A CASE STUDY ON SOCIAL BARRIERS TOWARDS SPORTS ACTIVITIES FOR FEMALE STUDENTS IN MUSTUNG BALOCHISTAN

Zulaikha Karim[1], Dr. Muhammad Rafique Qambrani[2], Dr. Muhammad Akram Ansari[3]

ABSTRACT

Physical education has been a critical component of human development. It is considered as an important stage for young people in terms of providing them with required training and education and making them responsible citizens. The goals of this research were to find out the social barriers of female students to participate towards sports activities of girls colleges of District Mustung Baluchistan. Quantitative work was followed to analyze the female college students 'responses. Survey research design was used to find out the social barriers towards sports activities for female students. The population of the study consist 300 of the two Government Girls colleges of District Mustung Baluchistan. 200 participants from Government Girls Degree College Dist.: Mustung and 100 from Government Girls Inter College Kardigab District Mastung. 300 Sample was collected from 02 Government Girls colleges of dist. In this research, 5 point Likert scale was used to record the female students responses on questionnaire. Frequency, Percentage, Mean score and standard deviation scores of each item was calculated for data analysis and results. Cronbach Alpha type was used to confirm the reliability of the tool. The results revealed that females in Baluchistan have less opportunities to participate in sports activities and local level. Social barriers were the main problems for female physical sports students 'participation in sports activities. The first goal set key barriers to participation, family, Islamic Interpretation, Law, Society, Staff and Training. Those barriers restrict the This is, however, a Family of a woman who still has the biggest impact on whether or not she participates.

Keywords: District, Physical Education, Baluchistan

INTRODUCTION

Sports and Physical activities are basic part of educational/ co-curricular activities. One of significant destinations of educational program is to create uplifting mentality of students towards Sports and Physical activities. The students worry with social experience legitimately with cooperation in games, delight in social condition of society. The wellbeing and wellness create physical and physiological solid and tasteful appearance of individual in social setting. This period of transition is crucial for building lifelong habits to age and reflecting on academia, society and health.

Physical education is a vital part of human growth in the world. It is seen as a crucial step for young people in schooling and education to make them accountable. University education has also been viewed as a stage for the planning and training of individuals to address the demands of the present era. It is important to provide cultural, scientific and educational training and education to students from colleges and universities. Students have been reading and studying for a long time. They must therefore take part in leisure activities to deal with mental and physical stress.

Sporting and physical exercise are considered to be an essential complement to mental and science activities which help people to grow balanced. Furthermore, physical and athletic activities tend to improve the physical and emotional health of people. Previous research demonstrated the significance of and effect on the athletic, recreational, and cultural, neurological, sensory, motor, mental, emotional and social innovations in sports and physical activity. Al-Othman (2001), for example, proposed to give college education a gathering of interactions and events aimed at increasing student emotional, psychological and social growth. The educational program, however, can provide scholarly, social and physical experiences and gatherings, not just conventional academic partnerships between student and faculty.

In order to improve the personality of the students, and to build and enhance their skills and ability, the educating institutions should enable students to engage in these programs and events. Abou et al. (2007) said sports have been a significant factor in shaping an individual's integrative personality. Such an egalitarian personality could be developed by interventions aimed at repairing, training and processing the actions of students by including them in the right sporting events to attain high performance standards. In addition, students will improve their psychological and physical health through their interest in physical and athletic activities.

In Pakistan there was a great deal of difference in urban and as well rural people in physical education. The province of Balochistan, in terms of its land area, is the largest, but least populous in the southwest region of the world. Quetta is the capital of its province and the main city. The province's largest ethnic groups include the people of Baloch (52%) and the Pashtuns (36%). The remaining 12% include the smaller minorities of Brahuis, Hazaars and other immigrants, including

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[1] M.Phil Scholar, University of Sindh Jamshoro . zkareem.baloch@gmail.com
[2] Associate Professor, University of Sindh Jamshoro
[3] Professor, University of Sindh Jamshoro.

the Sindhis, Punjabis, Turkmen and Uzbes people. (Wikipedia) Balochistan has a tribal structure in which all decision-making authority is in the hands of men. Both males are to take their family members' decisions. Woman of Baloch tribe remains at home. The strong traditional values do not allow her to take part in any social activities. Early marriages, religious values, caste system, poverty, family background, gender discrimination are those reasons that stooped woman to participation in sports. The common concept of this society is woman should remain in four walls of home.

