

The Effect of Physiological and Consideration for Elite Young Females Athletes to Participate in Physical Activities



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Abstract: *The main objectives of the study were to the effect of Physiological and consideration for Elite Young Females Athletes to participate in physical Activities. The researcher used a Likert-type questionnaire as a tool for data collection. The questionnaire was consisting of two different portions the first portion was developed to investigate. The main purpose of the study was to the influence of sociocultural problems on sports participation among college female athletes. Based on data analysis following findings float ups. The collected data from questionnaires were put into the SPSS (Version-20) for the purpose of data analysis. The data analysis was performed in three different sections demographic information was given in Section A, Section B deals with the item-wise frequencies and percentages of the questionnaire and Section C deals with the testing of hypotheses. The alpha level for testing hypotheses was .05.*

Key Words: Physiological, Consideration, Female Athletes, Physical

Introduction

According to Rauzon (2002), the physiological factors that are causing a problem in the way of participation of females in athletics and other sports activities included small lungs as compared to males which causes breathing problems which result in lower stamina. The weak muscles and skeleton of females also act as an obstacle for female athletes to compete because the risk of major injuries is increased at a high rate. The potential of athlete's male is more than that of female athletes so they cannot compete in this way. The muscles and skeleton of females in noticed in many activities and it fails to respond completely in energetic activities. This acts as one of the major barriers in the way of female participation in sports activities.

Orunaboka and Kemebradikumo (2007) noticed that the joints of females are smaller in size as

compared to the males and also the capacity of muscle efficiency is very much low in females as compared to the males. The number of red blood cells, blood volume, circulatory system, Small heart size and high heart rate, reduced lungs and less efficient muscles and joints of females as compared with that of male participants act as a hamper for the female athletes to participate in sports activities. In all manners, the female's body is less efficient to perform required work so it also acts as a barrier for them to participate.

Currently, Pakistan is facing a high birth rate problem and the rate at which our population is increasing is quite a dangerous one. At the present occasion, Pakistan is given the sixth number among the countries with a high populating rate. Along with 51.35% males the percentage of females is also very high at the current occasion with a percentage of 48.65%.

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But due to cultural restrictions, only men are given importance in choosing their lifestyle and activities while females are ignored in all manners to a very dangerous level. Half of the population of Pakistan is comprised of females but they are ignored in all parts of life. Irrespective of having such a high population level only very few females are introduced at national and international levels to represent Pakistan in athletics and sports activities, which is a real dishonour being a nation.

Regular exercise has been shown to aid in the management and prevention of non-communicable conditions such as diabetes, coronary artery disease, stroke, and a variety of cancers. Furthermore, it improves overall quality of life, maintains a healthy body size, decreases cholesterol levels, and improves both physical and psychological wellness.

The following major elements, according to Martin (2010), were revealed by reviewing the research on "physical activity, fitness, and academic success" The overwhelming mostly of school-based, widely disseminated research in this area has discovered a beneficial relationship between kids' engagement in physical exercise and academic success. Caspersen's definition was somewhat modified in 2017 for the World Health Organization's (WHO) Global Strategy on Increasing Physical Activity. The WHO refers to a bodily movement that "requires energy spending" as opposed to an activity that uses up energy.

Your legs and arms, as well as other big muscles, are moved during aerobic exercise. Aerobic exercise includes things like running, swimming, walking, biking, dancing, and performing jumping jacks. The term "endurance activity" also applies to aerobic exercise.

Your heart beats more quickly during aerobic exercise. Furthermore, this kind of exercise makes you breathe more heavily. Regular aerobic exercise strengthens and improves the function of both your lungs and your heart over time.

The Objective of the Study

The research in hand is primarily related to the sociocultural problems in the way of female sports participation. Therefore, the sub-objectives which the researcher made an effort to achieve were:

1. To analyse the influence of societal constraints on College level female sports participation.

2. To assess the influence of cultural limitations on college-level female sports participation.
3. To determine the effect of different demographic factors on the respondents regarding the effect of societal constraints upon female college sports.

The Hypothesis of the Study

The following research hypotheses were formulated in line with the set objectives of the study.

