make female develop masculine form	88	88%	12	12%
17	Does sports participation help to	64	64%	36	36%

	develop female body form				
18	Does pregnancy hamper female participation in sporting activities	84	84%	16	16%
19	Does sports participation bring about good health among females	100	100%	0	0%
20	Does sports participation reduce stress among females	90	90%	10	10%
	Grand Total	77.7	77.7%	22.3%	22.3%

From table 6 above 77.7% of the respondents responded positively to physiological and anatomical constitution affecting female participation in sports while 22.3% responded negatively to it.

Discussion of findings

There are several finding in this study which need to be elaborated. A critical analysis of table 3 showed that 82.5% of the respondents are of the

view that females are interested as males while 17.5 are of the view that females are not as interested as males. So generally, from the table, it is concluded that females are interested in sports as much as males.

Table 4 indicated that 40.5% responses were positive as against 59.5% who responded negatively about sex difference influencing female participation in sports. This show that sex difference do not really affect female participation in sports. Results from table 5 revealed that 69.7% represents those who responded positively as against 30.3% who responded negatively about the type of sporting activities having an influence in the rate of female participation. It showed that the type of sporting activities do affect participation to a large extent.

Analyzing table 6 revealed that 77.7% of the respondents are of the opinion that physiological and anatomical constitutions affect female participation in sports as against 22.3% who do not. Therefore, we can

conclude that physiological and anatomical constitution effect female participation in sport.

CHAPTER FIVE

SUMMARY, FINDINGS, CONCLUSION AND RECOMMENDATIONS

SUMMARY

The purpose of this study was to examine some of the factors influencing female participation in sports among undergraduate students of the University of Benin.

The introductory part of the study dealt with sports generally in Nigeria and the history of female sports. The general perception of females in sports was also examined. The researcher reviewed literature related to the field copiously and focused on different factors influencing female

participation in sports which included biological, psychological, physiological, socio-cultural and socio-economic factors.

To enable the researcher collect the necessary data for this study, a self –structured research instrument was used. A total of 100(one hundred) copies of questionnaire were administered to respondents.

The study, was carried out using 64 males and 36 females undergraduate students. Simple percentage was used in the analysis of data collected. This is as presented in chapter four of this study.

FINDINGS

The following were the major findings of this study:

1. That there are certain factors which tend to influence participation in sports among under-graduate students of the University of Benin. The psychological and anatomical constitution of females created a major obstacle to their participating in sporting activities. Also, sporting

activities involving high body contact (vigorous sports) also negatively affect female participation.

2. That there are significant benefits derivable from participation in sporting activities such as mental and emotional wellbeing, reduction in stress level, socialization, feeling of acceptance, self-esteem, etc.
3. It was observed that female undergraduate students are very much interested in sports and most of them participate in non –vigorous sports.
4. It was also observed that sex difference do not really affect female participation in sports.
5. That there are two types of sporting activities performed by undergraduate students.

CONCLUSION

Based on the results of the investigation, the following conclusions were draw. Undergraduate female students can engage in either active or

passive sporting activities of which are both beneficial to their health. Undergraduate female students are very much interested in sports either actively or passively.

Also, encouragement on the part of parents, teachers, coaches and even friends often brings about positive changes in female undergraduate students towards participation in sporting activities.

Finally, female undergraduate students have positive attitudes towards sports participation. However, the few who frown at sports participation have done so out of gender influence and economic background.

RECOMMENDATIONS

1. Female undergraduate students should be taught on how sports help to improve the body anatomy and physiology. Also female should be encouraged to participate more in non-vigorous sports.

2. Due to the health benefits derivable from participation in sporting activities, female undergraduate students should be encouraged to participate.
3. Since females are also v 79 ited in sports, they should be given equal opportunity to participate at every level.
4. Seminars should be organized to orient girls that being females do not stop them from participating in sporting activities.
5. Female undergraduate students should be encouraged to participate either actively or passively in accordance with their interest.

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QUESTIONNAIRE

FACULTY OF EDUCATION

DEPARTMENT OF HEALTH, ENVIRONMENTAL EDUCATION

AND HUMANKINETICS

QUESTIONNAIRES ON FACTORS AFFECTING FEMALE

PARTICIPATION IN SPORTS AMONG HUMAN KINETICS

STUDENTS OF THE UNIVERSITY OF BENIN

This questionnaire is intended to provide answers that would lead to a better understanding of the factors influencing female participation in sports among undergraduate students of the University of Benin.

Please indicate your response to the question by ticking the box representing your choice. E 85 possible. The information will be kept confidential.

SEX: Male [] Female [].

AGE: 16-20 [] 21-25 [] 26-30 [] 31 and above []

Section A: Are females interested in sports as much as males?

(1) Do you like sports? Yes [] No [].

(2) Do you participate in sports? Yes [] No [].

(3) Do you take part in active sports participation? Yes [] No [].

(4) Do you take part in passive sports participation? Yes [] No [].

Section B: Does sex difference influence female participation in sports?

(5) Do you feel that most sporting activities are designed to suit the males only? Yes [] No [].

(6) Do you feel sporting activities are too physical for females? Yes []
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No [].

(7) Do you think physical characteristics prevent females from participating in sports? Yes [] No [].

(8) Do you think females in sports are encouraged as much as males? Yes [] No [].

Section C: Does the type of sporting activities have an influence in the rate of female participation?

(9) Do you participate in vigorous sports? Yes [] No [].

(10) Do you participate in non-vigorous sports? Yes []

No [].

(11) Do you participate in team sports? Yes [] No [].

(12) Do you participate in racket games? Yes [] No [].

(13) Do you participate in ball games? Yes [] No [].

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(14) Do you take part in sports [] No [].

Section D: Does physiological and anatomical constitutions affect female participation in sports?

(15) Does participation in sports affect menstrual flow negatively? Yes [] No []

(16) Do sports participation make females develop masculine form? Yes [] No [].

(17) Do sports participation help to develop female body form?

Yes [] No [].

(18) Does pregnancy hamper female participation in sporting activities?

Yes[] No[].

(19) Do sports participation bring about good health among females?

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Yes[] No[].

(20) Do sports participation reduce stress among females? Yes []

No[].