In emotional behavioral, psychological, social and physical development, physical activities play an important role. While this definition is largely supportive, many cultures have not until now guaranteed equal human rights and privileges in sports and exercise for men and women. Thanks to growing and complex working cultures, sports practitioners must consider the effect on individuals of various social and cultural influences. Students stress the global inacceptable effect of failure to engage in physical exercise (Yu et al. 2004).

Many studies are there on women's contribution in different countries in physical actions (Batty & Lee 2002; Harkness 2012); however, very few studies on issues affecting women participating in physical activity in Pakistan are available (Laar et al,. 2019). The key subject of this paper is the involvement of women in physical activity in Pakistan and how different social and cultural factors affect it. In sports research, feminist philosophy describes men's or women's participation in sport within the hegemonic framework of the masculine culture by using Story and Markula (2017) as the methodological approach for feminism. Muslim women are usually smaller than women of other faiths to compete in athletics.

Some prior research work paying attention on the fact that belief puts many limitations on exercise instruction in multiple religious settings. Muslim females in Pakistan depend for their participation in the physical practise on religious and cultural restrictions, and on the culture of school education and sport (Laar and al. 2019). Despite these limitations the attitudes of Islamic women to sport in Pakistan are optimistic (Khan et al. 2012), and ideology has less conservative attitudes than others. Yet Islamic principles in Pakistan have always assessed society and tradition (Ashraf 2019). Islam influences most aspects of Pakistan's life more than in other Islamic countries. The influence on the lives of people, particularly women, remains the dominant factor in literature.

Understanding how social variables impact women's engagement in Pakistan's sport is therefore crucial, and more recommendations are needed to improve the health and well-being of Pakistani women and Pakistani society at large. Women in Pakistan have no other option if they want to regain their self-respect, dignity, and sense of equality with males in their society. As a whole, the purpose of this work is to contribute to the literature on the role of women in Muslim nations. However many books and articles are produced in Pakistan about Muslim women's participation, the list is far from complete. Current research can provide light on the role of women in Pakistan's sports community, as well as on the perceived obstacles to sport participation and growth. Participation of women in sports: Diverse areas and nations have different views of involvement in women's sport and this could best be shown during the Olympic Games (Marwat et al., 2014).

At the end of the 19th century, technological advances have arisen mostly in Europe and the USA. Men and men were historically active in athletics. The first Olympic Games in 1896 allowed women to be excluded from competition was an indication of the role of women as the spectator's applaud. In the second Olympics women organizers had the ability to participate formally in two competitions without the permission of the International Olympic Committee and in officially in at least 11 sports (IOC). A lengthy conflict between the IOC, the International Amateur Athletic Union and the International Women's Sport Organization was partially settled in 1928 with the first participation of women in the Olympic Games. Since the start of the summer Olympics, the numbers of women competing in two women's events in the 1900 Olympics have risen from 22 athletes to 5059 for 145 women's events in the 2016 Olympics (Lenneis et al., 2017).

Most of Pakistan's sports coverage is focused on cricket, notably Pakistan-India rivalry analysis (Nawaz & Hess 2018). However, academic research on Pakistan's involvement in other international sporting events, such as the Olympics, is scant. Despite the fact that just 10 Pakistani women competed in the Olympic Games between 1896 and 2016, the participation of women in athletics remains low. A few studies have focused on the role of women in sports (Laar et al. 2019; Nawaz and Hess 2018) and the restrictions women experience when participating in sport.

