



T.C

TOKAT GAZIOSMANPASHA UNIVERSITY

GRADUATE EDUCATION INSTITUTE

DEPARTMENT OF PHYSICAL EDUCATION AND SPORT

**SOCIAL BARRIERS SPORTS ACTIVITIES AMONG WOMEN IN ERBIL
GOVERNORATE FROM THE PERSPECTIVE OF SPORTS COACHES**

MASTER THESIS

PREPARED BY

ASHNA ADIL OBAID

ADVISORE

Dr.Öğr.Üyesi Emine BAL TURAN

TOKAT-2023

ETİK SÖZLEŞME

Tokat Gaziosmanpaşa Üniversitesi Lisansüstü Eğitim Enstitüsü tez yazım kılavuzuna göre, **SOSYAL ENGELLER ERBİL VALİLİĞİ'NDE KADINLAR ARASINDAKİ SPOR AKTİVİTELERİ SPOR ANTRENÖRLERİ BAKIŞ AÇISIYLA** danışmanlığında hazırlamış olduğum “**Dr.Öğr.Üyesi Emine BAL TURAN**” adlı Yüksek Lisans tezinin bilimsel etik değerlere ve kurallara uygun, özgün bir çalışma olduğunu, aksinin tespit edilmesi halinde her türlü yasal yaptırımını kabul edeceğimi beyan ederim.

İmza

ASHNA ADIL OBAID

Tarih : / /

JÜRİ KABUL VE ONAY SAYFASI

ASHNA OBAID tarafından hazırlanan “**SOCIAL BARRIERS SPORTS ACTIVITIES AMONG WOMEN IN ERBİL GOVERNORATE FROM THE PERSPECTIVE OF SPORTS COACHES**” adlı tez çalışmasının savunma sınavı 14.09.2023 tarihinde yapılmış olup aşağıda verilen Jüri tarafından Oy Birliği () ile Tokat Gaziosmanpaşa Üniversitesi Lisansüstü Eğitim Enstitüsü ()’nda Yüksek Lisans Tezi () olarak kabul edilmiştir.

Jüri Üyeleri (Unvanı, Adı Soyadı)

İmzası

Üye (Başkan) : Dr.Öğr.Üyesi Gül YAĞAR

.....

Üye : Dr.Öğr.Üyesi Aycen AYBEK

.....

Üye : Dr.Öğr.Üyesi Emine BAL TURAN

.....

Üye :

.....

Üye :

.....

ONAY

...../...../.....

Lisansüstü Eğitim Enstitüsü Müdürü

ÖZET

Sosyal Engeller Erbil Valiliği'nde Kadınlar Arasındaki Spor Aktiviteleri Spor

Antrenörleri Bakış Açısıyla

ASHNA ADIL OBAID

Dr.Öğr.Üyesi Emine BAL TURAN

Eylul 2023,ix +83 sayfa

Bu çalışmanın amacı, Erbil Valiliği'nde kadınların spora katılmasının önündeki toplumsal engelleri spor koçları açısından incelemek, özellikle de kadınların ekonomiyi ve iş şanslarını nasıl gördüklerine vurgu yapmaktır. kadınların spor yapmakta gördükleri sosyal cephedeki avantajlar. Örnekleme 300 kadın yer aldı. Bulgulara göre, kadınların farkında olmadığı birçok ekonomik ve sosyal avantaj çok önemliydi. Baskın erkeklik, eğitim eksikliği, yoksulluk, yetersiz sosyal kapsama alanı ve spor faaliyetleri, kadınların spora katılımı yoluyla güçlendirilmesinin önündeki engellerdi. Sporun herkes için bir insan hakkı olduğu ve üniversite kadınlarının kendi içlerinde bir değeri olduğu gerçeğinden hareketle, toplumun geri kalanı gibi duyguları, ihtiyaçları ve talepleri olan ve hayattan zevk alacak ve başkalarının zevkine katkıda bulunacak enerjiye sahip olan kadınlardır ve spor aktivitelerinin öneminden hareketle, üniversite kadınlarının uyum sağlaması, başarması ve karşılaması için acil gerekli gerekliliklerden biri olarak spor faaliyetlerinin öneminden hareketle. Bu genel hedef, aşağıdaki gibi bir dizi alt hedef getirmiştir: üniversite kadınlarının spor faaliyetlerinin uygulanmasının öneminin ne ölçüde farkında olduklarının belirlenmesi, üniversite kadınlarının spor uygulamalarının önündeki sosyal engellerin belirlenmesi ve bu hedefe aşağıdaki hususların ortaya konulması ile ulaşılmaktadır: Bedenin benlik algısı ile ilişkili sosyal engeller, kolej içindeki sosyal ve akademik organizasyonla ilgili sosyal engeller. Alt spor faaliyetlerinde düzenlenen sosyal engeller, üniversitelerdeki kadınlar arasında spor faaliyetlerini spor için uygulamalarını engelleyen sosyal engeller, Ailenin spora karşı tutumu ile ilişkili sosyal engeller. Çalışmada şu sorulara cevap aranmıştır: Erbil Valiliği'nde kadınların spor faaliyetleri ile sosyal engeller arasında spor antrenörleri açısından istatistiksel olarak anlamlı bir ilişki olduğu, Çalışmanın bulgularına göre, spor aktiviteleri ile sosyal engeller arasında istatistiksel olarak anlamlı bir ilişki vardır ve Erbil vilayetindeki kadınlar

tarafından spor antrenörleri açısından bakıldığında, spor, kadınların ekonomik ve sosyal statüsünü ilerletmek için önemli bir potansiyele sahiptir. Eğitimden yoksun oldukları için, kadınlar bireysel, aile ve toplum düzeyinde spora katılmak için motivasyonsuzdurlar, çünkü egzersizin sağlıkları üzerindeki faydalarının farkında değildirler. Hem kentsel hem de kırsal bölgelerde, hegemonik erkeklik, eğitim eksikliği, yoksulluk ve medyada yer almaması, kadınların spora katılmasının önündeki en büyük engeller olarak ortaya çıkmıştır. Kadınlar, bölgelerindeki yoksulluk nedeniyle spora daha az katılıyorlar.

Anahtar Kelimeler: Sosyal Engeller, Spor Aktiviteleri, Kadınlar, Spor Antrenörleri

Abstract

Social Barriers Sports Activities Among Women in Erbil Governorate from the Perspective of Sports Coaches

ASHNA ADIL OBAID

DR. ÖĞR. EMİNE BAL TURAN

Eylul 2023,ix+83 pages

The goal of this study was to examine societal barriers to women participating in sports in the governorate of Erbil from the perspective of sports coaches, with a particular emphasis on how women see the economy and job chances. the advantages on the social front that women see in engaging in sports. 300 women were included in the sample. According to the findings, several economic and social advantages that women were not aware of were crucial. Dominant masculinity, a lack of education, poverty, inadequate social coverage, and sports activities were all obstacles to women's empowerment via involvement in sports. Based on the fact that sport is a human right for all, and that university women have a value in themselves, they are first women with feelings, needs and demands like the rest of society, and they have the energy to enjoy life and contribute to the pleasure of others, and based on the importance of sports activities as one of the urgent necessary requirements for university women to adapt and achieve and meet. this general goal came a set of sub-objectives as follows: Identifying the extent to which university women are aware of the importance of practicing sports activities, Identifying social barriers to university women's practice of sports, and this goal is achieved by revealing: Social barriers associated with the self-perception of the body, Social barriers related to social and academic organization within the college. Social barriers arranged in sub-sports activities, Social barriers that hinder the practice of sports activities among women in universities for sports, Social barriers associated with the family's attitude towards sports, The study sought to answer the following questions: There is a statistically significant correlation between social barriers and sports activities by women in Erbil Governorate from the point of view of sports coaches, There is a statistically significant correlation between sports activities and social barriers and by women in Erbil governorate from the point of view of sports coaches, Sport has significant potential to

advance women's economic and social status, according to the study's findings. Because they lack education, women are unmotivated to participate in sports on an individual, family, and communal level because they are unaware of the benefits of exercise on their health. In both urban and rural regions, hegemonic masculinity, a lack of education, poverty, and a lack of media coverage have emerged as the major obstacles to women participating in sport. Women are less involved in sport due to poverty in their areas.

Keywords: Social Barriers, Sports Activities, Women, Sports Coaches



Table of content

Özet.....	I
Abstract.....	Hata! Yer işareti tanımlanmamış.
Table of content.....	V
List of tables	VII
INTRODUCTION.....	1
1) THE PROBLEM OF THE STUDY:.....	2
2) OBJECTIVES OF THE STUDY:.....	2
3) HYPOTHESES OF THE STUDY:	2
4) STUDY HYPOTHESES.....	3
(5) POPULATION AND SAMPLE STUDY	3
6) SAMPLE SIZE AND SAMPLING METHOD.....	4
7) DATA ANALYSIS METHOD	4
8) STATISTICAL METHODS USED	4
9) LIMITATIONS OF THE STUDY	5
CHAPTER ONE	6
1-1: OPERATIONALIZATION OF KEY CONCEPTS.....	6
CHAPTER TWO	7
2-1: REVIEW OF LITERATURE	7
CHAPTER THREE	10
3: BARRIERS TO WOMEN AND GIRLS' PARTICIPATION IN SPORT AND PHYSICAL ACTIVITY.....	10
3-1: SOCIO-CULTURAL BARRIERS.....	10
3-2: WOMEN IN SPORTS ACTIVITIES IN THE WORLD FROM THE EARLY PERIOD TO THE PRESENT.....	16

3-3: GENDER, SPORT AND DIPLOMACY	19
3-4: HOW ACTIVE ARE WOMEN AND GIRLS IN SPORT AND ACTIVE RECREATION?.....	23
3-5: HEALTH BENEFITS OF PHYSICAL ACTIVITY FOR WOMEN.....	23
3-6: BENEFITS OF SPORTS AND PHYSICAL ACTIVITIES	24
3-7: EMPOWERING WOMEN THROUGH SPORT	27
3-8: STRUCTURAL BARRIERS TO GREATER FEMALE PARTICIPATION	28
3-9: THE BENEFITS FOR WOMEN AND GIRLS OF PHYSICAL ACTIVITY AND SPORT	29
3-10: THE POWER OF SPORT	31
3.11. METHODS.....	36
CHAPTER FOUR:	39
FINDINGS AND ANALYSIS FROM THE QUESTIONNAIRE	39
4-1: PART ONE: DEMOGRAPHIC ANALYSIS OPTION.....	39
4-2: PART TWO QUESTIONS.....	45
CHAPTER FIVE:	67
FINDINGS AND ANALYSIS	67
RESULT	67
CONCLUSION	68
RECOMMENDATIONS	68
REFERENCES.....	69
QUESTIONNAIRE LIST	78

List of tables

<i>Table (4-1-1) The Age.....</i>	39
<i>Table (4-1-2) you are Marital Status.....</i>	40
<i>Table (4-1-3) Education Status</i>	40
<i>Table (4-1-4) Waking Status</i>	41
<i>Table (4-1-5) Age To Start Sport.....</i>	42
<i>Table (4-1-6) The Year You Started Sport</i>	43
<i>Table (4-1-7) how many years have you been professionally involved in sport</i>	43
<i>Table (4-1-8) Are You National Athlete.....</i>	44
<i>Table (4-2-1) The negative view of the society around me reduces my participation in sports activities.....</i>	45
<i>Table (4-2-2) Parents' lack of acceptance of the girl joining a particular club to practice sports</i>	46
<i>Table (4-2-3) The non-cooperation of my female colleagues participating in the sports activity with me while I play reduces my participation in the sports activity.....</i>	47
<i>Table (4-2-4) Family opposition to participating in sports activities reduce.....</i>	47
<i>Table (4-2-5) Practicing sports activities does not achieve opportunities for cooperation between me and the club.....</i>	48
<i>Table (4-2-6) Exercising in physical fitness increases the social status of women</i>	49
<i>Table (4-2-7) Practicing physical fitness helps to form social relationships to gain social acceptance with others</i>	50
<i>Table (4-2-8) I do fitness so I don't get lonely</i>	50
<i>Table (4-2-9) I do fitness for the social game</i>	51
<i>Table (4-2-10) Maintaining my relationships with my old friends</i>	52

<i>Table (4-2-11) Gain the respect of others.....</i>	<i>52</i>
<i>Table (4-2-12) The social environment makes me feel the importance of sports activity and the demand for it</i>	<i>53</i>
<i>Table (4-2-13) The influence of friends makes me embrace fitness</i>	<i>54</i>
<i>Table (4-2-14) The growing interest of the media in covering sports activities</i>	<i>54</i>
<i>Table (4-2-15) Change in customs and traditions that allow women to exercise in clubs</i>	<i>55</i>
<i>Table (4-2-16) An attempt to market the concept of gender equality in society</i>	<i>56</i>
<i>Table (4-2-17) Practicing physical fitness reflects a manifestation of social sophistication</i>	<i>57</i>
<i>Table (4-2-18) Keeping with my friends who do it.....</i>	<i>57</i>
<i>Table (4-2-19) I can't find anyone to turn to to direct me to practice any kind.....</i>	<i>58</i>
<i>Table (4-2-20) My financial capabilities do not allow me to participate in any sports activity.....</i>	<i>59</i>
<i>Table (4-2-21) Not encouraging the family to participate in sports activities</i>	<i>59</i>
<i>Table (4-2-22) Practicing sports activities contradicts the modesty desired for women .</i>	<i>60</i>
<i>Table (4-2-23) Family customs and traditions do not allow women to engage in sports activities</i>	<i>61</i>
<i>Table (4-2-24) Practicing sports contradicts the religious values prevailing in society .</i>	<i>61</i>
<i>Table (4-2-25) Inability to engage in physical activity that responds to myself.....</i>	<i>62</i>
<i>Table (4-2-26) Lack of interest in women's sports and encouraging them to practice....</i>	<i>63</i>
<i>Table (4-2-27) I have not developed athletic skills inside the school since childhood</i>	<i>63</i>
<i>Table (4-2-28) Lack of incentives to encourage women to exercise</i>	<i>64</i>
<i>Table (4-2-29) The lack of a nearby club or a suitable place to exercise</i>	<i>65</i>

<i>Table (4-2-30) The narrow social view of women 's view of sports activities constitutes an obstacle to their practice of sports activities</i>	<i>65</i>
<i>Table (4-2-31) Your social environment encourages you to practice feminine sports</i>	<i>66</i>



INTRODUCTION

Sports activity is one of the important human activities that aims to educate the individual in a balanced manner and provides him with many opportunities for moral social formation. The social and moral characteristics that effectively affect the development of personality and the cohesion of society. In Erbil, women's entry into the sports field is late compared to what the European arena is witnessing with regard to the participation of men. This is because of social obstacles that prevent this, and given the role that entails on the researcher and the importance of scientific research to highlight the importance of women's participation in sports activity and the benefits that can result from their participation. Erbil for sports activity, although many researchers dealt with the study of this subject from different angles, but the study of this subject in Erbil is almost non-existent to the knowledge of the researcher. One of the fundamental pillars of health is physical exercise, which also serves as a key enabler of a desirable lifestyle and higher quality of life. Institutionalizing desirable social and health behaviors depends on people's lifestyles, which are strongly tied to these two categories.

1) THE PROBLEM OF THE STUDY

Based on the fact that sport is a human right for all, and that university women have a value in themselves, they are first women with feelings, needs and demands like the rest of society, and they have the energy to enjoy life and contribute to the pleasure of others, and based on the importance of sports activities as one of the urgent necessary requirements for university women to adapt and achieve and meet their personal needs and demands that may positively affect some social barriers and sports activities by women, and in light of this a problem can be formulated Research on the following question, what is the relationship between social barriers and sports activities among women in Erbil Governorate from the point of view of sports coaches.

2) OBJECTIVES OF THE STUDY

Athletes are the most at risk for injuries due to their involvement in local and worldwide contests as well as their sports-related workouts, particularly in those that require more use of the joints and muscles. As a result, we constantly observe that the sports venues are anxious to have the top experts and therapists present in the rehabilitation and exercise programs in order to return the players to the sports fields in a good manner. One of the sports where injuries are common is volleyball. This is because to the high level of effort required to play the game, the usage of hops and rapid runs, as well as the length of the game, which also impacts the likelihood of injuries. The study's goal is to detect these injuries and provide rehabilitation methods to help players return to the field of play.

3) HYPOTHESES OF THE STUDY

The study sought to answer the following questions:

- 1) There is a statistically significant correlation between social barriers and sports activities by women in Erbil Governorate from the point of view of sports coaches.

- 2) There is a statistically significant correlation between sports activities and social barriers and by women in Erbil governorate from the point of view of sports coaches.
- 3) There is a statistically significant correlation between sports activities and social barriers and by women in (age, work and sports practice).
- 4) What is the level of social barriers and sports activities among women in Erbil Governorate?
- 5) Are there statistically significant differences in the level of social barriers and sports activities among women due to the variable of the number of years working in sports activities?

4) STUDY HYPOTHESES

To achieve the objectives of the research, the researcher seeks to test the following main hypothesis:

- 1) There is a relationship between social barriers and sports activities among women in Erbil Governorate from the point of view of sports coaches.

It branches into a set of hypotheses, including:

- 1) There is a relationship between social barriers, sports activities and women
- 2) There is a relationship between social barriers, sports activities and the point of view of sports coaches

5) POPULATION AND SAMPLE STUDY

Data for this study were collected by survey method. We presented the questionnaire form to the group of experts to inquire about the questionnaire form and modified the questionnaire questions and then the survey was conducted by designing an online questionnaire that was sent to the participants via e-mail. We then collected the information and answers to the questionnaire questions, using the 5-point Likert scale. The first part of the questionnaire included questions to gather information related to personal information, years of experience

in training and the number of students trained. The second part of the questionnaire contained questions structured on the 5-point Likert scale (Strongly agree, agree, natural, disagree, Strongly disagree).