1. H0: insignificant among the viewpoint of respondents from different localities regarding the effect of physiological limitations on physical activity participation of female athletes at the college level.
2. H0: insignificant among the viewpoint of local and non-local respondents regarding the effect of physiological limitations on physical activity participation of female athletes at the college level.
3. H0: insignificant among the viewpoints of respondents who take part in sports competitions at different levels regarding the influence of Cultural limitations on sports participation of female athletes at the college level.

Research Methodology:

Research Philosophy

It is the concepts of the researcher about the knowledge that what is the real concept of knowledge. And how it could be gathered and documented? And how it could be communicated? It is the belief of Positivism that indicates that knowledge can be verifiable objectively. Observational symbols also be helpful in recording and communicating knowledge like words and concepts. According to these beliefs about research philosophy, the researcher has used scientific methodology based on surveys of literature and field surveys.

Survey Approach

A survey approach was used and a questionnaire was utilized to gather information from the respondents. For to recorded human behaviour, opinion and perceptions Survey research approach are very popular, handy and commonly used in social sciences.

Population & Sample

Population

All the students of female colleges of Sialkot, Punjab, Pakistan were the matter of interest of the researcher to collect information.

Sample

Gay (1987) has done a lot of work in research methodology as well as with special reference to sampling. Gay, defines the sample as. It is the small group of individuals which supposed to represent a larger population. In general, when the population is large and due to some factors such as time allocation, knowledge, equipment and facilities the researcher can't investigate and collect data from all the members of the population the researcher then takes a small portion from the large population to generalize the results. But there should be some hard and soft rules, and the characteristics of the sample and population should be the same. L. R. Gay (1987) also produce the formula for taking the sample from the population.

Data Collection Instrument

Researchers around the world used different types of instruments to collect data. Which depends upon the nature of the study, the nature of the hypotheses testing and some other general factors. A questionnaire is a tool which is easy to make, prepare, validate and make reliable.

There are a lot of benefits of a questionnaire (tool as a data collection) reported in the literature. In this particular study, the researcher used a Likert-type scale. This five-option scale with equal interval ratio and interval scale.

The researcher collected the data by self and represent it to the respondents and elaborate that, this study was only for research purposes this information was not shared or presented for other purposes. The researcher gives some time to the respondents to think about the statements and options of the questionnaire and respond to is best desirable options.

Reliability and validity of the instrument and procedure

The researcher used a Likert-type questionnaire as a tool for data collection. The options of the questionnaire were five from strongly disagreed to strongly agreed ranging from 1 to five respectively. The questionnaire was consisting of two different portions.

The initial stage of the scale consisted of a total of 60 items 30 items in each portion of the questionnaire. The initial draft of the questionnaire was sent to the expert in the field for the purpose of validity (face and content validity) and reliability (Cronbach's alpha reliability method appeared as .854) of the questionnaire. some of the items were deleted on the basis of expert views and pilot testing the final version of the questionnaire was consisting of 40 items 20 valid and reliable items in each portion of the questionnaire.

Data Analysis (Testing of Hypotheses)

The researcher used appropriate and authentic tools to test the hypothesis, the researcher assume that Correlations, T, test and ANOVA were the best to test the hypotheses and Mode and frequency were the best tools to represent the Likert-type data.

Table I

List of Demographic Variables and Operational Definitions and Code

#	Variable	Operational Definition	Code
1.	Age	15 years, 16 Years, 17 Years and above	AG
2.	Locality	rural and urban	LC
3.	Domicile;	local and non-local	DM
4.	Participating in different games	Cricket, Football, Net Ball, Badminton, Table Tennis and Others	PDG
5.	Different cast;	Gujjar, Rajput, jatt	DC
6.	Sports competition	Intercollegiate, Interuniversity and District level/divisional level	SC
7.	Social Class	respondents from different social classes	SCL

Results & Discussion:

Section A: Demographic information of the respondents

Figure 1

Bar Graph Showing age Group-wise Frequencies of Respondents

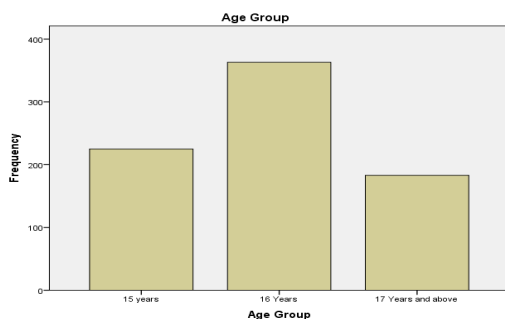


Figure 1 shows the frequencies and percentages of the sample. The total number of respondents having the age 15 years was 225 the percentage of the 15 years old respondents was 29.2%. The total 16 years of age respondents were 363 (47.1%) and 17 years and above were 183 (23.7%). The total number of respondents from 15 years to 17 years and above were 771 (100%).