Women's participation in sport depends on a variety of factors like preferences, talents, castes, social backgrounds, cultural laws and religious prohibitions (Laar al. 2019). Cailiau's (2013) studied why Pakistani women did not engage in sports and found that approximately 90% of Pakistani women play essential roles, such as lack of money and facilities, family approval, physical, cultural and religious constraints. While Pakistani law does not forbid women from using particular clothes, Islamically influenced cultural standards require that women observe a broad spectrum of religious and social customs (Nakamura and Yuka. 2002). The main objective, therefore, is to define the current situation of Pakistani female sports students, religion, culturally as well as other socio-economic concepts which play a major role.

GENDER EQUITY IN SPORT GOVERNANCE:

As mentioned earlier, women as athletes and officials of sport governance face gender equity issues. Women in sport leadership posts are lacking because sport is a sex institution and because all processes function according to hegemonic masculine standards . In addition, sports institutions have institutionally established masculinity as the principle of sport, which recognizes the privileged activity of men and reinforce masculinity and men's behavior as acceptable qualities of

leadership necessary in sport . Consequently, gender inequality in sports organizations has become an institutionalized practice (Naseer et al., 2016).

The problem of access and inequality in treatment goes hand and hand with masculinity. Such sexism exists on an organizational basis and can adversely affect women in sport association leadership roles. Discrimination against access operates by removal of members of certain groups from the organization, whereas there is discrimination in the care of persons from some groups who earn less than legally deserved organizational support. As for women in athletics, treatment inequality is also affected because they are excluded from earning tor compensation, support or prospects for jobs they legate merit. Exploring the work experience of women in intercollegiate athletics in the U.S. found that women were deprived opportunities for significant supervision positions in the budgeting of men's sports and that the leadership of men's events had a negative effect on the work experience of women (Nanayakkara, 2012).

A significant number of organizational researches has shown that the women managers' share is positively linked to the performance of the Board and good governance. In another study, there was a greater corporate engagement and intentions in the organization to remain in line with fair gender policy in an organizational community that respected the gender equality and top managerial support for gender equity. Their studies also found that women's service organizations will have a greater positive effect on the whole organization. It is unclear that sport associations, based on performance, do not achieve representation in leadership positions and boost corporate targets (Walseth,, 2015).

GENDER EQUITY ISSUES IN ATHLETICS:

A large amount of Organizational Research has found that the woman managers' percentage has a close association with the productivity and good governance of the Board. In another research, there was a greater corporate engagement and intentions in the organization to remain in line with fair gender policy in an organizational community that appreciated the gender equality and top managerial support for gender equity. This included more promising effects. Their results revealed that women's service groups would have a more beneficial affect on the whole organization. It is a mystery that sporting associations cannot seek equality on the grounds of the outcomes of corporate goals in the leadership positions (Miles eta l., 2016).

In this research, the social barriers do not permit the equality of women. Women are historically, culturally and spiritually disadvantaged. They cannot judge for themselves and rely on men in their society. As a result, these restrictions rob them of their personal concerns and make educational institutions more dependent on the social aspects.

The participation rates among females are much lower than males in Baloch circle. There are many social and cultural motives for female participation in sports in context of grouped or personal barrier. The female's participation in sports contains ethnic obstacles at college environment particularly male dominated environment to implement, encourage and enable females and girls to participate at school and college level contribution.

The key purpose of this research is to expose challenges to inclusion in women's sports in Pakistan. The barriers are categorised as significant. The research attempts to eliminate social and cultural obstacles at the key factors in prohibiting women from engaging in sports at the university level. Balochistan Mastung. This thesis attempts to expel misconceptions and present assumptions, which are frequently considered, but not validated by real data, by determining the truth. The goals should be to address these obstacles and see how these challenges can be addressed. There is also providing a platform to create change in attitude of Baloch families to give opportunities for females' participation in sports.