6) SAMPLE SIZE AND SAMPLING METHOD

The study was carried by providing questionnaires to the active coaches in the Erbil region. The study was conducted on a sample size of 300 and sampling was done by non-random snow ball sampling method.

7) DATA ANALYSIS METHOD

The researcher grouped the research methods according to the objectives. Solving the first search problem requires the application of several Methods. The "control test" method was used to evaluate student outcomes access to social barriers and sports activities among women.

8) STATISTICAL METHODS USED

After completing the collection of the study data, it was entered and processed, the researcher used the computer on the statistical software packages via the Internet Google Form to analyze the data obtained through the questionnaire form, and therefore using the following methods:

- Cronbach alpha coefficient for measuring the questionnaire forms.
- Pearson's correlation coefficient to measure the correlation between the study variables.
- Frequencies and ratios for the description of the study sample.
- Measures of dispersion and central tendency to measure the trends of the study sample.
- Linear regression to show the different effects of the study variables on the research subject.

9) LIMITATIONS OF THE STUDY

A) Human limits: The study sample was limited to members of sports coaches, where the study was conducted on a sample of (300) members of sports coaches as a random sample facilitated by the study community.

b) Spatial boundaries: Determined in the members of athletes in (Kurdistan Region of Iraq) Erbil Governorate.

c) Time limits: The results of the study and the ability to circulate them are determined in the period in which the data was collected and located in the academic year 2023.

CHAPTER ONE

1-1: OPERATIONALIZATION OF KEY CONCEPTS

There are some key concepts which need to be operationalized to make it comprehensible in the context of the current study:

Socio-cultural Barriers : The word "barriers" was employed in the current study to refer to a larger notion that includes obstacles at the following levels: a. the family and community levels (social environment). b. The level of government and institutions (physical setting). **Parent's Mentality** This phrase is primarily used to comprehend how the girls view their parents' perspectives on their involvement in sports. Women currently make about half of the human resources used in social, economic, and cultural development initiatives. In order to make greater use of their skills and capabilities, the way should be prepared. In order to enable their effective involvement in the process of sustainable development in many social spheres, the necessary conditions should be put in Place (Barqarar, 2006).

Also Experts and social psychologists feel that moms are the fundamental members of the family and that a healthy society is founded on healthy women. They must thus be in excellent health. On the other hand, each of them being accurate Women in particular have a direct impact on family public health (Zahirinia., Nikkhah, Shafiei, 2015, p.667).

Less than half of men and boys who actively participate in sports are women worldwide. Due to several obstacles preventing women and girls from using sports facilities, inactivity is a big issue in Iraq. Participating in sports will increase quality of life and the development of sports skills in addition to improving physical fitness and boosting morale and reducing group tensions (Beirami, 2008).

CHAPTER TWO

2-1: REVIEW OF LITERATURE

Despite not always being for women, sports have been around for a long time. Women used to be prohibited from participating in competitive sports, including the Olympics. The idea that women couldn't participate in activities was held for a variety of reasons. The female body's biological makeup was a major factor in many of these causes. One of the prevalent misconceptions was that "women were not physically capable of running long distances, justified by such ridiculous notions as a woman's uterus would fall out and it would affect her ability to reproduce." Some of these ideas have the support of doctors, 'Violent movements of the body can cause a shift in the position and a loosening of the uterus as well as prolapse and bleeding, with resulting sterility, thus defeating a woman's true purpose in life, i.e., the bringing forth of strong children,' wrote a doctor in Berlin in the German Journal of Physical Education in 1898 (Wartel, 2021, p. 3). Because of their gender, women have trouble engaging in physical activity. He further stated that the primary social and cultural obstacles to female engagement in sports or physical activities outside the house include social and cultural beliefs, a dangerous social environment, and social isolation. Cultural traditions dictated that women from rural regions of the world were more oppressed and required to remain at home. Additionally inhibiting female participation in sporting activities is a lack of decision-making independence and social support (Abbasi, 2014, pp. 448-467.). A key aspect in determining a girl's participation in athletics is the cultural justification of religion. He went on to say that although some females were content to wear typical sportswear, others preferred to wear hijab and long pants when engaging in outdoor activities. However, it can be difficult for women in South Asian civilizations to reach the outside world and enjoy the leisure of their choice. Women should confine themselves to the wall around the house (Adeel, Yeh, & Zhang, 2016). Compared to women of other religions, Muslim women play sports less frequently. They came to the conclusion that women's engagement in sports is discouraged by social and familial standards. Print and electronic media play a crucial role in raising knowledge of and providing an ideal picture of sports players that women may emulate, yet media coverage of sports events is typically limited to

those with a male preponderance (Mirsafian, Dóczy & Mohamadinejad, 2014, pp. 951-966). Both genders' social identities are significantly shaped by the media. They discovered that males received greater prominence in the media's cover pages, which generated the impression that men's work is demanding, significant, and challenging. In contrast, because women exclusively do domestic duties, their employment is of little significance. The stereotyped role is a barrier to the female's visibility in society. Consequently, they barely engage in any physical or athletic activity (Ali & Batool, 2015). participation in sports and physical education by both boys and girls in school. Girls faced additional pressure to perform as well as a male lad in sports or other physical activities while maintaining the female body image. The ability of girls to participate in sports is noted as being significantly influenced by the function of space. Girls are more anxious when they stare at guys for two reasons: one, to compete with their masculinity, and two, to keep up their decent, attractive feminine image (Evans, 2006). For young women and middle-aged women, a barrier is a conflict of priorities and a lack of time. Women think they don't have enough time. Women often shoulder the majority of domestic duties, such as caring for the home and doing laundry (Kowal & Fortier, 2007, pp. 223-242). For girls in both the early and late stages of adolescence, competing priorities constitute a hurdle. Girls prioritize activities other than sports and recreation more as they approach puberty. among the competing priorities are; Schoolwork: As girls go from early to late adolescence, schoolwork is considered as a competing priority. Other leisure pursuits - both early and late teenage females remark that they forego involvement in sports and leisure pursuits in favor of other pursuits, such as socializing with friends; older girls indicate that they have a greater variety of leisure pursuits available to them. (Dhirender Kaim, 2015, p. 97). Both males and girls can benefit from sports activities in terms of overcoming both physical and psychological issues. There aren't many young pupils who participate in sporting activities. The kids' motivation to participate in sports is greatly influenced by a variety of psychological and social variables. Psychological factors are crucial for female students since they help them develop their sporting identities. If mentally, female athletes believe they are competent at what they do and their peers support them, it will increase their engagement. (Lau, Fox, & Cheung, 2004). Looking for ways to increase the effectiveness of physical education in secondary schools,

some authors prefer sports-oriented physical education (Lubysheva, 2002; Gråstén, 2015; Ulstad, 2016). Physical education for children and adolescents is aided by the conversion-like infiltration of sports culture aspects. The improvement of physical fitness indicators as a consequence of this change in the school physical education technique is consistent with the intensity of the athletes' training. (Capel, 2010; Gordiyash, 2009). Social media is an unlimited context for people to connect in diverse ways which gives them the chance to be informed of a variety of opinions. White (1950) first mentioned the concept of “gatekeeping” which refers to filtering information by social media users (Ali & Fahmy, 2013). Social media platforms like Facebook, Twitter, and YouTube have an impact on the chances for journalists and citizens to engage in social activities in the Middle East. The themes covered can be wide-ranging and may touch on entertainment, politics, and education in addition to taboo or forbidden social, cultural, or religious subjects. Educate them about forbidden topics like adulterous partnerships between men and women and Western fashion. Not permitted by law. The most popular social networking site in the world, Facebook, as well as certain other social media tools, are restricted and can only be accessed from the outside through virtual private networks (VPNs). particular Facebook pages and Telegram channels have been formed to close the information gap in particular social and educational regions. Access It is often feasible to use the Telegram chat service without VPNs (Tavana, 2016).

CHAPTER THREE

3: BARRIERS TO WOMEN AND GIRLS' PARTICIPATION IN SPORT AND PHYSICAL ACTIVITY

Compared to men, women and girls participate at substantially lower rates. The gender gap is exacerbated by a number of barriers, including "practical," "personal," and "social and cultural" ones. These have a big impact on how women and girls feel and act. The key challenges are outlined below, along with recommendations on how sports suppliers might assist in overcoming them. Lack of time and daycare are real barriers. The needs of women's families are usually reflected in their leisure activities. Since females handle more of the responsibility for domestic chores, child care, and caring for older relatives, they typically have less spare time than men. Give young children access to daycare services or programs so that parents may bring their children to the gym with them (Annual Government Survey of Hours and Earnings Data, 2007).

Sports and physical activity are regarded as crucial complements to academic and intellectual pursuits that help people develop in a balanced way. Also important for enhancing a person's physical and mental health are physical and sporting activities. Previous research (such as those on the physical, physiological, sensory, motor, cerebral, emotional, and social developments of humans) highlighted the value of physical activity and sports and their effects on a variety of elements of human growth (Journal of Education and Practice , 2017 , p. 1).

3-1: SOCIO-CULTURAL BARRIERS

Socio-cultural barriers are certain social and cultural behaviors, values, and customs that belong to a particular group or civilization and which may either encourage or discourage physical activity. For many Muslim women, certain tenets of their faith, legislation prohibiting mixed-gender sports, and dress code requirements, for example, have either hampered participation or created the impression that it is forbidden. Alternatively, there may be social and cultural barriers. The specific cultural and religious requirements of Muslim

women may not be well-understood by service providers, to use Muslim women as an example once more (Women's Sport and Fitness Foundation and Sporting Equals, 2010, p. 1). The example of Muslim women indicates that socio-cultural obstacles may result in two different sorts of barriers: those that directly impact a particular grouping and their opinions of themselves, and those that may lead others to form prejudices about a certain group. A similar pattern emerges when examining the previously noted groups with below average participation percentages.

3-1-1: Women

One of the main barriers preventing women from being as active as they would like to be is the notion that exercise is unfeminine. The gender imbalance that is evident at the top levels of the sporting industry, the media's portrayal of sports, and the formative experiences of many women all point in this direction. In a 2007 study, the Women's Sport and Fitness Foundation (WSFF) discovered that:

- In the UK, 29% of sporting boards and committees were composed of women; and
- Women's sports coverage in newspapers made about 5% of all sporting coverage in 2006;
- According to 23% of women, early physical education experiences made them reluctant to participate in sports later in life;
- 26% of women were never encouraged to play sport; and
- One in five men considered sporty women as unfeminine (Women's Sport and Fitness Foundation, 2010, p. 1).

The results of the WSFF research indicate that there are cultural discourses that support the idea that sport is not for women and that women are not for sport (Northern Ireland assembly, 2010, p. 3). It is suggested that these discourses have suppressed women's sport and have shaped the views of a sizeable percentage of the female population toward sport throughout their formative years. In addition to the aforementioned, women may also feel the need to compete with long-standing cultural stereotypes, such as those of the "homemaker" and "caregiver," which, when prevalent, may place practical and conceptual

restrictions on a woman's free time as well as limits on how she perceives herself and others (World Health Organization, Physical Activity and Women).

3-1-2: Environmental barriers

Our degree of physical activity is greatly influenced by the environment in which we live. We are impacted by several environmental elements. The availability of recreational facilities, biking trails, and walking routes are obvious contributing elements. There may also be an impact from elements like traffic, the accessibility of public transit, crime, and pollution. Our social environment, including the help we receive from friends and family, and a sense of community are other environmental influences. Campaigns in favor of active transportation, laws promoting safer neighborhoods, and the construction of new recreational facilities may all affect our surroundings.

3-1-3: Identifying barriers to physical activity

The Centers for Disease Control and Prevention developed the Barriers to Being Physically Active Quiz to assist in identifying barriers to physical exercise, direct clinician and participant awareness, and target methods to increase compliance. It is a 21-item survey that evaluates the following factors that prevent people from engaging in physical activity:

- 1) a lack of time;
- 2) social pressure;
- 3) a lack of energy;
- 4) a lack of willpower;
- 5) a fear of harm;
- 6) a lack of talent; and
- 7) a lack of resources (such as recreational areas or exercise equipment) (Manaf 2013, p. 6).

There is an expanding corpus of research on the best strategies for encouraging and assisting women and girls to participate in sport. It's critical to comprehend the lifestyles and driving forces of both women and girls in order to increase participation in sport. Participation motivations might develop and alter over time. For instance, mothers with small children may start exercising for health reasons but continue because they love the social component or the emotional benefits. Therefore, it's crucial to comprehend a person's requirements, attitudes, experiences, and behaviors over their lifespan if you want to increase engagement among women who are pregnant or breastfeeding. For instance, it is crucial to provide both scheduled and unstructured activities that provide mothers with small children the chance to feel powerful by participating. Programs that shift away from a "prescriptive focus" and emphasize tailored approaches to health and wellbeing will be more successful in encouraging women and girls to participate in sport on a regular basis. It's also critical to understand the common meanings of women's experiences, such as shifts in gendered embodiment and the pleasures that women have highlighted as fundamental to their participation in sports and active leisure. Sport, recreation, and leisure service providers can help women with small children develop healthy habits and boost their levels of physical activity by giving them access to venues and activities (which, in some situations, may include childcare). According to research, initiatives that take into account what women and girls "value" are more likely to succeed. For instance, program features that promote increased activity and sustained engagement in healthy activities (such as chances for friendship-building, creative freedom, participation in the program development process, and chances to express one's femininity through leisure) are seen as more positive. Initiatives for positive change like granting more sensitive and fair access to services are crucial. Again, in order to develop or adjust sport and recreation options that will promote involvement in healthy leisure activities, administrators and managers need to be aware of the special interests of women and girls. The health and participation in active recreation of women and girls can be favorably impacted by program facilitators who are better able to address their specific requirements (Caroline Riot 177).

3-1-4: Benefits of physical activity

According to the results of the current research, moderate to vigorous exercise, such as walking, running, yoga, weightlifting, and aerobic exercises, is substantially linked to better BMI, waist circumference, body weight, body shape, self-esteem, cardiovascular health, and overall wellbeing. Subjects who engage in more frequent, intense physical exercise are more likely to feel better about their bodies, take more steps each day, and engage in additional activities. Additionally, research demonstrates that obese Black women who engage in physical exercise experience improved insulin sensitivity. Despite the fact that the effect seen in the research is small in comparison to earlier studies in populations of a comparable nature (Christiana, Nnonyelu, Onobrakpeya & Ogundele, 2022, p. 3).

3-1-5: The role of regular physical activity and exercise

Regular exercise and physical activity have a positive impact on both physical and mental health, according to studies that have been done over time (Malm, Jakobsson, Isaksson, 2019, p. 127). Regarding the effect of physical exercise on people's mental health, the research confirms that, in comparison to persons who regularly engage in physical activity, those who do not have a high prevalence of symptoms of depression and anxiety (de Mello, Lemos, Antunes, Bittencourt, Santos-Silva, Tufik, 2013, pp. 241–246.). Regular physical activity and exercise are also connected to improved mental health and a decrease in diseases like depression and anxiety. (Carek, Laibstain, Carek, 2011, pp. 15–28; Ströhle, 2009, pp. 777– 784).

Additionally, physical activity and exercise are crucial in battling and avoiding numerous diseases including obesity, diabetes, and cardiovascular disease (Warburton, Nicol, Bredin, 2006, pp. 801–809). The trans community, which has a higher risk of cardiovascular disease due to hormone treatment side effects and a higher prevalence of mental health issues, should pay particular attention to these results. The practice of physical exercise and sports is also a crucial coping technique that aids trans people with the process

of gender identity, attaining or maintaining a healthy body mass index (BMI), and preparing for potential surgical treatments (WPATH. Standards of Care for the Health of Transsexual, 2012) and establish interpersonal bonds. To the contrary, as compared to the cis population, the trans population often engages in less exercise and physical activity, and they feel less self-effective in their work (Muchicko, Lepp, Barkley, 2014, pp. 295–308). Therefore, it is important to understand what causes this lower involvement and what are the motives that may promote the practice in trans individuals.

Self-esteem and body image dissatisfaction appear to be predictors of physical activity in the trans community, which is comparable to the cis population in that it identifies body image concerns as one of the major reasons for exercising (Jones, Haycraft, Bouman, Arcelus, 2018, p. 107). The study by López-Caada and colleagues found that support from family, friends, and medical experts, as well as a reduction in the adverse effects typical of hormone therapy, were some of the other motivating elements mentioned by trans individuals. Particularly, trans guys mention that one of the motivations for training is the desire to have a "masculine" physical form (López-Cañada, Devís-Devís, Pereira-García, Pérez-Samaniego, 2021, pp. 62–80).

3-2: WOMEN IN SPORTS ACTIVITIES IN THE WORLD FROM THE EARLY PERIOD TO THE PRESENT

The topic of the research, which is still relevant today, is the role of women in sport and where they stand in the history of sport. It is evident from a reading of the literature that sports history has been dominated by men. especially when female athletes are the focus of a sport Situations, sports-related traits, club organizations, and administration all have an understanding that is formed by the behavior and masculine supremacy of males (Osborne, Skillen, 2015, pp. 655-661). According to Sage (1998), who focuses on the dominance of males in athletic pursuits, this is a cultural phenomenon that will help create the conditions for their dominance. He underlined that it was intended to perpetuate his subordinate status in society, thus it is crucial to recognize that the customs, symbols, and ideals of organizations are. In reality, certain studies on the topic demonstrate that sports have a male-dominated structure (Theberge, 1985, pp. 181–192).

His introduction to sports was also painfully delayed and comes at a time when women have not yet fully entered the public realm. The only sport in which one may participate in athletic events while still having an equal opportunity to compete (Billings, Duke, 2010, pp. 9-23).