Figure 2

Bar Graph Showing the Locality of the Respondents-wise Frequencies

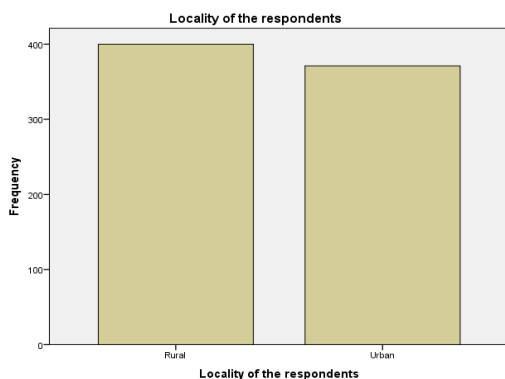


Figure 2 shows the frequencies and percentages of the respondents having different localities. The number of rural respondents was 400 (51.9%) and urban respondents were 371 (48.1%). The total number of respondents from different localities was 771 (100%).

Figure 3

Bar Graph Showing Domicile-wise Frequencies and Percentages of the Respondents

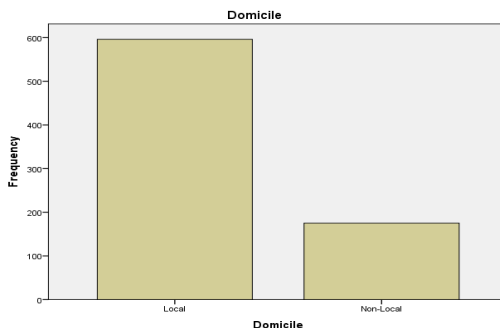


Figure 3 shows the frequencies and percentages of the respondents domicile-wise. The total number of local respondents in the sample was 596 (77.3%) and the total non-local respondents were 175 (22.7%). The total local and non-local respondents of the study were 771 (100%).

Figure 4

Bar Graph Showing the Frequencies of Respondents' Sports Activity-wise

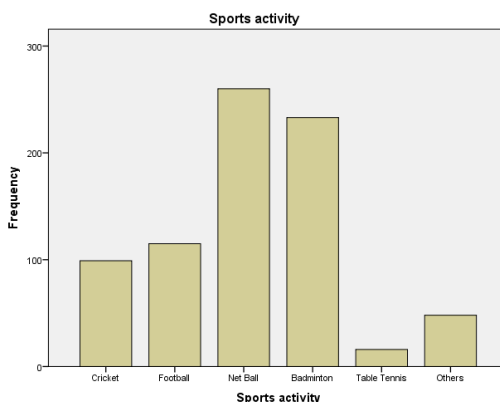


Figure 4 shows the frequencies and percentages of the respondents on the basis of participation in different sports activities. The total respondents participating in Cricket were 99 (12.8%), Football 115 (14.9%), Net Ball 260 (33.7%), Badminton 233 (30.2%), Table Tennis 16 (2.1%) and 48 (6.2%). The total number of respondents participating in different games was 771 (100%).

Figure 5

Bar Graph Showing the Frequencies of Respondent's Competition Level-wise

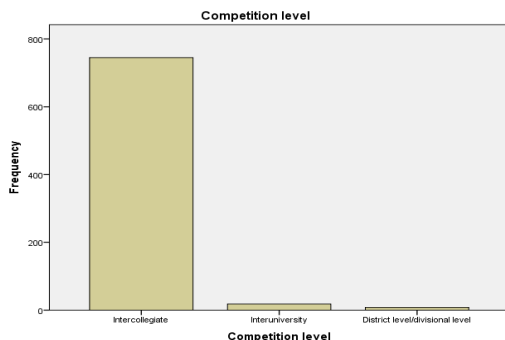


Figure 5 shows the frequencies and percentages of the sample competition level-wise. There were a total of three different levels of competition. Intercollegiate level, interuniversity level and district level/divisional level. The total number of respondents competing at the intercollegiate level was 745 (96.6%), interuniversity was 18 (2.3%) and Divisional level was 8 (1%). The total number of respondents competing at different levels of sports was 771 (100%).