Spontaneous emotional and physical harmonization is accomplished by daily participations in athletic events. The advantages of these characteristics must be understood in routine physical workouts, muscular build-up, solid body and healthy posture for college female students. This new research highlights the socio-cultural problems of women's sports involvement in Mastung Balochistan region. On the basis of the need of the study, following research objectives were developed:

1.   To find out the social barriers of female students to participate towards sports activities of girls' colleges of District Mustung Balochistan.

2.   To explore the impact of social barriers towards sports activities of female students of Government Girls Colleges of District Mustung Balochistan.

RESEARCH METHODOLOGY

Quantitative work to analyze the female college students' responses. There is a descriptive quality to the research report. Survey research design was used to find out the social and cultural barriers towards sports activities for female students. The population of the study consist 300 of the two Government Girls colleges of District Mastung Balochistan. 200 Government Girls Degree College District Mastung, and 100 Government Girls Inter College Kardigab District Mastung Descriptive survey sampling technique is used to select the female students of dist. Mastung. Simple random sampling was used for this research.

There are 4 general information question GIQ asked from female students such as Name, Class, Age, Name of college. In this research, 5 point Likert scale was used to record the female students responses on questionnaire. The instrument was piloted for determining and ensuring the reliability. Cronbach Alpha type was used to confirm the reliability of the tool. The reliability value of the instrument was .77. However, by using opinion of the experts', the validity of the instrument was ensured. Experts suggested some grammar and language changes. All the suggestions were considered

and made changes in the instrument. Researcher collected data by using and approaching head of the college personally by using sources. Questionnaires were distributed among students and gave them 1 hour to fill. After that filled questionnaires were collected back. Statistical package for social sciences (SPSS) was used to data analysis. Frequency, standard deviation, means and percentage was found to find out the barriers.

RESULTS
This chapter showed the data analysis results and discussion. Descriptive and inferential formulas were used for analyzing data.

Table No 1: *The Family Social values prevent female students to participate in Sports*

Option	Frequency	Percentage	Mean	Std
Strongly Disagree	15	5.0		
Disagree	33	11.0	3.97	1.141
Neutral	9	3.0		
Agree	132	44.0		
Strongly agree	121	37.0		
Total	**300**	**100.0**		

Table No. 1 Shows that 5% of respondents were strongly disagree and 11% of respondents were Disagree and 3% of respondents were Neutral and 44% of respondents were Agree and 37% strongly agree.

Figure No. 1:   **The Family Social values prevent female students to participate in Sports**
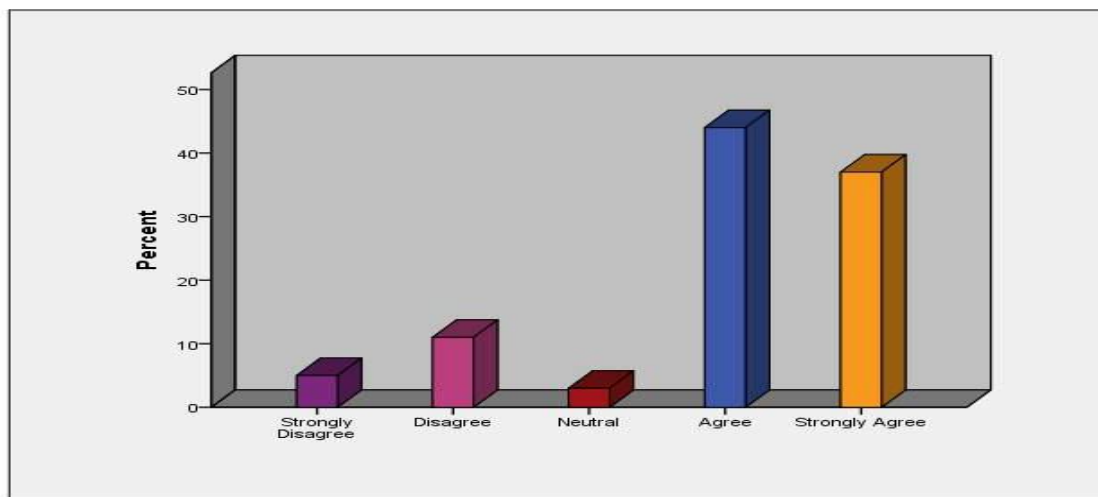