For instance, in Hamburg Alster in 1885, it was accessible to everyone. For female competitors in swimming events, there exist rules. Women They were allowed to swim while wearing broad clothing, however swimming on the back was not permitted. Back Sports were once utilized to help young people adjust to city life has played a crucial role (Başgelen, 2009, p. 7). constructed on the Urartians In the research, musicians, dancers, and acrobats performed in wedding and banquet settings on several arches. These belts, which are shorter than the belts used by males and worn by women in battle and hunting scenes, appear to be utilized. Similar to the Assyrians, who gave hunting both religious and political significance, the Urartians did the same (Belli, 2007). In addition to battle and combat displays, athletic contests like as shot throw, sprinting, rope pulling, and chariot racing were also staged by the Hittites (Carter, 1988, pp. 185-197). The Hittites usually presented the gods with athletic contests when hunting or sailing, and the gods were said to have human traits. The gods have

been somewhat amused by athletic contests through music and dancing. The Hittite ladies can be depicted participating in athletics on the reliefs that have been discovered.

3-2-1: Sports Involvement among Girls with Ethnic Minority Background

Only a little amount of information about women who "migrate" into sports and female athletes from ethnic minorities has been recorded in the academic literature. Early studies on male athletes from minority groups have shown that certain prejudices, sometimes with racial overtones, have been utilized to include, exclude, and shape the involvement of particular groups of male (black) athletes. Frequently, these instances are drawn from international sports like basketball and football (soccer)(Lundvall & Walsith, 2014, pp. 4-6).

Even though the study knowledge base has expanded and now includes studies on women and less well-known sports, more research is still needed to understand how exclusion and prejudice are perpetuated in sport. Recently, the antidiscrimination activities (or lack thereof) and rationale of the sports federations have come under scrutiny. Concerns have been raised about the disproportionately low representation of minority groups on organizational and structural levels in sports management and coaching, as well as the low representation of minority students and scholars in higher education in the field of sport and in other fields of study. Female members of minority groups are less likely to participate in sports than female members of majority groups for a variety of reasons, including lack of (sports) club experience, cultural customs, religion, and parental support at low levels. It has been contested that religion and culture have a negative impact on the participation of women from minority groups in sport. The organization of sport as a part of society, as well as the intersection of social class, ethnicity, gender, and sexual orientation, are some of the factors and their interrelationships that need to be considered in order to broaden participation and address unequal power relationships (Lundvall, Walsith, 2014, pp. 4-6).

3-2-2: Sport – a source of social support

Participating in team sports is an activity that may foster a strong sense of community and close ties among participants, according to several studies based on life history interviews or focus group interviews. Zalam and Jess, two young Muslim athletes, responded when asked to describe what makes them feel like they belong: "It's very social; I think that is the most important part for me." We assist one another. When I turned 21 last year, they threw me a surprise party and invited the entire team, the boys' team, and some of the younger team members. (Zalam) basketball has been, in a way, the place where I could relax. I think it is because of the feeling of belonging to a team ... we were a team of friends who played together. (Jess)

Jess emphasized that being a member of a team fosters sentiments of reciprocity; their squad, which was not made up of individual stars but rather one that was centered on team play, was one that was built around collective performance. Jess developed a genuine sense of camaraderie from being on a team. This sense of belonging and style of thinking is founded on a desire to engage in a socially defined practice, such as team sports, where participants identify with the discipline as a whole and accept its standards and regulations. Genuine sentiments of reciprocity and belonging result from this group identification. Being a good player, and particularly a good "immigrant" player, may foster a deep sense of belonging that can stretch beyond the context of the team. For instance, Noora believed that recognition from other coaches, players, and leaders who held influential positions in handball came as a result of her performance as a player. We astonished people by our skill as players, proving that immigrant girls could play, Noora remarked. Noora's team helped change people's perceptions of who could do well, which had previously been restricted to persons in the majority group. This was accomplished via their talent. One may also assert that Noora had a sense of belonging to a larger (imagined) group of handball players since she was an excellent player (Lundvall , Walsith, 2014, pp. 4-6).

3-3: GENDER, SPORT AND DIPLOMACY

3-3-1: Gender and sport from theoretical point of view

Since the 1980s, gender study has focused on sport as a male-dominated institution that continuously reconstructs hegemonic masculinity through symbolic presentation as the gender roles of men and women have begun to alter in society (Chinirum, Ogunjimi, Lucas, Charles, 2014, pp. 25–30, and Everhart, Pemberton, Cynthia, 2007). Sport is about masculine advantages, making it one of the key settings for the affirmation of masculinity (Messner, Michael, 2007). Sport's perceived masculine aspect may be broadly classified into three categories. Soccer, hockey, rugby, and handball are among the team contact sports in the first category. The second category is made up of muscle-based sports, such as weightlifting, and the third category is made up of "pain and blood" sports, such as boxing and martial arts (Meier, Marianne, 2005).

When considering gender and sport, a variety of theoretical perspectives can be applied. Examine several theoretical justifications for sports feminisms that contend that gender relationships are not fixed in nature but may alter over time and that various views can even overlap. However, as the article's major subject is the portrayal of women and their participation in sports diplomacy, it depends heavily on liberal feminism (Sheila –Flintoff, 2013, p. 96).

Due in part to cultural perceptions of gender inequalities resulting from the history of patriarchal practices and institutions, liberals typically demand gender equality and believe the distribution of rewards and duties is unjust (Baehr, Amy, 2013). Their strategy is predicated on the idea that every social interaction is the product of constraints and pressure. They contend that "female subordination is rooted in a set of customary and legal restrictions that prevent women from entering and succeeding in the so-called public world." (Tong, Rosemarie, 1997, p. 12). As a result, they have focused on eliminating overt forms of discrimination against women, such as gendered job markets and unequal pay scales, as well as advancing women into leadership roles in business, government, and cultural institutions, particularly through affirmative action and anti-discrimination laws. The establishment of a

sophisticated system of internal controls, guidelines, and methods to ensure equal chances for men and women has come under criticism as a result of this awareness.

In this regard, in the sports arena, liberalism examines the equality of access and opportunity, different socialisation practices and discrimination (Sheila –Flintoff, 2013). To put it another way, sport, like politics or diplomacy¹, is a domain of human endeavor that women must have access to. The focus of liberal feminists is on biases that deny women the same chances in sports, including access to resources and facilities (Whalen, Kelsey, 2017). They address a variety of topics, including the presence of women in sports decision-making roles as well as in higher coaching and leadership positions (Knoppers, Annelies, 1994). Coaches, referees, and representatives from several local, national, and worldwide sports groups and federations are the main subject of this article.

The liberal perspective is undoubtedly a good place to start when highlighting the importance of role models or identifying actual distributive disparities between men's and women's sports (Sheila –Flintoff, 2013). The method continues to be of the highest relevance, particularly when we tie the subject to the creation and application of results on gender dynamics, which are connected to underrepresentation issues and critical mass theory. The fact that women frequently work in low wage positions at the bottom of the organization or are seen as "tokens" at the top causes problems for them (Adriaanse, Johanna, 2015, p. 151).

With the aid of Kanter's idea of gender dynamics, gender ratios, and critical mass (1977/1993), which emphasizes that the relative numbers of a dominant and minority group are crucial for influencing behavior in organizations, this study explores the effects of underrepresentation. According to the hypothesis, an organizational minority (such as women) can 'tilt' or change the organization's culture if it reaches a particular threshold or critical mass (Kanter, Rosabeth Moss, 1993). suggested that this threshold was approximately one third of the group.

3-3-2: Engaging Women and Girls in Community Sport: Building an Equitable and Inclusive Future

Women and girls have historically been underrepresented in community sport, and they have experienced a variety of complicated, multilayered impediments to both leadership and participation. According to their intersecting identities, many women and girls still encounter structural, cultural, and societal obstacles, as well as oppression and marginalization (LaVoi, 2016, pp. 657-678). Positively, there are more and more chances for women and girls to participate in and hold leadership roles in community sport, especially in activities that have historically been dominated by men. However, there are still widespread beliefs that women and girls are "second rate" to men and boys, and there is unequal resource allocation and access⁽³⁾. In order to recruit and keep women and girls involved in community sports, it is important to uncover the stories around the many challenges from a variety of disciplinary viewpoints, national settings, and sports. Similar to how developing ideas, strategies, and solutions for community sport with stakeholders influences practice and policy, such as the creation of a theoretical framework for luring and keeping females in Australian football (Elliott, Bevan, and Litchfield, 2020, pp. 392-413). and how netball groups use enjoyment and fun to encourage inclusiveness, involvement, and loyalty. Seven teams of writers offer their perspectives on women and girls' participation in community sport as a foundation for advancing the development of a more equitable and inclusive future in this research topic. The articles talk on the participation of women and girls (Eime, Pankowiak, Casey, Harvey, and Westerbeek, 2021). and female officials and coaches. The collection highlights a variety of issues that still affect women and girls as well as community sport policies, strategies, and programs that aim to close the gender gap by removing the complex, multi-level, and persistent structural, social, and cultural barriers that women and girls in this particular context still face.

3-3-3: motives for females to get physically active

- Women prioritize social components of physical activity more than men do, and they are less driven by performance results like increasing strength (Hanlon, Nabbs, 2010, pp. 269-282).
- Participation motivations might develop over time and alter. As an illustration, a woman could start exercising for health benefits but discover satisfaction in the social side or mental wellbeing and continue for those reasons (Wilcox, Castro & King ,2006, pp. 65-77).
- The maintenance or improvement of one's health²⁰, beauty, and weight management are major factors (Codina, Pestana & Armadans, 2012, pp. 260-272), personal fulfilment¹⁶, wellbeing and improving quality of life¹⁶ and social interactions (Hanlon, Morris & Nabbs ,2010, pp. 269-282).
- Younger women (18-35) have been found to be more motivated by appearance, weight loss and peer pressure compared to older women, however conversely can be hampered by societal expectations of body image.
- Older women are predominantly motivated by health outcomes (Milne, Divine, Hall, Gregg & Hardy , 2014, pp. 171-191).

3-4: HOW ACTIVE ARE WOMEN AND GIRLS IN SPORT AND ACTIVE RECREATION?

Recognized as a crucial environment for fostering health-improving physical exercise among the general populace is the sport and active leisure sector (Ooms, Veenhof, Schipper-van Veldhoven, Bakker , 2015, p. 12). Despite the fact that playing sports has many positive effects on one's physical, social, and mental health, participation rates and patterns change over the course of a person's life. Additionally, there is frequently a gender gap in participation rates for sports, active leisure, and physical exercise, with women generally engaging in these activities at a lower rate than men. To develop evidence-based initiatives to enhance population participation, it is necessary to have a thorough understanding of how women and girls participate in sport, active recreation, and physical exercise. As a result, this chapter will examine global trends in women's and girls' sport participation across the lifespan. It will then summarize how these trends can influence sport policy and practice in NSW and provide recommendations for the sector as a whole (Eime, Casey, Harvey, Sawyer, Symons, Payne, p. 684).

3-5: HEALTH BENEFITS OF PHYSICAL ACTIVITY FOR WOMEN

Even a little bit of physical activity is preferable to not doing any at all for your health (Brown, McLaughlin, Leung, McCaul, Flicker, Almeida, Hankey, Lopez & Dobson, 2012, pp. 664-668). Participation in sport and physical activity can provide females with the following benefits:

- prevention and management of disease, such as: coronary heart disease, strokes, type 2 diabetes, Alzheimer's Disease and dementia (Reiner, Niermann, Jekauc & Wolf , 2013, pp. 813-822).
- increased health, fitness, body and bone strength.
- weight loss and prevention of obesity.
- reduced risks of mortality.
- increased mental health and improved wellbeing.
- increase in social connections and enjoyment (Watson, Milat, Thomas & Currie , 2005, pp. 93-99).

3-6: BENEFITS OF SPORTS AND PHYSICAL ACTIVITIES

3-6-1: Physical Health

Regular physical activity has been shown to improve physical health (World Health Organisation, 1995, pp. 135-136). Regular engagement in such activities is linked to a longer and higher quality of life, lower risks of developing a number of diseases, and several psychological and emotional advantages (Sallis, and Owen, 1999). Inactivity is one of the leading causes of mortality, disability, and decreased quality of life in the industrialized world, according to a huge body of research (US Department of Health and Human Services, 1996).

Girls' physical health may be impacted by exercise in two different ways. It can first influence the factors that lead to illness in children and young adults. A number of characteristics impacting girls' physical health have been shown to be positively correlated with physical exercise, including diabetes, blood pressure, and the body's capacity to burn fat for energy (Malina, and Bouchard, 1991). Second, exercise may lower the chance of developing chronic illnesses later in life. (Sabo, Miller, Melnick, and Heywood, 2004; Deprés, Bouchard, and Malina, 1990, pp. 243-261). Many "adult" diseases, including diabetes, coronary heart disease, and cancer, have their roots in childhood and can be helped, in part, by regular physical exercise in the early years. Additionally, regular exercise, which should start in childhood, helps to maintain bone health, preventing osteoporosis, which primarily affects women. (Kannus, 1999, pp. 205-206).

Obesity is particularly noteworthy. There appears to be a global trend towards rising childhood obesity, and among girls from highly urbanized regions, various racial and ethnic minorities, and the handicapped, this rise appears to be especially pronounced. The effects of childhood obesity, such as hyperlipidemia, hypertension, and poor glucose tolerance, are well-known to have a substantial influence on both physical and mental health. An essential component of a weight control regimen for females might include physical exercise (Michael, Evert, and Jeffers, 1972, pp. 214-218; Gutin, Barbeau, and Yin, 2004, pp. 120-141), increasing calorific expenditure and promoting fat reduction. Indeed, recent systematic

reviews on both the prevention and treatment of childhood obesity recommend strategies for increasing physical activity.

3-6-2: *Reproductive Health*

Major social issues across the world include teenage pregnancies and sexually transmitted diseases. Although there is a dearth of research in this area, earlier studies carried out in the US have discovered that adolescent girls who play sports tend to become sexually active later in life, have fewer partners, and, when sexually active, use contraception more frequently than nonsporting females. There are now initiatives running in poor nations that employ sports engagement as a tactic to encourage females to steer clear of risky sexual activity (Martinsen, 1994, pp. 23-27).

Social Integration Recent years have seen an increase in the focus of governments and nongovernmental organizations on combating social exclusion, or "the multiple and changing factors resulting in people being excluded from the normal exchanges, practices, and rights of modern society." According to several authors, females' social exclusion from sports and wider society is reflected in sports as well as having an impact on it (Collins, and Kay, 2003 ; Hargreaves, 1994). It is true that because of sports' widespread societal acceptance as a vital form of exercise and their close ties to masculinity, other, non-masculine groups may be pushed to the outside. Positive sports experiences do, however, seem to have the potential to, at the very least, contribute to the process of inclusion by: uniting people from various social and economic backgrounds in a shared interest in activities that are inherently valuable; providing a sense of belonging to a team, a club, or a program; providing opportunities for the development of valued capabilities and competencies; and increasing "community capital" by developing social skills. (Bailey, 2004, p. 54).

Studies of women's experiences of sports participation have suggested that they can contribute to a more generalised feeling of empowerment. In many settings, adolescents may be encouraged to view their bodies as sexual and reproductive resources for men, rather than sources of strength for themselves (Brady, and Kahn, 2002). Physical activities may help them develop a sense of ownership of their bodies and access the types of activity experiences

traditionally enjoyed by boys. This may be because participation augments girls' self-esteem, or because being an athlete carries with it a strong public identity (Brady, 1998, pp. 79-82). Some female athletes report having a stronger sense of identity and selfdirection – what Talbot calls *'being herself through sport'*. Whatever the reasons, increasing the numbers of girls' participating in sports and physical activities does seem to open up routes through which they can acquire new community affiliations and begin to operate more openly and equally in community life. In doing so, girls' participation can challenge and change social norms about their roles and capabilities (Brady, 2002).

3-6-4: Social Benefits for Women through Sport

There have been various discoveries that support the good effects of sport, especially for women. A key reason why fewer women participate in sports activities throughout the world is health. Sports participation in young women lowers their risk of breast cancer by 60%. Sports engagement during the school year offers boys and girls from various socioeconomic, racial, and cultural backgrounds tangible and quantifiable favorable educational effects. These include better attendance at school, more involvement in science and math, more time spent on homework, and higher educational goals in their senior years. Sport also instills a sense of teamwork. Since there is power in numbers, women's sports involvement should be distinguished by the capacity to succeed in a team environment. Women might acquire leadership skills, how to win and lose graciously, how to identify their own and others' strengths and flaws, and how to succeed under pressure (Mugari Abisha, Masocha Vincent, 2015, p. 47).

Obstacles to Women's Sport Participation Gender stereotypes in the workplace have made women hesitant to compete with males, even in recreational sports. Be aware that certain sports have developed gender stereotypes. Sports that are considered to be feminine tend to be ones that allow female athletes to perform in ways that conform to gender stereotypes, such as being elegant and nonaggressive and offering men beauty and aesthetic enjoyment (Rowlands, 1997). Women who were held as slaves in the Roman Empire were

made to perform dances and gymnastic routines for the entertainment of the victorious troops. There was no compensation in any way for playing the games. Additionally, it discouraged women from participating in any sports endeavors for financial benefit. Women's sports nowadays are considered unimportant and inferior to male sports since they do not receive as much media attention. Lack of promotion for women's sports results in lower gate receipts and lower athlete compensation. By financing spectator-pleasing sports like soccer, cricket, and motor racing, sponsors also want to promote their products. The media has been instrumental in positioning women's sports, including all screen-based media (television, computers, smartphones), as well as written and visual media (advertising hoardings, magazines, newspapers, books, journals, and digitalized radio commentaries). Women's status is diminished by the constant portrayal of them as sex objects, and as a result, husbands often restrict their wives from participating in sports. (Amusa, Toriola, 1999).