Section B: Item-Wise Frequencies and Percentages of the Respondents

Table 2

Physiological Constraints for Girls to Participate in Sports Activities at the College Level

#	Statement	SAF(%)	AF(%)	UDF(%)	DAF(%)	SDAF(%)
1.	Relations taunt while girls play	489 (63%)	113 (15%)	69 (9%)	56 (7%)	44 (6%)
2.	Relatives and acquaintances discourage the Parents from their girl's participation in sports activities.	421 (55%)	134 (17%)	87 (11%)	104 (13%)	25 (3%)
3.	Maintaining the balance among families given responsibilities and girls' sports participation is a big problem for girls in college sports.	451 (58%)	112 (15%)	89 (12%)	66 (9%)	53 (7%)
4.	Fear of emotional threats is also a problem for a girl to participate in sports activities	444 (58%)	125 (16%)	88 (11%)	59 (8%)	55 (7%)
5.	Unnecessary watchfulness/vigilance of society upon girls hinders the sports participation of girls at the college level.	367 (48%)	177 (23%)	48 (6%)	67 (9%)	112 (15%)
6.	Fear of domestic abuse is one of the problems which restricts girls' participation in sports	543 (70%)	112 (15%)	45 (6%)	54 (7%)	17 (2%)
7.	Due to gender-based violence, girls deny sports participation	462 (60%)	143 (19%)	57 (7%)	46 (6%)	63 (8%)
8.	Parents are happy to see their boys in playgrounds, not girls	234 (30%)	265 (34%)	58 (8%)	114 (15%)	100 (13%)
9.	There is unequal access to playgrounds for girls	359 (47%)	188 (24%)	87 (11%)	103 (13%)	34 (4%)
10.	Stalking is one of the social problems which restrict girls to participate in sports activities	345 (45%)	168 (22%)	69 (9%)	118 (15%)	71 (9%)

Table 3*Traditional Limitations for Girls to Participate in Physical Activities at the College Level*

#	Statement	SAF(%)	AF(%)	UDF(%)	DAF(%)	SDAF(%)
1.	The male-dominant culture is a limitation for girls to participate in sports activities.	425 (55%)	219 (28%)	39 (5%)	21 (3%)	67 (9%)
2.	Watchfulness of different cultures is one of the limitations for girls which restricts their participation in sports activities.	458 (59%)	187 (24%)	58 (8%)	26 (3%)	42 (5%)
3.	Early girl marriage culture restricts the girls in sports activities	501 (65%)	122 (16%)	115 (15%)	8 (1%)	25 (3%)
4.	The cultural dress code of our culture is one of the limitations for girls to participate in sports activities.	413 (54%)	143 (19%)	123 (16%)	41 (5%)	51 (7%)
5.	Fear of being punished due to violation of cultural rules and regulation restrict the girls to participate in sports activities	426 (55%)	219 (28%)	113 (15%)	8 (1%)	5 (1%)
6.	someone's custody of girls in our culture limited the girls to reach playgrounds	225 (29%)	287 (37%)	125 (16%)	63 (8%)	71 (9%)
7.	Being neither a princess nor a queen decreases the self-esteem of the girls which leads towards low participation	422 (55%)	122 (16%)	92 (12%)	31 (4%)	104 (13%)
8.	Our beliefs don't allow us to participate in sports in that existing way	558 (72%)	136 (18%)	70 (9%)	6 (1%)	1 (0%)
9.	Girls can't participate in sports activities without having a fully covered place	448 (58%)	119 (15%)	70 (9%)	29 (4%)	105 (14%)
10.	The negative behaviour of brothers of girls limited the girls' participation in sports activities	468 (61%)	164 (21%)	78 (10%)	22 (3%)	39 (5%)

Testing Hypotheses**Table 4.1***Regression showing the impact of physiological constraints on Physical activity participation of female athletes at the college level.**Model Summary*