Figure No. 1 Shows that mostly respondents are agreed

Table No. 2: *Parents forbid their daughters from participating in sports as they think that it will be a blot on family name*

Option	Frequency	Percentage	Mean	Std
Strongly Disagree	45	15.0		
Disagree	39	13.0		
Neutral	12	4.0	3.66	1.492
Agree	81	27.0		
Strongly agree	123	41.0		
Total	**300**	**100.0**		

Table No. 2 shows that 15% of respondents were strongly disagree and 13% of respondents were Disagree and 4% of respondents were Neutral and 27% of respondents were Agree and 41% strongly agree.

Figure No. 2: **Parents Forbid Their Daughters From Participating In Sports As They Think That It Will Be A Blot On Family Name**

Figure No. 2 shows that mostly respondents are strongly agree.
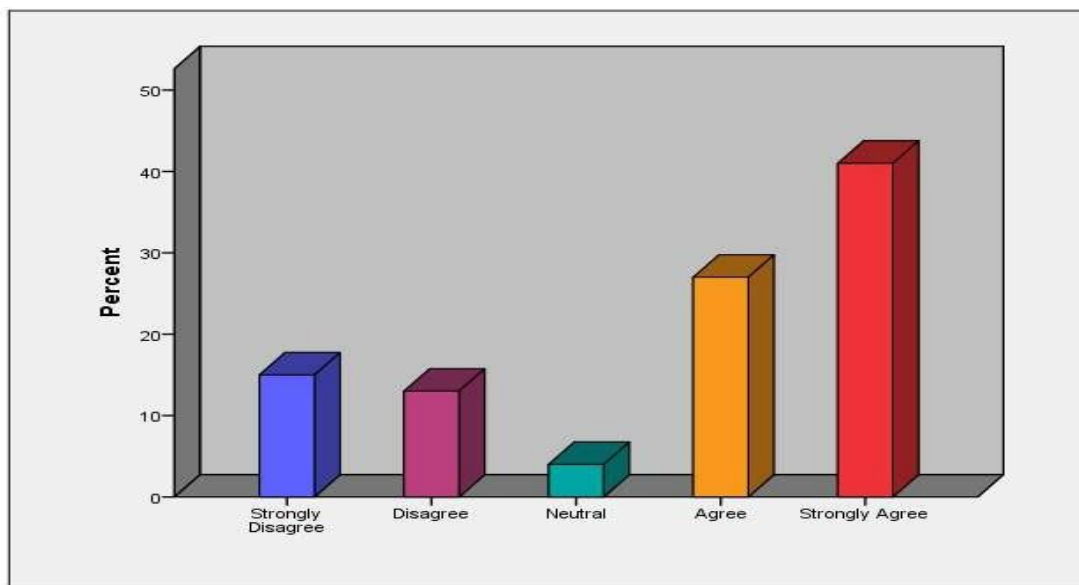
Table No. 3:   *Poverty Affects The Girls Who Want To Take Part In Sports*

Option	Frequency	Percentage	Mean	Std
Strongly Disagree	81	27.0		
Disagree	108	36.0		
Neutral	12	4.0	2.58	1.437
Agree	54	18.0		
Strongly agree	45	15.0		
Total	**300**	**100.0**		

Table No. 3 shows that 27% of respondents were strongly disagree and 36% of respondents were Disagree and 4% of respondents were Neutral and 18% of respondents were Agree and 15% strongly agree