A dominating kind of masculinity that is formed, communicated, and internalized through institutions and social practice is referred to as hegemonic masculinity, according to Connellin. This theory asserts that men contribute to the hurdles that prohibit women from freely engaging in sports. (Koivula, 2001, p. 337). Messner, Sabo, McKay and Whitson (1994) in (Amusa, Toriola, 1999). Propose that hegemonic masculinity creates uneven power relations that disadvantage women such that males as a group have privileges in sports. Another finding by was that cultural capital, which affects the family's economic standing, biased against the female child, giving the resources to the boy who enjoys all the rewards of becoming a sports great instead of the girl child (Abisha, Vincent, p. 48).

3-7: EMPOWERING WOMEN THROUGH SPORT

People who participate are actively involved in the political, social, cultural, and economic processes that have an impact on their daily life. Participation necessitates more influence and control, which calls for greater economic, social, and political empowerment.

According to this claim, women who participate in sports may become more powerful by assuming key leadership roles in organizations that oversee sports at all levels—at the collegiate, community, provincial, national, and international levels. In those roles, they have the chance to fight against the unfavorable gender disparities that still persist in the sporting community. Women might create sports-related enterprises in local neighborhoods, such as selling sports uniforms to groups and schools or selling fresh fruit at sporting events. Studies demonstrate that young people who participate in sports activities obtain higher grades and are more likely to graduate high school and college. A vivid mirage via sponsorship, winning elite sport medals, and becoming a renowned sport administrator on illustrates this. These women often have stronger social self-esteem and grow in confidence, which enables them to overcome social barriers imposed by males and eventually hold governmental positions. This might be as a result of proper exercise improving brain clarity. Women are empowered by education to actively engage in the community's political, social, cultural, and economic spheres. Sports give young women the chance to engage with individuals of diverse talents and experiences, in addition to all the other measurable and obvious advantages of participating in sports. Women can discover inspiring role models in sports. These examples support the social capital hypothesis, which contends that social interactions with people who are more knowledgeable than oneself may teach a person a lot (Abisha, Vincent, 2015, p.48).

3-8: STRUCTURAL BARRIERS TO GREATER FEMALE PARTICIPATION

Generally speaking, when considering gender equality concerns in designing and implementing development programmes, there are two factors to consider.

- 1) The differences between men and women that demand different approaches in the structure and delivery of any programmes, campaigns or activities.
- 2) Systemic inequality - the clear patterns of women's inferior access to resources and opportunities.

However, every society may also impose its own cultural restrictions on women. According to Golkowska (2017), cultural practices such as regular social gatherings, a strict interpretation of the Quran (clothing, spatial practices), and the traditional roles of Arab women as wives, mothers, and daughters, where family responsibilities come before personal goals, all contribute to an inequality that can have an impact on participation in sport (Golkowska, 2017, pp. 91-92).

"Sedentary lifestyle and obesity are caused by societal factors in addition to environmental problems. Prosperity increased the availability of domestic help, which greatly reduced the amount of daily physical work. When food is so easily accessible and affordable, especially fast food, it can be difficult to maintain a balanced diet. (Golkowska, 2017, pp. 91-92).

3-9: THE BENEFITS FOR WOMEN AND GIRLS OF PHYSICAL ACTIVITY AND SPORT

The data available suggests that women gain greatly from an active lifestyle, even though many clinical trials and epidemiological studies in the field of health research have excluded them (Oglesby, Carole, 2006). Women who participate in sports and physical activity reap several health benefits. Sports and physical exercise participation helps fend against a variety of noncommunicable illnesses, which are responsible for nearly 60% of fatalities worldwide and 66% of deaths in developing nations (World Health Organization, 2007). For girls, it can improve early health and lower their chance of developing chronic illnesses later in life.

It can help prevent cardiovascular illnesses in older women, which are responsible for one-third of all deaths among women worldwide and for half of all deaths among women over 50 in poor nations.⁵ In addition, exercise helps lessen the consequences of osteoporosis, which women are more likely than males to suffer (United Nations Inter-Agency, 2003). Exercise helps to prevent and/or treat various aging-related chronic and degenerative illnesses, such as type 2 diabetes, hypertension, arthritis, osteoporosis, and cardiovascular irregularities. Additionally, it aids in weight control and the development and preservation of strong bones, muscles, and joints. The likelihood of falls in elderly women can be decreased via physical exercise.

Physical activity has a crucial part in helping elderly women maintain their independence. It is now believed that inactivity is the main cause of the physical deterioration that was once assumed to be an unavoidable part of aging. Although no one can guarantee it, exercise can improve a person's quality of life, especially for older women who cherish their independence. (Oglesby, Carole, 2006).

The advantages for girls and women with impairments are also widely known. It has been noticed that athletics benefits disabled women in two ways by giving them opportunities to feel empowered on both a personal and a group level. (Guthrie, and Castelnuevo , 2001, pp. 16-17). Sport and physical activity participation fosters traits like teamwork, goal-setting, the pursuit of excellence in performance, and other achievement-oriented behaviors that women and girls with disabilities may not be exposed to in other contexts, in addition to improving health, wellness, and quality of life. (Oglesby, Carole, 2006).

Participation in sport and physical activity can also facilitate good mental health for women of all ages, including the management of mental disorders such as Alzheimer's disease (World Health Organization,2007). It can promote psychological well-being through building self-esteem, confidence and social integration, as well as help reduce stress, anxiety, loneliness and depression. This is particularly important as rates of depression among women are almost double those of men in both developed and developing countries (World Health Organization,2007). Adolescent girls are more prone to anxiety and depressive disorders

than males are, and by the age of 15, they are much more likely to have seriously pondered suicide. (Bailey, Richard, Wellard and Dismore, 2004).



3-10: THE POWER OF SPORT

Sport holds enormous capacity to propel gender equality and women and girls' empowerment. It mobilizes the global community and speaks to youth. It unites across national barriers and cultural differences. It is a powerful tool to convey important messages in a positive and celebratory environment – often to mass audiences.

In recent years, audiences have demonstrated a rapidly growing interest in women's sports. Women's movements in many countries have fought for and won access to practice sports and attend matches, and in a few cases achieve equal pay in prize money. Female athletes have become legends and inspiring role models to both women and men globally, making the most of their venerated status to raise awareness around gender issues and to demand change (Sports for Generation Equality Framework, 2020).

Sport institutions are only one of the many players working hard to bring about change in the sport ecosystem. For instance, organizations are advancing sport for women and girls at the grassroots level, putting gender equality strategies into practice, enforcing policies, increasing the representation of women in leadership positions and at all levels of the workforce, allocating more resources, improving media coverage, marketing without bias, highlighting women's accomplishments, and more. But up until this point, many of these programs have operated mostly in isolation, missing chances to identify and implement the best practices.

Governments, United Nations organizations, sport for development and peace organizations, civil society, sport federations, event organizers, leagues, teams, brands, marketers, media, and sport influencers, among others, will join forces to form a strong multi-stakeholder coalition. By sharing knowledge and accelerating efforts, this coalition will have a multiplier effect on gender equality and the empowerment of women and girls:

- Promote women's leadership and gender equality in governance models
- Prevent and respond to gender-based violence
- Undertake to close the gap in investment in women's sport and promote equal economic opportunities for women and girls
- Promote women's equal participation and bias free representation in media
- Provide equal opportunities for girls in sports, physical activity and physical education.

Working together under a shared vision and set of principles, with serious commitment to a common agenda, along with monitoring and reporting progress on aligned indicators, the sport sector will have a significant impact on gender equality world-wide (Sports for Generation Equality Framework, 2020).



3-10-1: Social factors affecting sports participation

The Greek Olympic Games serve as an example of how humans have long loved engaging in sports. Sports are as ancient as man, according to information gleaned from anthropological and archaeological records of early European explorers (Mackenzie, 2004). Sports may be categorized as any physical activity that improves social connection, mental health, and physical fitness, including play, recreation, organized or competitive sport, and native sports and games. (Ademola, 2015, pp. 245-250). It is impossible to overstate the significance of sport in modern life as one of the most effective ways to get over the limitations of physical, emotional, social, and psychological stress. According to research, those who play sport frequently are physically fitter than those who play less.

People who spend most of their days sitting down and are not active in sports run the danger of developing physical and mental health problems, such as high levels of stress and low self-esteem, which might make it difficult for them to handle life's obligations. (Dominic, Seidina, Niyi-Odumosu, Ibraheem, 2017, pp. 45-57). Participation in sports is a crucial

element of the planning process for a variety of life activities, such as educational pursuits, cultural pursuits, and employment.

The fact that there has been little study done on special sports has been demonstrated (Khoo, 2011). The presentation of growth in global participation in underdeveloped nations may be determined using historical data on sports participation at international disability sport competitions (Lauff, 2007). It was noted that there need to be a platform for study on international special sports participation and enhancement of aid to developing nations. Sports and physical exercise for young people with disabilities should take into account their psychological components as well (Martin 2010). This study will emphasize the obstacles that impaired cricket players must overcome, including social and institutional obstacles. This study will emphasize the innovations that might support the growth of sports for people with impairments.

3-10-2: Social Barriers

The social barriers included things like: a lack of early game competitions, a lack of understanding and familiarity with how to include people with disabilities in games, a lack of open offices and projects for support, a lack of recreation centers, a lack of open transportation, limiting mental and sociological factors like guardians', mentors', teachers', and even people within their abilities' dispositions toward handicap.

3-10-3: Structural Barriers

The structural barriers included things like: a lack of game offices, a shortage of physical training instructors and brandish specialist organizations, game clubs on techniques for adjustment and incorporation in games, a lack of magazines for the entertainment of disabled people, etc.

3-10-4: Architectural Breakthrough

The architectural break through consisted of elements which are:- ensure that open transportation is available, new transports or prepares ought to have a wheelchair lift and effectively explored passageways; courses ought to be outwardly shown and verbally reported, policies ought to be produced to guarantee no separation happens openly transport and elevators ought to be introduced in metro frame works where suitable.

3-10-5: Social Breakthrough

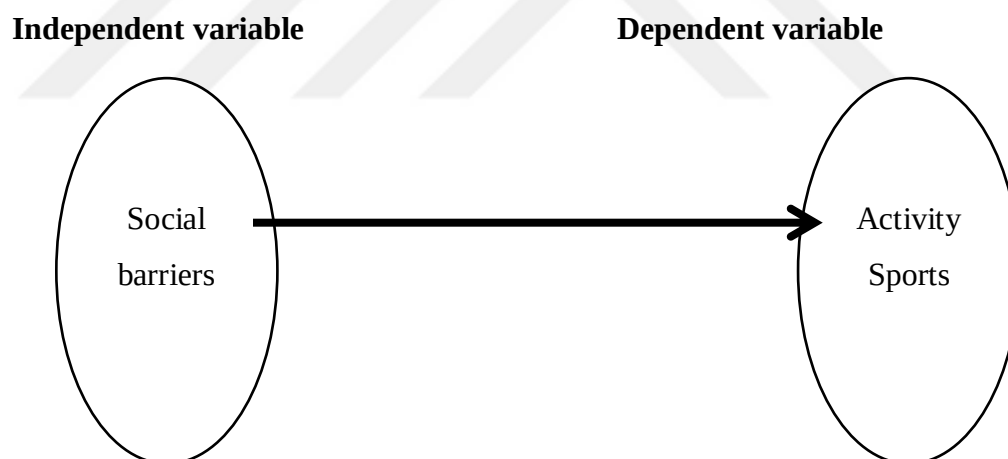
The social breakthrough consisted of elements which are:- encourage freedom by utilizing games to draw in members with inabilities to professional and life-abilities preparing, d distribute data on assets and techniques for adjusting materials for people with disabilities. Host national amusement days that advance game as a device for social change for people with incapacities and others.

Sports, social roles and the relational self The ideology of guts and gambaru is a way of placing ethical value on certain character traits, which are then revealed and invested in sporting performance. As we have seen, historians such as Mangan have drawn direct links between modernization in the wider societies and economies of Great Britain and the United States and a reorganization of gender roles and relations, such that sports came to be held and valued as a ‘male preserve’ for the recognition and display of certain forms of ‘masculinity’. Organized sports were institutionalized in the nineteenth century in boys’ public schools, men’s colleges and working men’s associations and social clubs. They were infused with a Victorian sense of masculinity that celebrated competitiveness, toughness and physical dominance. They reflected male anxieties about such factors as changing work patterns, new

separations of home and work that ceded the domestic sphere to women and new immigrant populations that challenged AngloSaxon men. This sporting ethos of moral muscularity tried to secure advantage from anxiety by basing its core claim on the biological essentialism that was emerging as the normative basis of male – female difference in the wider society(Park, 2007, pp. 1570– 1603).

3.11. METHODS

3.11.1. Model of Research



3.11.2. Data Collection

Data for this study were collected by survey method. The social barrier scale, validated by Abd Rabbo, Hassan Abdullah, Ahmed and Ezzedine Muhammad (2010), was used to determine the barriers to women's participation in sports. We presented the questionnaire form to the group of experts to inquire about the questionnaire form and modified the questionnaire questions and then the survey was conducted by designing an online questionnaire that was sent to the participants via e-mail. We then collected the information and answers to the questionnaire questions, using the 5-point Likert scale. The

first part of the questionnaire included questions to gather information related to personal information, years of experience in training and the number of students trained. The second part of the questionnaire contained questions structured on the 5-point Likert scale.

The Likert Scale has a 5-point scale being assigned a scale value. All scores are scored from maximum to minimum value. (Singh, 2006). with others.

Statement value	scale
Strongly agree	5
agree	4
naturall	3
disagree	2
Strongly disagree	1

3.11.3. Sample Size and Sampling Method

The study was carried by providing questionnaires to the active coaches in the Erbil region. The study was conducted on a sample size of 300 and sampling was done by non-random snow ball sampling method.

3.11.4. Data Analysis Method

The researcher grouped the research methods according to the objectives. Solving the first search problem requires the application of several Methods. The "control test" method

was used to evaluate student outcomes Access to social barriers and sports activities among women.

3.11.4.1. Statistical Method

The data collected was analyzed statistically using SPSS 22.0 statistical package. It was used to calculate the following indicators.

Arithmetic mean value: $\bar{x} = \frac{\sum x_i}{n}$

Standard deviation: $\sigma = \sqrt{\frac{\sum_{i=1}^n (x_i - \bar{x})^2}{n-1}}$

Variation coefficient: $V = \frac{\sigma}{\bar{x}} * 100\%$

CHAPTER FOUR: FINDINGS AND ANALYSIS FROM THE QUESTIONNAIRE

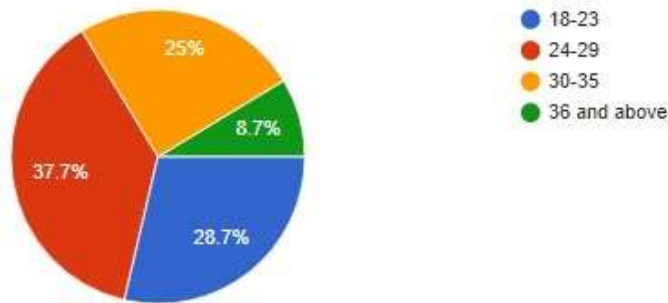
4-1: PART ONE: DEMOGRAPHIC ANALYSIS OPTION

1) THE AGE?

s/no	Options	Number of respondents	Percentages
1	18-23 Age	86	28.7%
2	24-29 Age	113	37.6%
3	30 – 35 Age	75	25%
4	36 and above	26	8.7%
Total		300	100.00%

Table (4-1-1) The Age

Regarding paragraph above, the answers were age (18-23), with (28.7%), representing (86) respondents, age (24-29), with (37.6%), representing (113) respondents, age (30 – 35), with (25%), representing (75) respondents, age (36 and above), with (8.7%), representing (26) respondents, with the age.

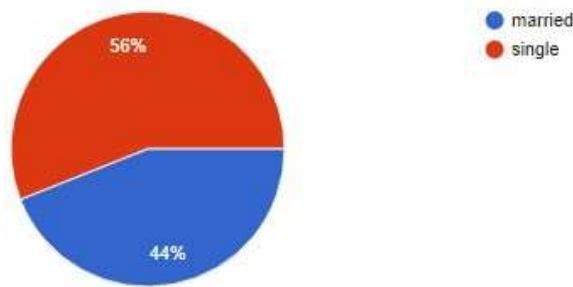


2) YOU ARE MARITAL STATUS?

s/no	Options	Number of respondents	Percentages
1	married	132	44%
2	single	168	56%
Total		300	100%

Table (4-1-2) you are Marital Status

Regarding paragraph above, the answers married, with (44%), representing (132) single, (56%) representing with the answers with (168), representing with the Marital Status.



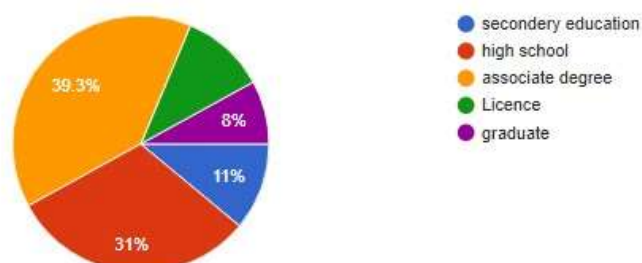
3) EDUCATION STATUS?

s/no	Options	Number of respondents	Percentages
1	Secondary Education	33	11%
2	High school	93	31%
3	Associate Degree	118	39.3%
4	Licence	32	10.7%
5	graduate	24	8%
Total		300	100.00%

Table (4-1-3) Education Status

Regarding paragraph above, the answers were Secondary Education, with (11 %), representing (33) respondents, (31 %) High school with the answers representing (93) respondents, and (39.3%) Associate Degree, representing (118) respondent. License, with

(10.7%), representing (32)respondents, graduate, with (8%), representing (24) respondents, the Education Status.