Model	R	R Square	Adjusted R Square	F	Sig.
1	.781 ^a	.636	.635	2821.123	.001 ^b

a. Predictors: (Constant), Societal Constraints

b. Dependent Variable: Sports participation of female athletes

Table 4.2*Coefficients^a*

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.877	.057		21.042	.000
	Societal Constraints	.718	.042	.781	36.114	.001

a. Dependent Variable: Sports participation of female athletes

There above Tables 4 and 4 show that societal constraints are significantly influencing the sports

participation of female athletes at the college level. The results show that the relationship between societal

constraints and sports participation of female athletes was 63% which appeared as positive and strong. The results show that $r = .781$, $R\text{ Square} = .636$, adjusted $r\text{ square} = .635$, $F = 2821.123$ and $\text{Sig.} = .001$. The results also show that if a one-unit increase in the independent variable .718 units increase independent variables. When Table 4 and 4 were analyzed cumulatively the results shows that societal constraints significantly predicted sports participation of female

athletes at the college level $\beta = .718$, $t = 21.042$, $\text{Sig.} = .001 < \alpha = .05$. Societal constraints also explain a significant proportion of variance in girl's participation in sports activities at college level $R^2 = .636$, $F = 2821.123$, $\text{Sig.} = .001 < \alpha = .05$. Hence the hypothesis societal constraints are significantly influencing sports participation of female athlete at college level is hereby accepted.

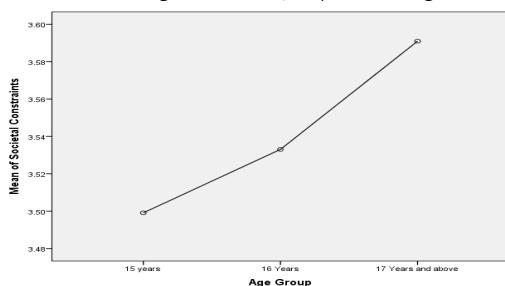
Table 5

ANOVA shows the difference among the viewpoint of respondents having different age groups.

Age Groups	N	Mean	Std. Deviation	Df	F	Sig.
15 years	225	3.4991	1.01889			
16 Years	363	3.5331	.99454	2, 768	.431	.650
17 Years and above	183	3.5910	.98702			
Total	771	3.5369	.99920			

Figure 5

Mean Plot showing the mean of respondents age wise



The above Table 5 shows the difference among the viewpoint of respondents having different age groups regarding the influence of societal constraints on girls' sports participation. The results of ANOVA appeared as $F(2, 768) = .431$, $\text{Sig.} = .650 > \alpha = .05$ which indicates that insignificant among age-wise groups regarding the effect of societal constraints upon female college sports. Hence the null hypothesis insignificant among viewpoints of respondents having different age groups regarding the influence of societal constraints on sports participation of female athletes at the college level is hereby accepted.

Table 6

T-test Showing the Difference Among the Viewpoint of Respondents from Different Localities.

Testing Variables	Locality	N	Mean	Std. Deviation	Df	T	Sig.
Societal Constraints	Rural	400	3.5584	.98195	769	.619	.536
	Urban	371	3.5137	1.01829			

The above Table 6 shows the difference among the viewpoint of respondents from different localities regarding the influence of societal constraints on girls' sports participation at the college level. The results of the t-test appeared as $t(769) = .619$, $\text{Sig.} = .536 > \alpha = .05$. Which indicates that the viewpoint of respondents from different localities was the same

regarding the influence of societal constraints upon girl's participation in sports activities. Hence the null hypothesis insignificant among the viewpoint of respondents from different localities regarding the influence of societal constraints on sports participation of female athletes at the college level is hereby accepted.

Table 7*T-test Showing the Difference Among the Viewpoint of Local and Non-local Respondents.*

Testing Variables	Domicile	N	Mean	Std. Deviation	df	T	Sig.
Societal Constraints	Local	596	3.5639	.98919	769	1.387	.119
	Non-Local	175	3.4449	1.03014			

The above Table 7 shows the difference among the viewpoint of local and non-local respondents regarding the influence of societal constraints on girls' sports participation at the college level. The results of the t-test appeared as $t(769) = 1.387$, $\text{Sig.} = .119 > \alpha = .05$. Which indicates that the viewpoint of local and non-local respondents was the same regarding the influence of societal constraints upon girls' participation in sports activities. Hence the null hypothesis insignificant among the viewpoint of local and non-local respondents regarding the influence of societal constraints on sports participation of female athletes at the college level is hereby accepted.