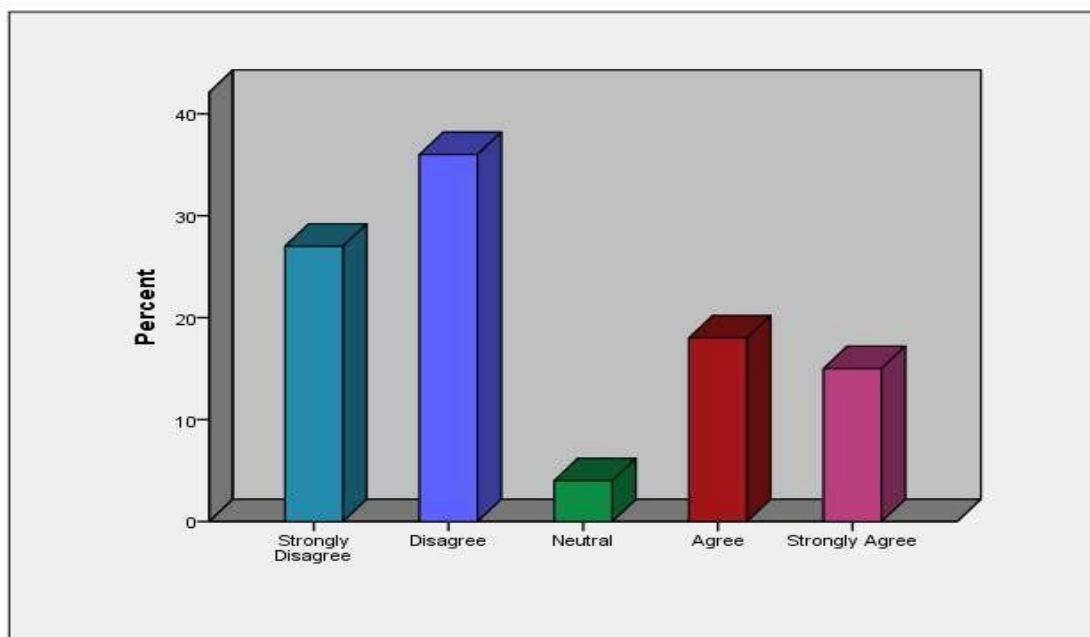*Figure No. 3:*   **Poverty affects the girls who want to take part in sports**

Figure No. 3 shows that mostly respondents are disagree.

Table No. 4:   *The parents are afraid that if the girls are given freedom beyond bounds, it will bring bad results?*

Option	Frequency	Percentage	Mean	Std
Strongly Disagree	87	29.0		
Disagree	63	21.0		
Neutral	18	6.0	2.86	1.564
Agree	69	23.0		
Strongly agree	63	21.0		
Total	**300**	**100.0**		

Table no 4 shows that 29% of respondents were strongly disagree and 21% of respondents were Disagree and 6% of respondents were Neutral and 23% of respondents were Agree and 21% strongly agree.

Figure No. 4: **The parents are afraid that if the girls are given freedom beyond bounds, it will bring bad results**
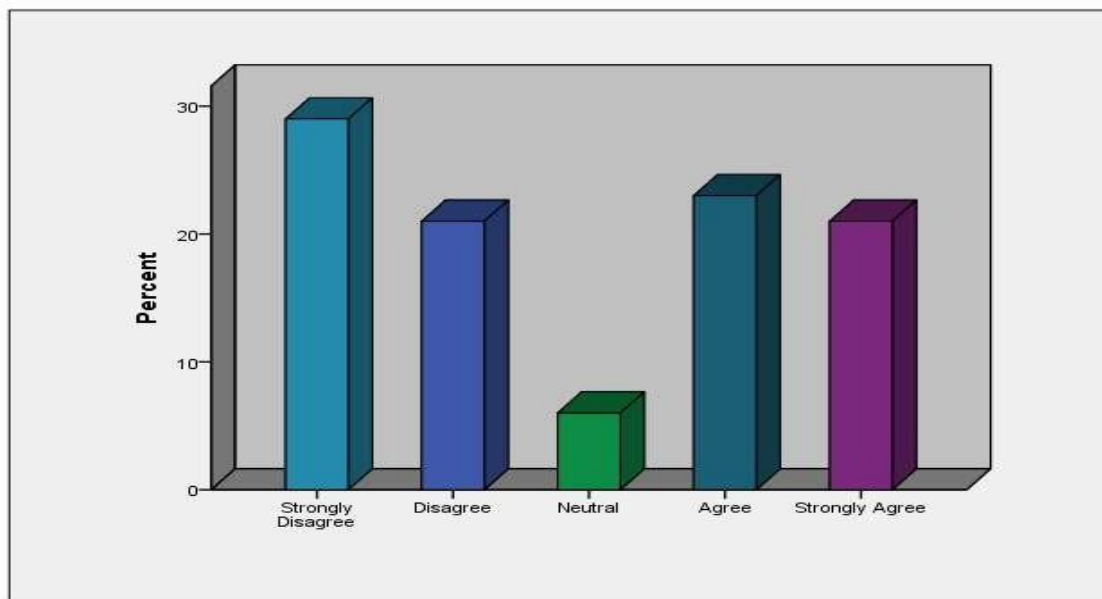