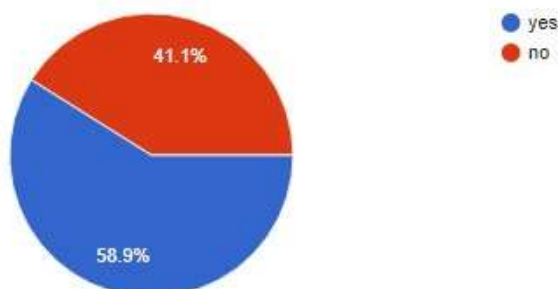


4) WAKING STATUS?

s/no	Options	Number of respondents	Percentages
1	yes	175	58.9%
2	No	125	41.1%
Total		300	100%

Table (4-1-4) Waking Status

Regarding paragraph above, yes, with (58.9%), representing (175) single, (41.1%) the answers representing with the answers with (125), representing. The waking status

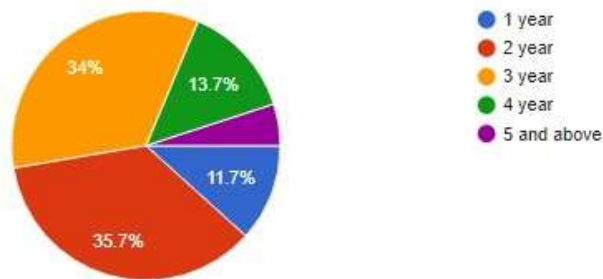


5) AGE TO START SPORT ?

s/no	Options	Number of respondents	Percentages
1	1 Year	35	11.7%
2	2 Year	107	35.7%
3	3 Year	102	34%
4	4 Year	41	13.7%
5	5 Year and Above	15	4.9%
Total		300	100.00%

Table (4-1-5) Age To Start Sport

Regarding paragraph above, the answers were 1 Year, with (11.7 %), representing (35) respondents, (35.7 %) 2 Year with the answers representing (107) respondents, and (34%) 3 Year, representing (102) respondent. 4 Year, with (13.7%), representing (41) respondents, and 5 Year and Above, with (4.9%), representing (15) respondents, your age to start sport.

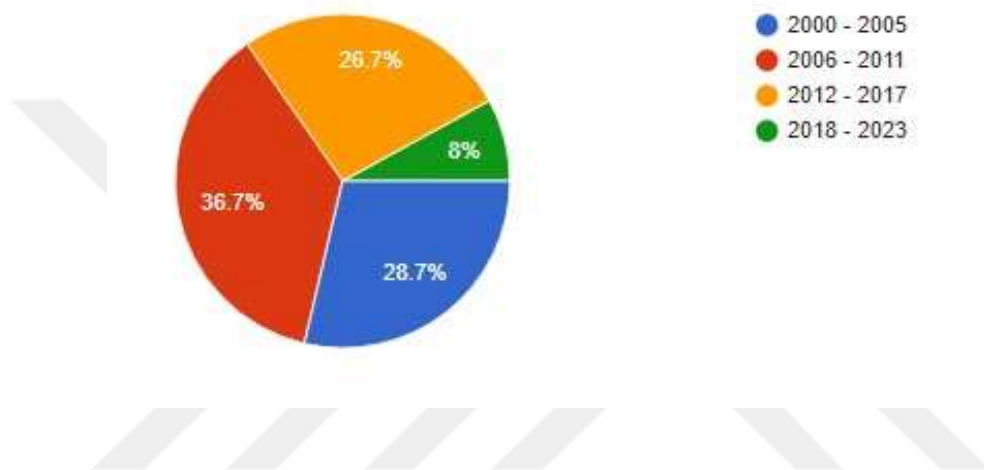


6) THE YEAR YOU STARTED SPORT?

s/no	Options	Number of respondents	Percentages
1	2000 – 2005 year	86	28.7%
2	2006 – 2011 year	110	36.7%
3	2012 – 2017 year	80	26.6%
4	2018 - 2023 year	24	8%
Total		300	100.00%

Table (4-1-6) The Year You Started Sport

Regarding paragraph above, the answers were 2000 – 2005 year, with (28.7 %), representing (86) respondents, (36.7 %) 2006 – 2011 year with the answers representing (110) respondents, and (26.6%) 2012 – 2017 year, representing (80) respondent. 2018 - 2023 year, with (8%), representing (24)respondents, The year you started sport.

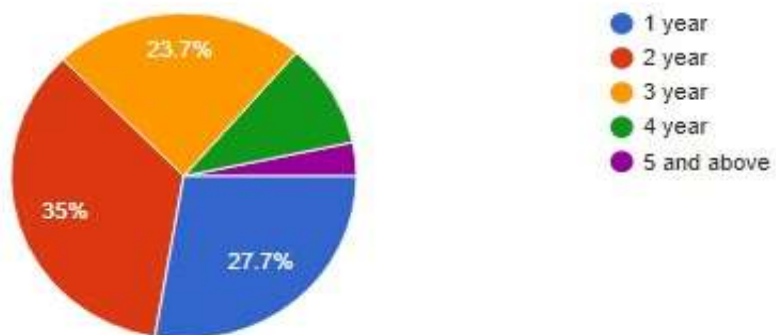


7) HOW MANY YEARS HAVE YOU BEEN PROFESSIONALLY INVOLVED IN SPORT?

s/no	Options	Number of respondents	Percentages
1	1 Year	83	27.7%
2	2 Year	105	35%
3	3 Year	71	23.7%
4	4 Year	31	10.3%
5	5 Year and Above	10	3.3%
Total		300	100.00%

Table (4-1-7) how many years have you been professionally involved in sport

Regarding paragraph above, the answers were 1 Year, with (27.7 %), representing (83) respondents, (35 %) 2 Year with the answers representing (105) respondents, and (23.7%) 3 Year, representing (71) respondent. 4 Year, with (10.3%), representing (31)respondents, and 5 Year and Above, with (3.3%), representing (10) respondents, the many years have you been professionally involved in sport.

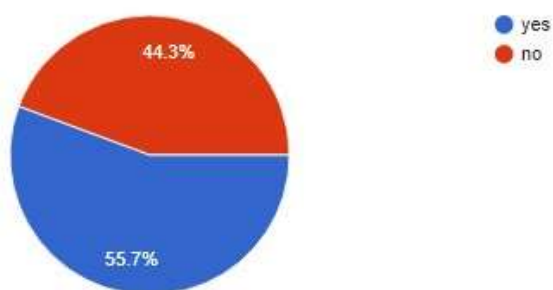


8) ARE YOU NATIONAL ATHLETE?

s/no	Options	Number of respondents	Percentages
1	yes	167	55.7%
2	No	133	44.3%
Total		300	100.00%

Table (4-1-8) Are You National Athlete

Regarding paragraph above, the answers representing with the answers with (133), representing the are you national athlete. yes, with (55.7%), representing (167) no, (44.3%)



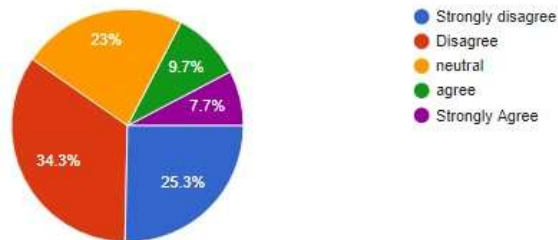
4-2: PART TWO QUESTIONS

1) **The negative view of the society around me reduces my participation in sports activities**

s/no	Options	Number of respondents	Percentages
1	Strongly disagree	76	25.3%
2	Disagree	103	34.3%
3	neutral	69	23%
4	Agree	29	9.7%
5	Strongly Agree	23	7.7%
Total		300	100.00%

Table (4-2-1) The negative view of the society around me reduces my participation in sports activities

Regarding paragraph above, the answers were strongly disagree, with (25.3 %), representing (76) respondents, (34.3 %) Disagree with the answers representing (103) respondents, and (23%) neutralling, representing (69) respondent. Agree, with (9.7%), representing (29)respondents, Strongly Agree, with (7.7%), representing (23) respondents, The negative view of the society around me reduces my participation in sports activities

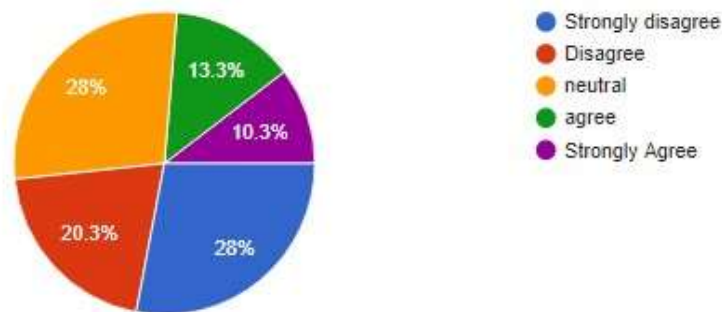


2) **Parents' lack of acceptance of the girl joining a particular club to practice sports**

s/no	Options	Number of respondents	Percentages
1	Strongly disagree	84	28%
2	Disagree	61	20.4%
3	neutral	84	28%
4	Agree	40	13.3%
5	Strongly Agree	31	10.3%
Total		300	100.00%

Table (4-2-2) Parents' lack of acceptance of the girl joining a particular club to practice sports

Regarding paragraph above, the answers were strongly disagree, with (28 %), representing (84) respondents, (20.4 %) Disagree with the answers representing (61) respondents, and (28%) neutralling, representing (84) respondent. Agree, with (13.3%), representing (40)respondents, Strongly Agree, with (10.3%), representing (31) respondents, Parents' lack of acceptance of the girl joining a particular club to practice sports.

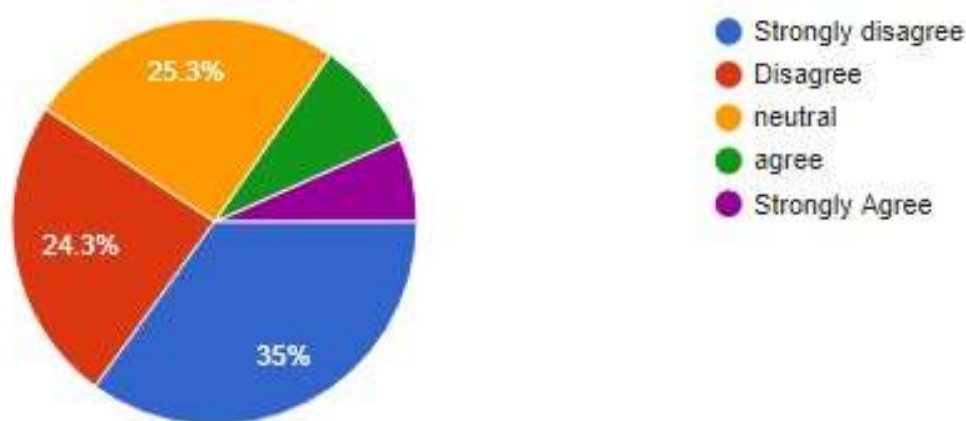


3) **The non-cooperation of my female colleagues participating in the sports activity with me while I play reduces my participation in the sports activity**

s/no	Options	Number of respondents	Percentages
1	Strongly disagree	84	35%
2	Disagree	61	24.3%
3	neutral	84	25.3%
4	Agree	26	8.7%
5	Strongly Agree	20	6.7%
Total		300	100.00%

Table (4-2-3) The non-cooperation of my female colleagues participating in the sports activity with me while I play reduces my participation in the sports activity

Regarding paragraph above, the answers were strongly disagree, with (35 %), representing (84) respondents, (24.3 %) Disagree with the answers representing (61) respondents, and (25.3%) neutralling, representing (84) respondent. Agree, with (8.7%), representing (26)respondents, Strongly Agree, with (6.7%), representing (20) respondents, The noncooperation of my female colleagues participating in the sports activity with me while I play reduces my participation in the sports activity.



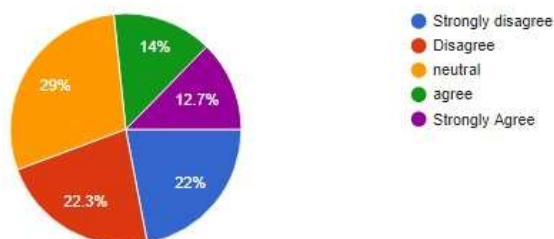
4) Family opposition to participating in sports activities reduce

s/no	Options	Number of respondents	Percentages
1	Strongly disagree	66	22%
2	Disagree	67	22.3%
3	neutral	87	29%
4	Agree	42	14%
5	Strongly Agree	38	12.7%
Total		300	100.00%

Table (4-2-4) Family opposition to participating in sports activities reduce

Regarding paragraph above, the answers were strongly disagree, with (22 %), representing (66) respondents, (22.3 %) Disagree with the answers representing (67) respondents, and (29%) neutralling, representing (87) respondent. Agree, with (14%), representing (42) respondents, Strongly Agree, with (12.7%), representing (38) respondents.

42)respondents, Strongly Agree, with (12.7%), representing (38) respondents, Family opposition to participating in sports activities reduce.

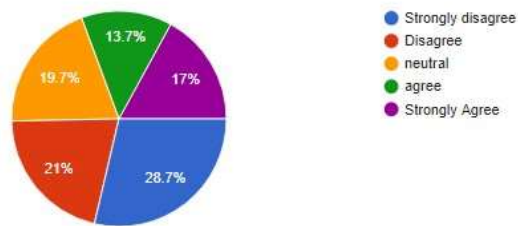


5) **Practicing sports activities does not achieve opportunities for cooperation between me and the club**

s/no	Options	Number of respondents	Percentages
1	Strongly disagree	86	28.7%
2	Disagree	63	21%
3	neutral	59	19.7%
4	Agree	41	13.6%
5	Strongly Agree	51	17%
Total		300	100.00%

Table (4-2-5) Practicing sports activities does not achieve opportunities for cooperation between me and the club

Regarding paragraph above, the answers were strongly disagree, with (28.7 %), representing (86) respondents, (21 %) Disagree with the answers representing (63) respondents, and (19.7%) neutralling, representing (59) respondent. Agree, with (13.6%), representing (41)respondents, Strongly Agree, with (17%), representing (51) respondents, Practicing sports activities does not achieve opportunities for cooperation between me and the club.

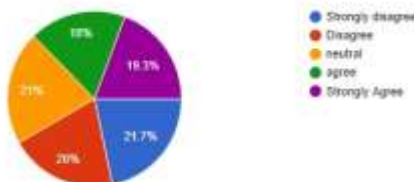


6) Exercising in physical fitness increases the social status of women

s/no	Options	Number of respondents	Percentages
1	Strongly disagree	65	21.7%
2	Disagree	60	20%
3	neutral	63	21%
4	Agree	54	18%
5	Strongly Agree	58	19.3%
Total		300	100.00%

Table (4-2-6) Exercising in physical fitness increases the social status of women

Regarding paragraph above, the answers were strongly disagree, with (21.7 %), representing (65) respondents, (20 %) Disagree with the answers representing (60) respondents, and (21%) neutralling, representing (63) respondent. Agree, with (18%), representing (54)respondents, Strongly Agree, with (19.3%), representing (58) respondents, the Exercising in physical fitness increases the social status of women.

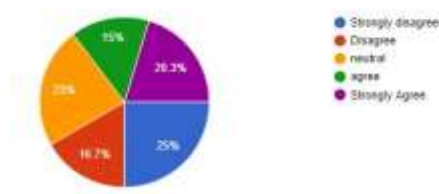


7) **Practicing physical fitness helps to form social relationships to gain social acceptance with others**

s/no	Options	Number of respondents	Percentages
1	Strongly disagree	75	25%
2	Disagree	50	16.7%
3	neutral	69	23%
4	Agree	45	15%
5	Strongly Agree	61	20.3%
Total		300	100.00%

Table (4-2-7) Practicing physical fitness helps to form social relationships to gain social acceptance with others

Regarding paragraph above, the answers were strongly disagree, with (25 %), representing (75) respondents, (16.7 %) Disagree with the answers representing (50) respondents, and (23%) neutralling, representing (69) respondent. Agree, with (15%), representing (45) respondents, Strongly Agree, with (20.3%), representing (61) respondents, The Practicing physical fitness helps to form social relationships to gain social acceptance with others.

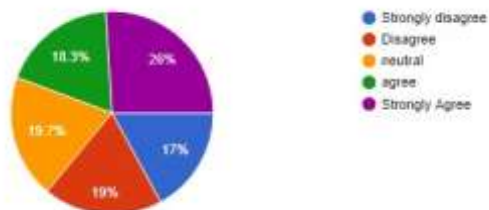


8) **I do fitness so I don't get lonely**

s/no	Options	Number of respondents	Percentages
1	Strongly disagree	51	17%
2	Disagree	57	19%
3	neutral	59	19.7%
4	Agree	55	18.3%
5	Strongly Agree	78	26%
Total		300	100.00%

Table (4-2-8) I do fitness so I don't get lonely

Regarding paragraph above, the answers were strongly disagree, with (17 %), representing (51) respondents, (19 %) Disagree with the answers representing (57) respondents, and (19.7%) neutralling, representing (59) respondent. Agree, with (18.3%), representing (55)respondents, Strongly Agree, with (26%), representing (78) respondents, The I do fitness so I don't get lonely.

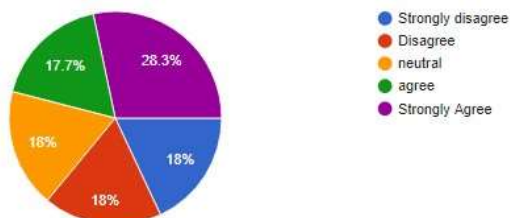


9) **I do fitness for the social game.**

s/no	Options	Number of respondents	Percentages
1	Strongly disagree	54	18%
2	Disagree	54	18%
3	neutral	54	18%
4	Agree	53	17.7%
5	Strongly Agree	85	28.3%
Total		300	100.00%

Table (4-2-9) I do fitness for the social game

Regarding paragraph above, the answers were strongly disagree, with (18 %), representing (54) respondents, (18 %) Disagree with the answers representing (54) respondents, and (18%) neutralling, representing (54) respondent. Agree, with (17.7%), representing (53)respondents, Strongly Agree, with (28.3%), representing (85) respondents, I do fitness for the social game.

