



Higher Education & Women's Sport Issues

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Sport socialization in women

- sport socialization studies, tend to view sex-related differences as female deficiencies. The “**female deficit**” model upholds traditional male values and attitudes in sport as the ideal.
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Female values & relationships

- Women tend to operate on the *ethic of care* and to place a high priority on affiliation
 - Men tend to operate on the *ethic of rights & justice*, and to value separateness and autonomy
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Intercollegiate sport & female values

- Due to the effects of Title IX on American intercollegiate sport since the 70s, female athletes have been more concerned with winning, and their sport programs became more product-oriented, commercialized, professionalized and bureaucratized,
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Constraints on female sport participation

- Material constraints
 - Social-cultural barriers
 - Ideological constrains
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Discrimination and oppression in sport

- Systemic barriers operate in combination with ideological constraints to deprive women of ways of experiencing their physical selves as active agents, and to render them physically illiterate (Del Ray, 1991).
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Exploitation of female athletes

- **Sexual exploitation**

ranging from inappropriate media coverage to intrusive sexualized touching

- **Academic exploitation**

coaches made them choose between sport and their academic interests and goals

- **Social exploitation**

forfeit their social lives and vacations for the good of the team

- **Physical exploitation**

coaches' "win-at-all-costs" approach as a threat to their well-being with respect to injuries and diet

- **Psychological exploitation**

Male coaches often reverted to either condescending, intimidating or coddling behaviours

Women in sport leadership

Continuous decline in coaching

- men tend to look for deficiencies in the women themselves,
 - women identified the system barriers to their entry to and work in coaching.
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Under-representation in sports administration

- men believe either lacked qualifications or commitment, or were burdened with family responsibilities
 - women report unconscious discrimination on the part of males contributed to the under-representation
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Women's leadership styles

- co-operative
- team structure
- quality output
- intuitive
- empathy
- collaboration
- high performance
- safety, fun
- respect for the environment
- support for women's different needs & goals
- flexible leadership
- challenges

Feminist pedagogy & physical education

feminists teaching in Universities have successfully challenged both the curriculum and the process of education by questioning long-standing androcentric assumptions about knowledge and learning.

Sport participation & academic commitment

- Women did not feel they gained any recognition (from the university community and the media), & thus social reinforcement, for being an athlete (Meyer, 1990)
- For women, a peer and school culture reinforced an academic orientation
- For men the peer and school culture reinforced an athletic orientation (Adler, 1985)
- athletic commercialization and the student's gender impacts experiences of college, especially academic commitment
- increased commercialization of college sport, that undo status and recognition may potentially displace the priority of academics (Riemer et al, 2000)

What higher education can offer to female students in sports

can introduce and/or advance all female students who attend to the skills and knowledge they require for participation in sport, physical activity, dance, as well as physical recreation activities.

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- can also help young women to understand, to express and exercise their rights to basic services and freedom to develop in sports
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- can support and sustain systems of coach and leader education for sport, which are gender-inclusive and women-friendly.
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- can provide appropriate qualifications and research, which effectively places as central, women's interests and concerns, will help to change the culture of sport
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- can assist in complementary ways the excellence in sport by providing qualified coaches and coaching facilities of high standards for student athletes.
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- can, through effective health education ensure that students learn to respect their own bodies and those of others & to understand the consequences of different lifestyles, helping them to lead an active lifestyle
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- The few female athletes who have highly developed levels of athletic competence are for the most part absorbed into the male-dominated system, and their success in this arena is unlikely to upset fundamental sporting practices.
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- The effectiveness of “**role model**” is contingent on a number of structural factors, such as sexism, classism, racism ageism that go far beyond the individual girl or woman.
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- females tended to see co-operation and competition as interdependent rather than dichotomous concepts, and most females valued competition because of its potential to enhance co-operation.
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