Figure No. 4 shows that mostly respondents are strongly disagree.

Table No 5:   *What is the reaction of your family when you participate in physical activities?*

Option	Frequency	Percentage	Mean	Std
Strongly Disagree	45	15.0		
Disagree	33	11.0		
Neutral	24	8.0	3.48	1.359
Agree	129	43.0		
Strongly agree	69	23.0		
Total	**300**	**100.0**		

Table no 5 shows that 15% of respondents were Strongly disagree and 11% of respondents were Disagree and 8% of respondents were Neutral and 43% of respondents were Agree and 23% strongly agree.

Figure No. 5:   **What is the reaction of your family when you participate in physical activities?**
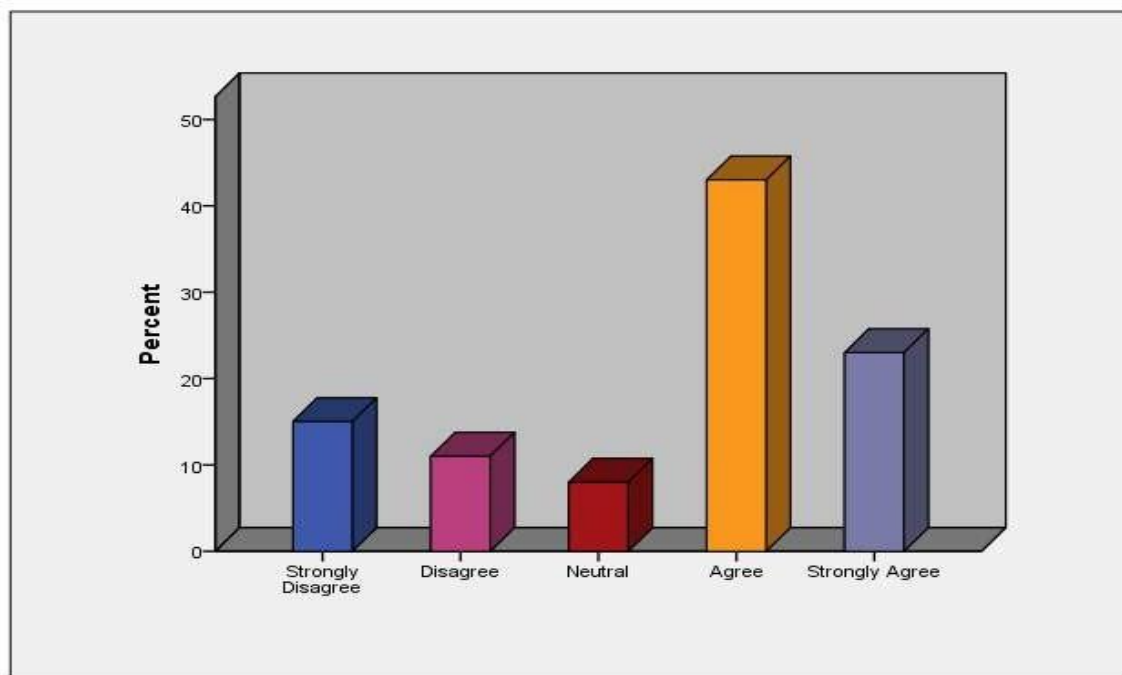

Figure No. 5 Shows that mostly respondents are agree.