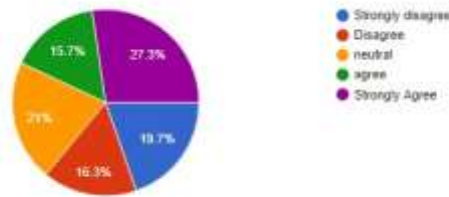


10) **Maintaining my relationships with my old friends**

s/no	Options	Number of respondents	Percentages
1	Strongly disagree	59	19.7%
2	Disagree	49	16.3%
3	neutral	63	21%
4	Agree	47	15.7%
5	Strongly Agree	82	27.3%
Total		300	100.00%

Table (4-2-10) Maintaining my relationships with my old friends

Regarding paragraph above, the answers were strongly disagree, with (19.7 %), representing (59) respondents, (16.3 %) Disagree with the answers representing (49) respondents, and (21%) neutralling, representing (63) respondent. Agree, with (15.7%), representing (47)respondents, Strongly Agree, with (27.3%), representing (82) respondents, Maintaining my relationships with my old friends.



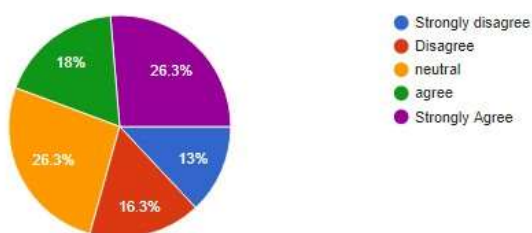
11) **Gain the respect of others**

s/no	Options	Number of respondents	Percentages
1	Strongly disagree	39	13%
2	Disagree	49	16.4%
3	neutral	79	26.3%
4	Agree	54	18%
5	Strongly Agree	79	26.3%
Total		300	100.00%

Table (4-2-11) Gain the respect of others

Regarding paragraph above, the answers were strongly disagree, with (13 %), representing (39) respondents, (16.4 %) Disagree with the answers representing (49) respondents, and (26.3%) neutralling, representing (79) respondent. Agree, with (18%), representing

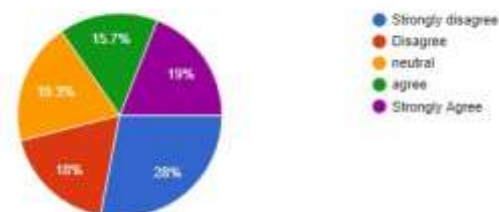
(54)respondents, Strongly Agree, with (26.3%), representing (79) respondents, Gain the respect of others.



12) **The social environment makes me feel the importance of sports activity and the demand for it.**

s/no	Options	Number of respondents	Percentages
1	Strongly disagree	39	13%
2	Disagree	49	16.4%
3	neutral	79	26.3%
4	Agree	54	18%
5	Strongly Agree	79	26.3%
Total		300	100.00%

Table (4-2-12) The social environment makes me feel the importance of sports activity and the demand for it
Regarding paragraph above, the answers were strongly disagree, with (13 %), representing (39) respondents, (16.4 %) Disagree with the answers representing (49) respondents, and (26.3%) neutralling, representing (79) respondent. Agree, with (18%), representing (54)respondents, Strongly Agree, with (26.3%), representing (79) respondents, The social environment makes me feel the importance of sports activity and the demand for it.

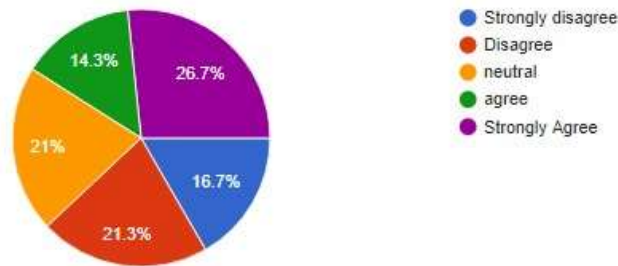


13) **The influence of friends makes me embrace fitness**

s/no	Options	Number of respondents	Percentages
1	Strongly disagree	50	16.7%
2	Disagree	64	21.3%
3	neutral	63	21%
4	Agree	43	14.3%
5	Strongly Agree	80	26.7%
Total		300	100.00%

Table (4-2-13) The influence of friends makes me embrace fitness

Regarding paragraph above, the answers were strongly disagree, with (16.7 %), representing (50) respondents, (21.3 %) Disagree with the answers representing (64) respondents, and (21%) neutralling, representing (63) respondent. Agree, with (14.3%), representing (4 3)respondents, Strongly Agree, with (26.7%), representing (80) respondents, The influence of friends makes me embrace fitness.

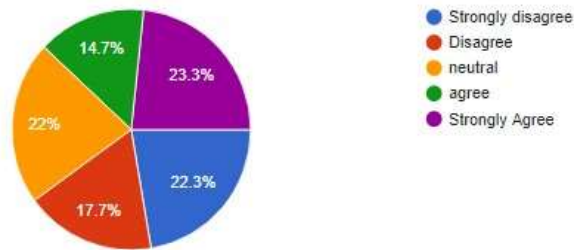


14) **The growing interest of the media in covering sports activities**

s/no	Options	Number of respondents	Percentages
1	Strongly disagree	67	22.3%
2	Disagree	53	17.7%
3	neutral	66	22%
4	Agree	44	14.7%
5	Strongly Agree	70	23.3%
Total		300	100.00%

Table (4-2-14) The growing interest of the media in covering sports activities

Regarding paragraph above, the answers were strongly disagree, with (22.3 %), representing (67) respondents, (17.7 %) Disagree with the answers representing (53) respondents, and (22%) neutralling, representing (66) respondent. Agree, with (14.7%), representing (44)respondents, Strongly Agree, with (23.3%), representing (70) respondents, The growing interest of the media in covering sports activities.

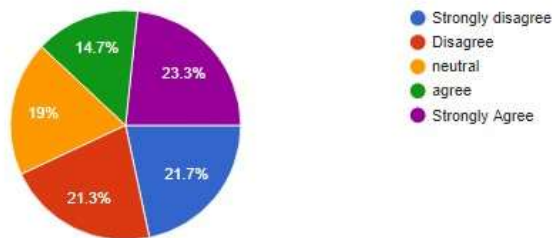


15) **Change in customs and traditions that allow women to exercise in clubs**

s/no	Options	Number of respondents	Percentages
1	Strongly disagree	65	21.7%
2	Disagree	64	21.3%
3	neutral	57	19%
4	Agree	44	14.7%
5	Strongly Agree	70	23.3%
Total		300	100.00%

Table (4-2-15) Change in customs and traditions that allow women to exercise in clubs

Regarding paragraph above, the answers were strongly disagree, with (21.7 %), representing (65) respondents, (21.3 %) Disagree with the answers representing (64) respondents, and (19%) neutralling, representing (57) respondent. Agree, with (14.7%), representing (44)respondents, Strongly Agree, with (23.3%), representing (70) respondents, Change in customs and traditions that allow women to exercise in clubs.

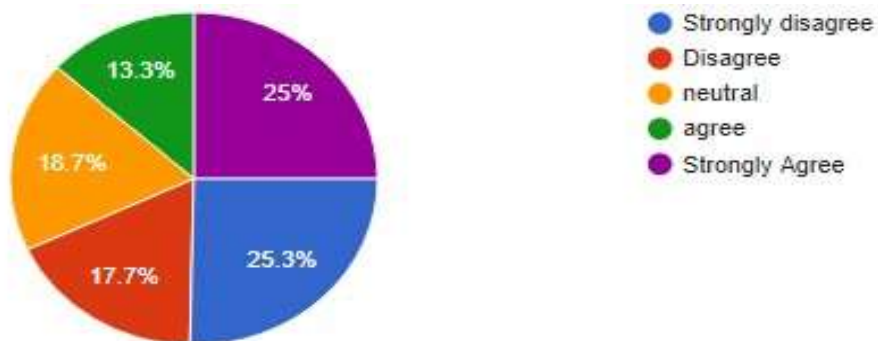


16) **An attempt to market the concept of gender equality in society**

s/no	Options	Number of respondents	Percentages
1	Strongly disagree	76	25.3%
2	Disagree	53	17.7%
3	neutral	56	18.7%
4	Agree	40	13.3%
5	Strongly Agree	75	25%
Total		300	100.00%

Table (4-2-16) An attempt to market the concept of gender equality in society

Regarding paragraph above, the answers were strongly disagree, with (25.3 %), representing respondents, (17.7%) Disagree with the answers representing (53) respondents, and (18.7%) neutralling, representing (56) respondent. Agree, with (13.3%), representing (40)respondents, Strongly Agree, with (25%), representing (75) respondents, An attempt to market the concept of gender equality in society.

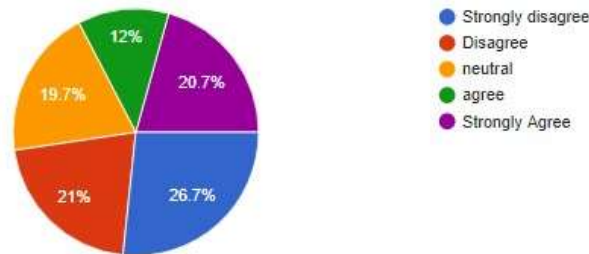


17) **Practicing physical fitness reflects a manifestation of social sophistication**

s/no	Options	Number of respondents	Percentages
1	Strongly disagree	80	26.7%
2	Disagree	63	21%
3	neutral	59	19.6%
4	Agree	36	12%
5	Strongly Agree	62	20.7%
Total		300	100.00%

Table (4-2-17) Practicing physical fitness reflects a manifestation of social sophistication

Regarding paragraph above, the answers were strongly disagree, with (26.7 %), representing (80) respondents, (21 %) Disagree with the answers representing (63) respondents, and (19.6%) neutralling, representing (59) respondent. Agree, with (12%), representing (36)respondents, Strongly Agree, with (20.7%), representing (62) respondents, Practicing physical fitness reflects a manifestation of social sophistication.



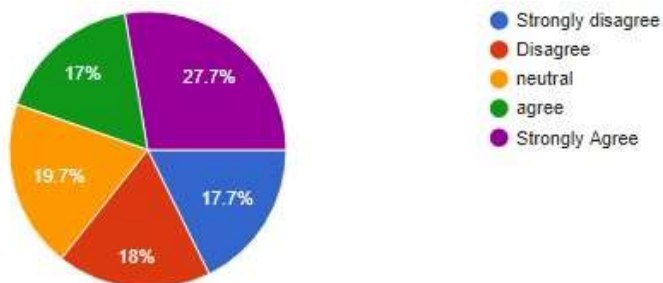
18) **Keeping with my friends who do it**

s/no	Options	Number of respondents	Percentages
1	Strongly disagree	53	17.7%
2	Disagree	54	18%
3	neutral	59	19.6%
4	Agree	51	17%
5	Strongly Agree	83	27.7%
Total		300	100.00%

Table (4-2-18) Keeping with my friends who do it

Regarding paragraph above, the answers were strongly disagree, with (17.7 %), representing (53) respondents, (18 %) Disagree with the answers representing (54) respondents, and (19.6%) neutralling, representing (59) respondent. Agree, with (17%), representing (51) respondents, Strongly Agree, with (27.7%), representing (83) respondents, Keeping with my friends who do it reflects a manifestation of social sophistication.

51)respondents, Strongly Agree, with (27.7%), representing (83) respondents, Keeping with my friends who do it .

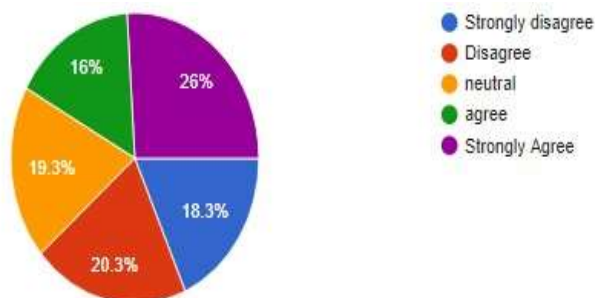


19) **I can't find anyone to turn to to direct me to practice any kind**

s/no	Options	Number of respondents	Percentages
1	Strongly disagree	55	18.3%
2	Disagree	61	20.3%
3	neutral	58	19.3%
4	Agree	48	16%
5	Strongly Agree	78	26%
Total		300	100.00%

Table (4-2-19) I can't find anyone to turn to to direct me to practice any kind

Regarding paragraph above, the answers were strongly disagree, with (18.3 %), representing (55) respondents, (20.3 %) Disagree with the answers representing (61) respondents, and (19.3%) neutralling, representing (58) respondent. Agree, with (16%), representing (48)respondents, Strongly Agree, with (26%), representing (78) respondents, I can't find anyone to turn to to direct me to practice any kind.

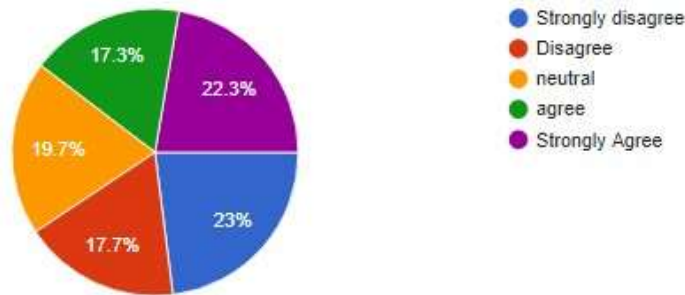


20) **My financial capabilities do not allow me to participate in any sports activity**

s/no	Options	Number of respondents	Percentages
1	Strongly disagree	69	23%
2	Disagree	53	17.7%
3	neutral	59	19.7%
4	Agree	52	17.3%
5	Strongly Agree	67	22.3%
Total		300	100.00%

Table (4-2-20) My financial capabilities do not allow me to participate in any sports activity

Regarding paragraph above, the answers were strongly disagree, with (23 %), representing (69) respondents, (17.7 %) Disagree with the answers representing (53) respondents, and (19.7%) neutralling, representing (59) respondent. Agree, with (17.3%), representing (52) respondents, Strongly Agree, with (22.3%), representing (67) respondents, My financial capabilities do not allow me to participate in any sports activity.



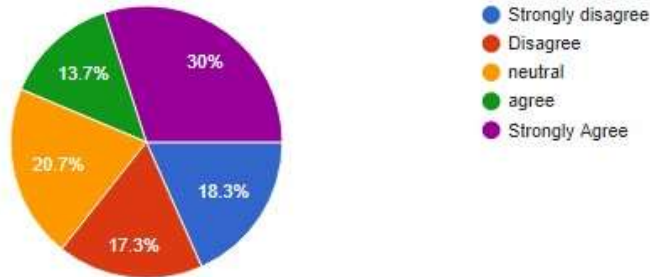
21) **Not encouraging the family to participate in sports activities**

s/no	Options	Number of respondents	Percentages
1	Strongly disagree	55	18.3%
2	Disagree	52	17.3%
3	neutral	62	20.7%
4	Agree	41	13.7%
5	Strongly Agree	90	30%
Total		300	100.00%

Table (4-2-21) Not encouraging the family to participate in sports activities

Regarding paragraph above, the answers were strongly disagree, with (18.3 %), representing (55) respondents, (17.3 %) Disagree with the answers representing (52) respondents, and (20.7%) neutralling, representing (62) respondent. Agree, with (13.7%), representing

(41)respondents, Strongly Agree, with (30%), representing (90) respondents, Not encouraging the family to participate in sports activities.

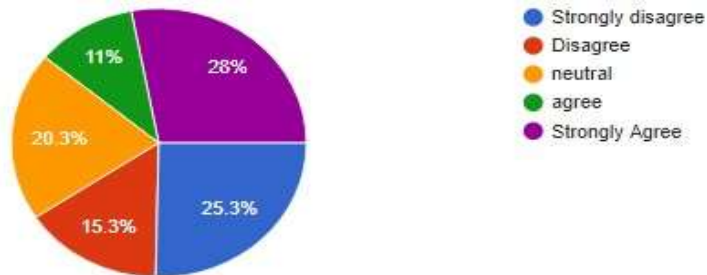


22) Practicing sports activities contradicts the modesty desired for women

s/no	Options	Number of respondents	Percentages
1	Strongly disagree	76	25.4%
2	Disagree	46	15.3%
3	neutral	61	20.3%
4	Agree	33	11%
5	Strongly Agree	84	28%
Total		300	100.00%

Table (4-2-22) Practicing sports activities contradicts the modesty desired for women

Regarding paragraph above, the answers were strongly disagree, with (25.4 %), representing respondents, (15.3 %) Disagree with the answers representing (46) respondents, and (20.3%) neutralling, representing (61) respondent. Agree, with (11%), representing (3 3)respondents, Strongly Agree, with (28%), representing (84) respondents, Practicing sports activities contradicts the modesty desired for women.