Discussion

The researcher also observed that maintaining the balance among families given responsibilities and girls' sports participation is a big problem for girls in college sports. Fear of harassment is a problem for girls who go outside the home to participate in sports. The Fear of being robbed is a problem for girls which creates hurdles to participating in sports activities and the Fear to be hostage hinders the move towards girls to the ground.

The researcher also observed the philosophy behind the results that democracy restricts the girl's participation in sports activities and relations taunt while girls play Fear of emotional threats is also a problem for girls to participate in sports activities. Unnecessary watchfulness/vigilance of society upon girls hinders the sports participation of girls at the college level.

In respect of college attitude and behaviour, the researcher observed that there is unequal access to playgrounds for girls which leads to towards negative effect on girls' participation in sports activities. Fear of domestic abuse is one of the problems which restricts girl's participation in sports. Due to gender-based violence girls deny sports participation and Parents are happy to see their boys in playgrounds, not girls the results indicate that stalking is one of the social problems which restricts girls to participate in sports activities.

The results of the present study are linked and in line with previous studies which have been done recently in different corners of the world.

The results show that there is a significant influence of cultural limitations on girls' participation at the college level. Since our beliefs don't allow us to participate in sports in that existing way, the male dominant culture is a limitation for girls to participate in sports activities. Girls can't participate in sports activities without having a fully covered place.

Someone's custody of girls in our culture limited the girls to reach playgrounds. Fear of being punished due to violation of cultural rules and regulation restrict the girls to participate in sports activities. Watchfulness of different cultures is one of the limitations for girls which restricts their participation in sports activities. The cultural dress code of our culture is one of the limitations for girls to participate in sports activities.

The negative behaviour of the brothers of the girls limited the girl's participation in sports activities. National and regional languages are one are the limitations to participating in sports activities. Our culture doesn't accept those girls who appear in their body image in front of other people in playgrounds. Early girl marriage culture restricts girls in sports activities. Cultural dignity is one of the limitations for girls to participate in sports. Being neither a princess nor a queen decreases the self-esteem of the girls which leads towards low participation.

Islamic values and traditions don't allow girls to participate in sports in that existing way to participate in sports. Numerous ethnic groups have different approaches towards girls' participation in sports activities. A variety of Dresses develop the body structure of girls in different ways which limited the girl's participation in sports.

Mixed culture is one of the limitations for girls to participate in sports activities. Sports activities are not included in Fairs and Festivals for girls. There is a great negative influence of cultural limitations on girls' participation in sports. Leaders of our culture consider girls' participation in sports activities against their prestige.

Conclusion

The researcher concluded that insignificant among the viewpoints of respondents participating in different games regarding the impact of physiological limitations on sports participation of female athletes at the college level. Insignificant among the viewpoints of respondents having different casts regarding the impact of cultural limitations upon girls' participation in sports activities at the college level.

The sports competition-wise groups were the same regarding the influence of cultural limitations on girls' participation in sports activities. All the social class-wise groups were assumed to be the same regarding the influence of cultural limitations on girls' participation in sports activities. The two groups were not the same regarding the impact of physiological constraints on girls' participation in sports activities. F.Sc students score greater than F.A students.

Researchers observed insignificant among age-wise groups regarding the effect of cultural limitations on girls' participation in sports activities at the college level. Hence the null hypothesis insignificant among viewpoints of respondents having different age groups regarding the influence of limitations on sports participation of female athletes at the college level is hereby accepted.

Recommendations

The main objective of the study was the influence of sociocultural problems on sports participation among college female athletes of district Sialkot. On the basis

of the findings of the study, the researcher hereby suggests some recommendations.

Researchers observed societal constraints significantly influence girls' participation in sports activities at the college level. However, the researcher recommended that;

1. The behaviour of brothers may be positive for their sisters to participate in sports activities
2. Our culture doesn't accept those girls who appear their body image in front of other people in playgrounds the girls may avoid showing their figures in front of other people.
3. Numerous ethnic groups have different approaches towards girls' participation in sports activities the girls may take part in sports activities under the guidance of their elder family members.
4. There is a great negative influence of cultural limitations on girls' participation in sports. Leaders of our culture consider girls' participation in sports activities against their prestige. The leader may be aware their self about the benefits of sports in the life of girls. Because the girls are sisters, daughters, wives and the most important mother.
5. The misconception about cultural limitations and girls' sports participation may be eliminated through further research.

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