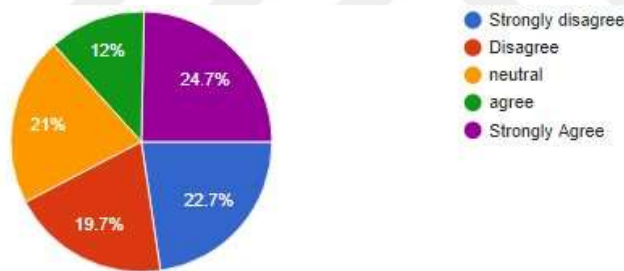


23) **Family customs and traditions do not allow women to engage in sports activities**

s/no	Options	Number of respondents	Percentages
1	Strongly disagree	68	22.6%
2	Disagree	59	19.7%
3	neutral	63	21%
4	Agree	36	12%
5	Strongly Agree	74	24.7%
Total		300	100.00%

Table (4-2-23) Family customs and traditions do not allow women to engage in sports activities

Regarding paragraph above, the answers were strongly disagree, with (22.6 %), representing (68) respondents, (19.7 %) Disagree with the answers representing (59) respondents, and (21%) neutralling, representing (63) respondent. Agree, with (12%), representing (36)respondents, Strongly Agree, with (24.7%), representing (74) respondents, Family customs and traditions do not allow women to engage in sports activities.



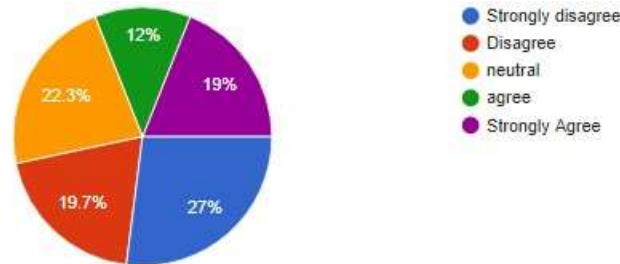
24) **Practicing sports contradicts the religious values prevailing in society**

s/no	Options	Number of respondents	Percentages
1	Strongly disagree	81	27%
2	Disagree	59	19.7%
3	neutral	67	22.3%
4	Agree	36	12%
5	Strongly Agree	57	19%
Total		300	100.00%

Table (4-2-24) Practicing sports contradicts the religious values prevailing in society

Regarding paragraph above, the answers were strongly disagree, with (27 %), representing (81) respondents, (19.7 %) Disagree with the answers representing (59) respondents, and

(22.3%) neutralling, representing (67) respondent. Agree, with (12%), representing (36)respondents, Strongly Agree, with (19%), representing (57) respondents, Practicing sports contradicts the religious values prevailing in society.

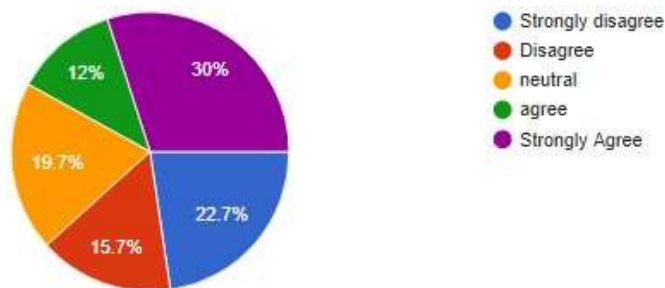


25) Inability to engage in physical activity that responds to myself

s/no	Options	Number of respondents	Percentages
1	Strongly disagree	68	22.6%
2	Disagree	47	15.7%
3	neutral	59	19.7%
4	Agree	36	12%
5	Strongly Agree	90	30%
Total		300	100.00%

Table (4-2-25) Inability to engage in physical activity that responds to myself

Regarding paragraph above, the answers were strongly disagree, with (22.6 %), representing (68) respondents, (15.7 %) Disagree with the answers representing (47) respondents, and (19.7%) neutralling, representing (59) respondent. Agree, with (12%), representing (36)respondents, Strongly Agree, with (30%), representing (90) respondents, Inability to engage in physical activity that responds to myself.

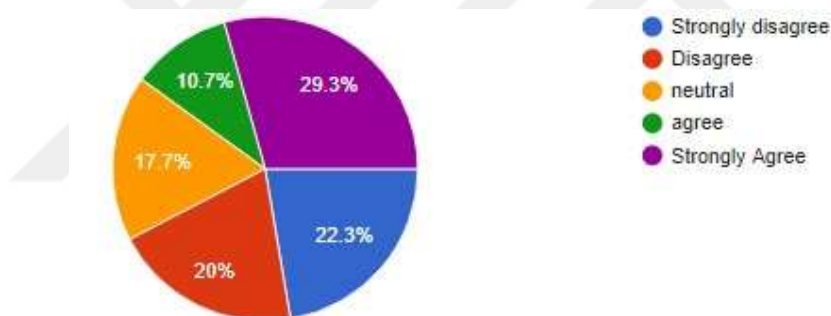


26) Lack of interest in women's sports and encouraging them to practice

s/no	Options	Number of respondents	Percentages
1	Strongly disagree	67	22.3%
2	Disagree	60	20%
3	neutral	53	17.7%
4	Agree	32	10.7%
5	Strongly Agree	88	29.3%
Total		300	100.00%

Table (4-2-26) Lack of interest in women's sports and encouraging them to practice

Regarding paragraph above, the answers were strongly disagree, with (22.3 %), representing (67) respondents, (20 %) Disagree with the answers representing (60) respondents, and (17.7%) neutralling, representing (53) respondent. Agree, with (10.7%), representing (32)respondents, Strongly Agree, with (29.3%), representing (88) respondents, Lack of interest in women's sports and encouraging them to practice.



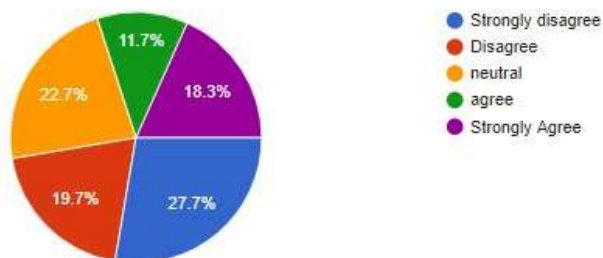
27) I have not developed athletic skills inside the school since childhood

s/no	Options	Number of respondents	Percentages
1	Strongly disagree	83	27.7%
2	Disagree	59	19.7%
3	neutral	68	22.6%
4	Agree	35	11.7%
5	Strongly Agree	55	18.3%
Total		300	100.00%

Table (4-2-27) I have not developed athletic skills inside the school since childhood

Regarding paragraph above, the answers were strongly disagree, with (27.7 %), representing (83) respondents, (19.7 %) Disagree with the answers representing (59) respondents, and (22.6%) neutralling, representing (68) respondent. Agree, with (11.7%),

representing (35)respondents, Strongly Agree, with (18.3%), representing (55) respondents, I have not developed athletic skills inside the school since childhood.

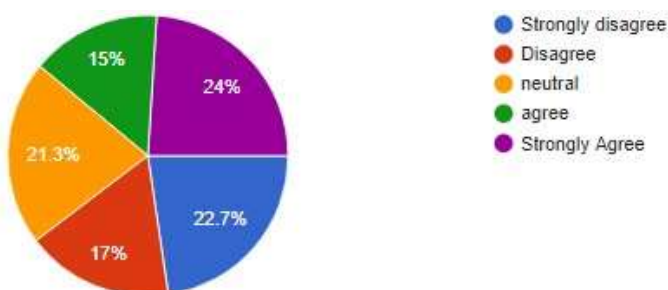


28) Lack of incentives to encourage women to exercise

s/no	Options	Number of respondents	Percentages
1	Strongly disagree	68	22.7%
2	Disagree	51	17%
3	neutral	64	21.3%
4	Agree	45	15%
5	Strongly Agree	72	24%
Total		300	100.00%

Table (4-2-28) Lack of incentives to encourage women to exercise

Regarding paragraph above, the answers were strongly disagree, with (22.7 %), representing (68) respondents, (17 %) Disagree with the answers representing (51) respondents, and (21.3%) neutralling, representing (64) respondent. Agree, with (15%), representing (45) respondents, Strongly Agree, with (24%), representing (72) respondents, Lack of incentives to encourage women to exercise.

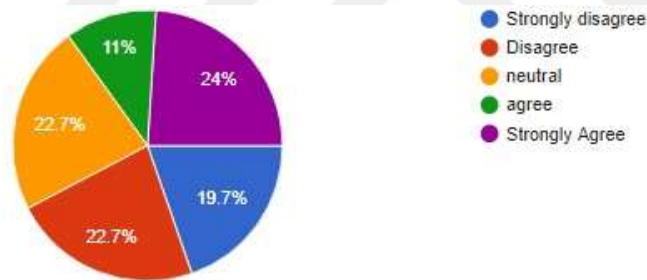


29) **The lack of a nearby club or a suitable place to exercise**

s/no	Options	Number of respondents	Percentages
1	Strongly disagree	59	19.6%
2	Disagree	68	22.7%
3	neutral	68	22.7%
4	Agree	33	11%
5	Strongly Agree	72	24%
Total		300	100.00%

Table (4-2-29) The lack of a nearby club or a suitable place to exercise

Regarding paragraph above, the answers were strongly disagree, with (19.6 %), representing (59) respondents, (22.7 %) Disagree with the answers representing (68) respondents, and (22.7%) neutralling, representing (68) respondent. Agree, with (11%), representing (33)respondents, Strongly Agree, with (24%), representing (72) respondents, The lack of a nearby club or a suitable place to exercise.

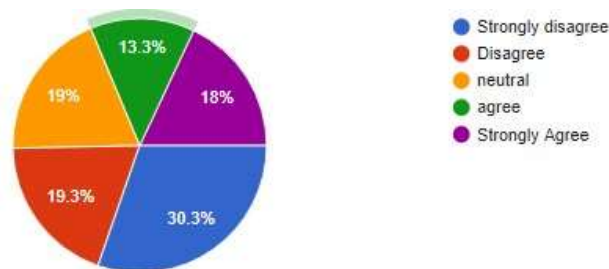


30) **The narrow social view of women's view of sports activities constitutes an obstacle to their practice of sports activities**

s/no	Options	Number of respondents	Percentages
1	Strongly disagree	91	30.3%
2	Disagree	58	19.3%
3	neutral	57	19%
4	Agree	40	13.3%
5	Strongly Agree	54	18.1%
Total		300	100.00%

Table (4-2-30) The narrow social view of women's view of sports activities constitutes an obstacle to their practice of sports activities

Regarding paragraph above, the answers were strongly disagree, with (30.3 %), representing (91) respondents, (19.3 %) Disagree with the answers representing (58) respondents, and (19%) neutralling, representing (57) respondent. Agree, with (13.3%), representing (40)respondents, Strongly Agree, with (18.1%), representing (54) respondents, The narrow social view of women's view of sports activities constitutes an obstacle to their practice of sports activities.

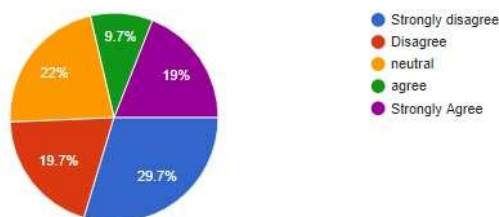


31) Your social environment encourages you to practice feminine sports

s/no	Options	Number of respondents	Percentages
1	Strongly disagree	89	29.7%
2	Disagree	59	19.6%
3	neutral	66	22%
4	Agree	29	9.7%
5	Strongly Agree	57	19%
Total		300	100.00%

Table (4-2-31) Your social environment encourages you to practice feminine sports

Regarding paragraph above, the answers were strongly disagree, with (29.7 %), representing (89) respondents, (19.6 %) Disagree with the answers representing (59) respondents, and (22%) neutralling, representing (66) respondent. Agree, with (9.7%), representing (29) respondents, Strongly Agree, with (19%), representing (57) respondents, Your social environment encourages you to practice feminine sports.



CHAPTER FIVE:

FINDINGS AND ANALYSIS

RESULT

Social obstacles are a set of obstacles consisting of values, rituals, signs, ideas, beliefs and morals that are transmitted from one generation to another. The culture of the Kurdish people, with its traditions, customs, tribalism, social inheritances, and extreme religious beliefs, has an influence on the low culture of women and prevents them from participating in sports. We also see that males dominate women and that women are taught the skills of sewing, cooking, caring for children, and serving the husband through family education. She is unaware of women's practice of sports activities, as women were and still are suffering from difficulties, obstacles and factors that limit the development of their sports level, especially in the eastern society. Sports activities, the narrow social view of women's practice of sports activities, which is represented in the factors of social regression, the factors of the social and environmental milieu, the value and educational factors, and the religious factors. The lack of capabilities stands in the way of women practicing sports, in addition to many social and cultural factors and the lack of sports awareness among some women of the importance of sports, and the negative role of men, whether he is a father, brother or husband, and his lack of conviction in women's exercise of sports is a direct reason for limiting their participation in activities. In addition to the peaceful media role that contributed greatly to the marginalization of women's sports reality.

For the purpose of addressing these points above, women and girls can help raise popular awareness towards members of society who view women as something out of the ordinary, such as community beliefs. Visual, written and audio media can also be used extensively to improve women's cultures in the field of women's activities sports.

CONCLUSION

The study has concluded that:

- 1) Sport has a lot of promise to help women succeed economically and socially.
- 2) Due to a lack of information, women are unaware of the benefits of sport to their health and are thus unmotivated to participate in sports on an individual, family, and communal level.
- 3) Hegemonic masculinity, a lack of education, poverty, and a lack of media attention have emerged as the main obstacles for women to participate in sports, both in urban and rural locations.
- 4) Women are less likely to participate in sports as a result of poverty.

RECOMMENDATIONS

- 1) Governments should be responsible for providing training, setting up groups, and provide funds to encourage women to participate in sports.
- 2) Women's rights organizations should make a concerted effort to educate female populations about the economic and social benefits of participating in sports.
- 3) In the instance of Zimbabwe, the Ministry of Women, Gender, and Empowerment should implement a policy requiring government institutions to engage women outside of school in community sports.
- 4) In order to inspire them and highlight their skills, local and national media should make it a policy to cover every women's sport, especially in remote regions.

REFERENCES

- Abbasi, I. N. (2014). Socio-cultural barriers to attaining recommended levels of physical activity among females: A review of literature. *Quest*, 66(4),
- Ademola V. D. (2015). Sport activities as agent of peace and unity among secondary school student in Ilorin South Local Government. *KIU Journal of Social Science*, 3 (1),
- Adnan M. Al-Tawel Ibraheem A. AlJa'afreh,(2017) *Journal of Education and Practice* www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.8, No.11, 1 A Study of Female Students Perceptions of the Barriers to Participate in Physical and Sports
- Activities at Al-Hussein Bin Talal University Curriculum & Instruction Department, AlHussein Bin Talal University, Ma'an, Jordan,
- Adriaanse, Johanna (2015): Gender Diversity in the Governance of Sport Associations: The Sydney Scoreboard Global Index of Participation. *Journal of Business Ethics* 137 (1):
- Amusa,L.D., Toriola, A.L, Onyewadume, I.U. (1999). *Physical Education and Sport in Africa*. Ibadan, LAP Publication ltd
- Annual Government Survey of Hours and Earnings Data, (2007) Barriers to women and girls' participation in sport and physical activity, online:
https://www.funding4sport.co.uk/downloads/women_barriers_participation.pdf
- Baehr, Amy R. (2013): Liberal Feminism. In *The Stanford Encyclopedia of Philosophy*, edited by Edward N. Zalta. Metaphysics Research Lab, Stanford University.
- Bailey, R.P. (2004) Evaluating the Relationship between Physical Education, Sport and Social Inclusion. *Educational Review*, 56(3)

- Bailey, Richard, I. Wellard and H. Dismore (2004). Girls' participation in physical activities and sports: Benefits, patterns, influences and ways forward. Centre for Physical Education and Sport Research. United Kingdom: Canterbury Christ Church University College.
- Barqarar, M,(2006) "A survey on status for specialized manpower in sport entities," Dissertation of Master's Degree program, Isfahan University.
- Başgelen, N. (2009). Antikçağ Kent Yaşamında Kamusal Spor-Eğitim Mekanları ve Hellenistik Çağ Anadolu Gymnasi. Arkeoloji ve Sanat Yayınları.
- Beirami, S, (2008)"Compare barriers affecting sports participation of high school students in Isfahan and Urmia," University of Isfahan. [in Persian].
- Belli, O. (2007). Urartularda Kadın ve Müzisyen ve Dansçılar: Belkıs Dinçol ve Ali Dinçol'a Armağan Kitabı. Ege Yayınları
- Billings, A. C., Angelini J. R. & Duke, A. H. (2010). Gendered profiles of Olympic History: Sportscaster dialogue in the 2008 Beijing Olympics. Journal of Broadcasting & Electronic Media, 54(1),
- Brady, M. (1998) Laying the Foundation for Girls' Healthy Futures: can sports play a role? Studies in Family planning, 29(1),
- Brady, M. and Kahn, A.B. (2002) Letting Girls Play: the Mathare Youth Sports Association's Football Program for Girls. New York, US: Population Council
- Brown WJ, McLaughlin D, Leung J, McCaul KA, Flicker L, Almeida OP, Hankey GJ, Lopez D & Dobson AJ 2012, _Physical activity and all-cause mortality in older women and men', British Journal of Sports Medicine, vol. 46, iss. 9,
- Carek, P.J.; Laibstain, S.E.; Carek, S.M. (2011)Exercise for the Treatment of Depression and Anxiety. Int. J. Psychiatry Med.

- Caroline Riot, Australia, Female participation in sport an active reaction, no year.
- Carter, C. (1988). Athletic contests in Hittite religious festivals. *Journal of Near Eastern Studies*, 47,
- Casey, M., Fowlie, J., Charity, M., Harvey, J., and Eime, R. (2019). The implications of female sport policy developments for the community-level sport sector: a perspective from Victoria Australia. *Int. J. Sport Policy Polit.* 11,
- Chinirum, Joy – Ogunjimi, Lucas O. – O'Neill, Charles B. (2014): Gender and Sports in Contemporary Society. *Journal of Educational and Social Research* 4 (7):
- Codina N, Pestana J & Armadans I 2012, 'Physical activity (PA) among middle-aged women: initial and current influences and patterns of participation', *Journal of Women & Aging*, vol. 25, iss. 3,
- Collins, M. and Kay, T. (2003) *Sport and Social Exclusion*. London, UK: Routledge;
- Hargreaves, J. (1994) *Sporting Females: critical issues in the history and sociology of women's sports*. London, UK: Routledge
- De Mello, M.T.; Lemos, V.D.A.; Antunes, H.K.M.; Bittencourt, L.; Santos-Silva, R.; Tufik, S. (2013) Relationship between Physical Activity and Depression and Anxiety Symptoms: A Population Study. *J. Affect. Disord.*
- Dominic O. L., Seidina I. Y., Niyi-Odumosu F. A., Ibraheem T. O. (2017). Influence of ICT use on body composition and sedentary death syndrome (SEDS) risk among University of Ilorin Sandwich Students. *Kampala International University Journal of Social Sciences*, 3 (1),
- Eime RM, Casey MM, Harvey JT, Sawyer NA, Symons CM, Payne WR.(2015) Socioecological factors potentially associated with participation in physical activity and sport: A longitudinal study of adolescent girls. *J Sci Med Sport*. Nov 1;18(6):

- Eime, R., Pankowiak, A., Casey, M., Harvey, J., and Westerbeek, H. (2021). Women and Girls' Participation in Male-Dominated Sports
- Elliott, S., Bevan, N., and Litchfield, C. (2020). Parents, girls' and Australian football: a constructivist grounded theory for attracting and retaining participation. *Qual. Res. Sport Exerc. Health* 12,
- Evans, B. (2006). 'I'd feel ashamed': Girls' bodies and sports participation. *Gender, place & culture*, 13(5),
- Everhart, Robert B. – Pemberton, Cynthia (2007): Advancing Women in Leadership. The Institutionalization of a Gender Biased Sport Value System.
- Gutin, B., Barbeau, P. and Yin, Z. (2004) Exercise Interventions for Prevention of Obesity and Related Disorders in Youths. *Quest*, 56
- Guthrie, S. R., and S. Castelnovo (2001) —Disability management among women with physical impairments: The contribution of physical activity. In *Sociology of Sport Journal*, 18 (2001):
- Hanlon C, Morris T & Nabbs S 2010, 'Establishing a successful physical activity program to recruit and retain women', *Sport Management Review*, vol. 13,
- Jones, B.A.; Haycraft, E.; Bouman, W.P.; Arcelus, J. (2018) The Levels and Predictors of Physical Activity Engagement within the Treatment-Seeking Transgender Population: A Matched Control Study. *J. Phys. Act. Health* 2018, 15,
- Kannus, P. (1999) Preventing Osteoporosis, Falls and Fractures among Elderly People. *British Medical Journal*, 318,
- Kanter, Rosabeth Moss (1993): *Men and Women of the Corporation*. Reprint, New York: Basic Books, [1977]

- Knoppers, Annelies (1994): Gender and the coaching profession, in Birrell, Susan – Cole, Cheryl, eds., *Women, Sport and Culture*, Human Kinetics.
- Koivula, N. (2001). Perceived Characteristics of Sports categorised as gender-neutral, feminine and masculine. *Journal of Sport Behavior*, 12-01-01,
- Krystyna U. Golkowska, (2017) Qatari women's participation in sports and physical activity, *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)* Volume 22, Issue 10, Ver. VI (October. 2017),
- LaVoi, N. M. (2016). —A framework to understand experiences of women coaches around the globe. *The Ecological-Intersectional Model*, in *Women in Sports Coaching*, 1st ed, N. M. LaVoi (Ed.). London: Routledge.
- López-Cañada, E.; Devís-Devís, J.; Pereira-García, S.; Pérez-Samaniego, V. (2021) Socio-Ecological Analysis of Trans People's Participation in Physical Activity and Sport. *Int. Rev. Sociol. Sport* 2021,
- Mackenzie B. (2004). *History of Sports and Games*. Retrieved November 30, 2018 from <http://www.brianmac.co.uk/history>
- Malina, R. and Bouchard, C. (1991) *Growth, Maturation and Physical Activity*. Champaign, US: Human Kinetics.
- Malm, C.; Jakobsson, J.; Isaksson, A. (2019) Physical Activity and Sports—Real Health Benefits: A Review with Insight into the Public Health of Sweden. *Sports* 2019,
- Manaf H. (2013) Barriers to participation in physical activity and exercise among middle-aged and elderly individuals. *Singapore Med J.* 2013;54(10):
- Martinsen, E. (1994) Physical Activity and Depression: clinical experience. *Acta Psychiatrica Scandinavica*, 377,

- Meier, Marianne (2005): Gender Equity, Sport and Development. Working paper. Swiss Academy for Development
- Messner, Michael (2007): Out of Play. Critical Essays on Gender and Sport, State University of New York Press.
- Michael, E., Evert, J. and Jeffers, K. (1972) Physiological Characteristics of Teenage Girls during Months of Detraining. *Medicine and Science in Sports*, 4 ,
- Milne M, Divine A, Hall C, Gregg M & Hardy J 2014, _Nonparticipation: how age influences inactive women's views of exercise_, *Journal of Applied Biobehavioral Research*, vol. 19, iss. 3,
- Mirsafian, H., Dóczi, T., & Mohamadinejad, A. (2014). Attitude of Iranian female university students to sport and exercise. *Iranian studies*, 47(6),
- Muchicko, M.M.; Lepp, A.; Barkley, J.E. Peer Victimization, Social Support and Leisure-Time Physical Activity in Transgender and Cisgender Individuals. *Leis. Loisir* 2014,
- Mugari Abisha, Masocha Vincent, (2015) Sport, an Empowering Force for Women: Reflection of Barriers to Participation, *International Journal of Research in Humanities and Social Studies* Volume 2, Issue 2, February 2015,
- Newson RS & Kemps EB 2007, _Factors that promote and prevent engagement of older adults_, *Journal of Aging and Health*, vol. 19, no. 3
- Northern Ireland assembly, Barriers to sports and physical activity participation, 2010
- Ogechi Christiana, Augustine Chibuikem Nnonyelu, Avwersuoghene Onobrakpeya, Olajumoke Joy Ogundele , (2022) Benefits and barriers to physical activity among African women: A systematic review , a Faculty of Pharmaceutical Sciences, University of Nigeria, center for health and allied legal and demographic development research and training (CHALADDRAT), Nnamdi Azikiwe University,

- Oglesby, Carole A., (2006)in collaboration with the International Working Group on Women and Sport, WomenSport International, the International Association of Physical Education for Women and Girls, and the International Council of Sport Science and Physical Education (2006). —Positive Embodiment: Contributions of Sport, Exercise and Physical Recreation to the Life-long Development of Girls and Women, brief prepared for the United Nations Division for the Advancement of Women.
- Ooms L, Veenhof C, Schipper-van Veldhoven N, de Bakker DH. (2015) Sporting programs for inactive population groups: factors influencing implementation in the organized sports setting. *BMC Sports Sci Med Rehabil.* 2015;7(1):12
- Osborne, C. A. & Skillen, F. (2015). Forum: Women in Sport. *Women's History Review*, 24(5),
- Park, R. J. (2007). Sport, gender and society in a transatlantic Victorian perspective. *The International Journal of the History of Sport*, 24(12), Reiner M, Niermann C, Jekauc D & Wolf A 2013, 'Long-term health benefits of physical activity – a systematic review of longitudinal studies', *BMC Public Health*, vol. 13,
- Rowlands, J. (1997) *Questioning Empowerment: Working with women in Honduras, UK and Ireland*, Oxfam
- Sabo, D., Miller, K., Melnick, M. and Heywood, L. (2004) *Her Life Depends On It: sport, physical activity and the health and well-being of American girls*. East Meadow, US: Women's Sports Foundation.
- Deprés, J.-P., Bouchard, C. and Malina, R. (1990) Physical Activity and Coronary Heart Disease Risk Factors during Childhood and Adolescence. *Exercise and Sport Sciences Reviews*, 18,
- Sallis, J. and Owen, N. (1999) *Physical Activity and Behavioral Medicine*. Thousand Oaks, US: Sage

Scruton Sheila – Anne Flintoff (2013): Gender, Feminist Theory and Sport in Andrews, David L. – Carrington, Ben. A Companion to Sport, Blackwell Publishing.

Sports for generation equality frame work 1 Driving implementation of the Beijing Platform for Action through the Power of the Sport Ecosystem, online : <https://www.unwomen.org/sites/default/files/Headquarters/Attachments/Sections/News%20and%20events/Stories/2020/Sport-GenerationEquality.pdf>

Ströhle, A. Physical Activity, Exercise, Depression and Anxiety Disorders. J. Neural Transm. 2009, 116,

Sultana, N. (2017). Parental attitudes towards participation of female students in co curricular activities at secondary level in Pakistan. Journal of Managerial Sciences, 11(3),

Susan Lundvall , Christine Walsith, integration and spor participation : Cultural negotiations and feelings of belonging, Translation: Lee Findlay, women and sport,2014,

Theberge, N. (1985). Toward a feminist alternative to sport as a male preserve. S. Birrell & C. L. Cole (Ed.), in Women, Sport, and Culture (p.181–192). Human Kinetics.

Tong, Rosemarie (1997): Feminist Thought: A Comprehensive Introduction. Reprint. London: Routledge, 1997

United Nations Inter-Agency Task Force on Sport for Development and Peace (2003). Sport as a tool for development and peace: Towards Achieving the United Nations Millennium Development Goals. New York.

US Department of Health and Human Services (1996) Physical Activity and Health: a report of the Surgeon General. Atlanta, US: Centers for Disease Contro

V Brady, M. and Kahn, A.B. (2002) Letting Girls Play: the Mathare Youth Sports Association's Football Program for Girls. New York, US: Population Council

Warburton, D.E.R.; Nicol, C.W.; Bredin, S.S.D. Health Benefits of Physical Activity: The Evidence. CMAJ 2006,

- Watson N, Milat AJ, Thomas M & Currie J 2005, 'The feasibility and effectiveness of pram walking groups for postpartum women in western Sydney', Health Promotion journal of Australia, 16, no.2,
- Whalen, Kelsey (2017): Discrimination Against Women in the Sport Industry. Eastern Kentucky University. Department of Exercise and Sport Science.
- Wilcox S, Castro CM & King AC 2006, 'Outcome expectations and physical activity participation in two samples of older women', Journal of Health Psychology, vol. 11, no. 1,
- Women's Sport and Fitness Foundation and Sporting Equals, Muslim Women in Sport, January 2010
- Women's Sport and Fitness Foundation, It's time – future forecasts of women's participation in sport and exercise
- World Health Organisation / Fédération Internationale De Médecine Du Sport - Committee On Physical Activity For Health (1995) Exercise for Health. Bulletin of the World Health Organisation, 73(2),
- World Health Organisation, Physical Activity and Women
http://www.who.int/dietphysicalactivity/factsheet_women/en/index.html
- World Health Organization (2007a). Why move for health. Geneva, Switzerland.
- World Health Organization (2007c). Physical activity and older people: For people of all ages, physical activity improves the quality of life in many ways. Geneva, Switzerland
- WPATH. Standards of Care for the Health of Transsexual, Transgender, and Gender Nonconforming People The World Professional Association for Transgender Health; WPATH: Montreal, QC, Canada, 2012.
- Yıldıran, İ. ve Gültekin, T. (2012). Anadolu Uygarlıklarında Spor. Spor Yayınevi ve Kitapları,

Zahirinia M., Nikkhah H., Shafiei N, "Investigating the effect of family and mass media on the participation of female students in sports activities. Bi-Quarterly," Journal of Participation and Social Development, vol. 1, no.1,2015.
<http://dx.doi.org/10.1136/jech.54.9.667> .



QUESTIONNAIRE LIST

Dear participant; This study is for the master's thesis titled —Social Barriers Sports Activities among Women in Erbil Governorate from the Perspective of Sports Coachesℓ.

Personal information is not requested in the research. Your sincere answers will contribute to the scientificness of the research . thank you for your participation.

Tokat Gaziosmanpaşa Üniversitesi

Lisansüstü Eğitim Enstitüsü

Yüksek Lisans Öğrencisi

ASHNA ADIL OBAID

PERSONSL INFORMATION FORM

1.YOUR AGE:

2.YOUR marital status ? () married () single

3. your education status? () secondary education () high school () associate degree () Licence () graduate

4 your waking status? () yes () no

5. your age to start sport ?

6. The year you started sport?

7. how many years have you been professionally involved in sport?

8. are you national athlete? () yes () no

ت	العبارة	لا أوافق بشدة	لا أوافق	أوافق	أوافق بشدة
1	النظرة السلبية من المجتمع من حولي تقلل من مشاركتي للنشاط الرياضي				
2	عدم تقبل الأهالي لانضمام الفتاه لنادي معين لممارسة النشاط الرياضي				
3	عدم تعاون زميلاتي المشاركات في النشاط الرياضي معي أثناء اللعب تقلل من				

				مشاركتي للنشاط الرياضي	
4				معارضة الأسرة للاشتراك في الأنشطة الرياضية	
5				عدم تشجيع صديقاتي على ممارسة النشاط الرياضي يحول دون مشاركتي في النشاط الرياضي	
6				ممارسة النشاط الرياضي لا يحقق فرص التعاون بيني وبين النادي	
7				ممارستي للنشاط الرياضي لا يساعد على تنمية روح القيادة وتحمل المسؤولية عندي	
8				مشاركتي في النشاط الرياضي لا تكسبني احترام وتقدير الآخرين	
9				عدم توافر المتعة لأن الألعاب الرياضية المقدمة تقليدية ومملة	
10				أشعر بضيق وتوتر نفسي عندما أفكر بالخسارة	
11				أخجل من ممارسة بعض الحركات الرياضية	
12				عدم اتقاني للأداء المهارى يجعلني أشعر بحرج عند ممارسة النشاط الرياضي	
13				أخشى عدم قدرتي على مجازاة زميلاتي المشاركات في النشاط الرياضي	
14				أخجل كثناً عند ارتداء الملابس الرياضية	
15				لا أشعر بالرضى والمتعة عند ممارستي للنشاط الرياضي	
16				ضعف الثقة بالنفس يحول دون مشاركتي في النشاط الرياضي	
17				عدم توفر عوامل الأمن والسلامة يمنعني من المشاركة في النشاط الرياضي	
18				ضعف لياقتي البدنية يقلل من ممارستي للنشاط الرياضي	
19				العيوب القوامية التي أعاني منها تجعلني أتردد عن ممارسة النشاط الرياضي	
20				أشعر أن ممارسة النشاط الرياضي قد يسبب لي أضرار صحية	
21				زيادة السمعة عندي يمنعني من ممارسة النشاط الرياضي	
22				قصر قامتي الشديد يقلل من مشاركتي للنشاط الرياضي	
23				ممارسة النشاط الرياضي بوجود وإشراف الرجال يتنافى مع المعتقدات الدينية	
24				يتعارض ممارسة النشاط الرياضي في الأماكن المكشوفة مع معتقداتي الدينية.	
25				تبديل الملابس أمام الممارسات الأخريات لا يجوز شرعاً	
26				يتعارض ارتداء الملابس الرياضية لمزاولة النشاط الرياضي مع معتقداتي الدينية	
27				عدم تناسب الوقت المخصص لممارسة النشاط الرياضي مع دراستي.	
28				مستقبلي الدراسي أهم وأفضل من المشاركة في النشاط الرياضي	
29				إلحاح أسرتي للحصول على معدل مرتفع يحول دون مشاركتي في النشاط الرياضي	
30				عدم اعتماد علامات ترصد للطالبات المتفوقات في النشاط الرياضي يمنعني من المشاركة في النشاط الرياضي	
31				ضعف الثقافة الرياضية اثر على مشاركتي في النشاط الرياضي	
32				ممارسة النشاط الرياضي يؤثر سلباً على تحصيلي الدراسي	

Social Barriers Questionnaire (English Form)	Strongly Agree	Agree	neutral	Disagree	Strongly disagree
1. The negative view of the society around me reduces my participation in sports activities					

2. Parents' lack of acceptance of the girl joining a particular club to practice sports					
3. The non-cooperation of my female colleagues participating in the sports activity with me while I play reduces my participation in the sports activity					
4. Family opposition to participating in sports activities					
5. Practicing sports activities does not achieve opportunities for cooperation between me and the club					
6. Exercising in physical fitness increases the social status of women					
7. Practicing physical fitness helps to form social relationships to gain social acceptance with others					
8. I do fitness so I don't get lonely					
9. I do fitness for the social game					
10. Maintaining my relationships with my old friends					
11. Gain the respect of others					
12. The social environment makes me feel the importance of sports activity and the demand for it					
13. The influence of friends makes me embrace fitness					
14. The growing interest of the media in covering sports activities					
15. Change in customs and traditions that allow women to exercise in clubs					
16. An attempt to market the concept of gender equality in society					
17. Practicing physical fitness reflects a manifestation of social sophistication					
18. Keeping with my friends who do it					
19. I can't find anyone to turn to direct me to practice any kind					
20. My financial capabilities do not allow me to participate in any sports activity					
21. Not encouraging the family to participate in sports activities					

22. Practicing sports activities contradicts the modesty desired for women					
23. Family customs and traditions do not allow women to engage in sports activities					
24. Practicing sports contradicts the religious values prevailing in society					
25. Inability to engage in physical activity that responds to myself					
26. Lack of interest in women's sports and encouraging them to practice					
27. I have not developed athletic skills inside the school since childhood					
28. Lack of incentives to encourage women to exercise					
29. The lack of a nearby club or a suitable place to exercise					
30. The narrow social view of women's view of sports activities constitutes an obstacle to their practice of sports activities					
31. Weak sports culture affected my participation in sports activity					
32. Your social environment encourages you to practice feminine sports					

ÖZGEÇMİŞ