Table No 6:   *Do you agree that a healthy mother can create a healthy society?*

Option	Frequency	Percentage	Mean	Std
Strongly Disagree	36	12.0		
Disagree	27	9.0		
Neutral	9	3.0	4.05	1.452
Agree	42	14.0		
Strongly agree	186	62.0		
Total	**300**	**100.0**		

Table no 6 shows that 12% of respondents were strongly disagree and 9% of respondents were Disagree and 3% of respondents were Neutral and 14% of respondents were Agree and 62% strongly agree.

Figure No. 6:   **Do you agree that a healthy mother can create a healthy society?**
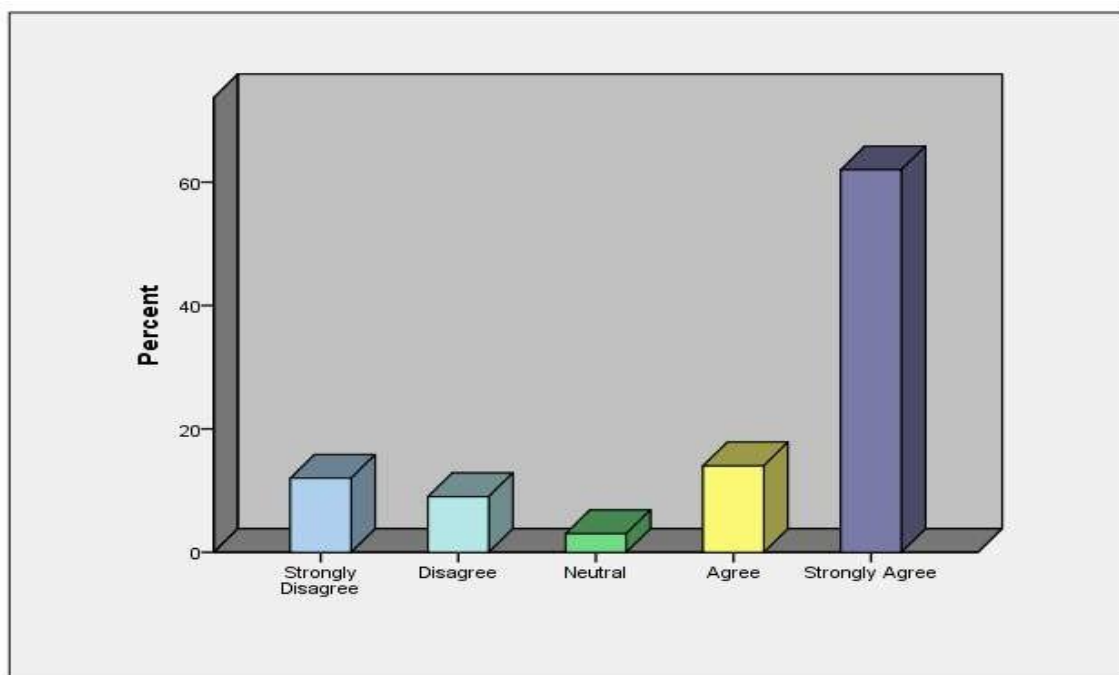

Figure No. 6 shows that mostly respondents are strongly agree.

Table No 7:   *What influence does your family have on your ability to participate in Sports?*

Option	Frequency	Percentage	Mean	Std
Strongly Disagree	39	13.0		
Disagree	66	22.0		
Neutral	18	6.0	3.42	1.451
Agree	84	28.0		
Strongly agree	93	31.0		
Total	**300**	**100.0**		

Table No. 7 shows that 13% of respondents were strongly disagree and 22% of respondents were Disagree and 6% of respondents were Neutral and 28% of respondents were Agree and 31% strongly agree.

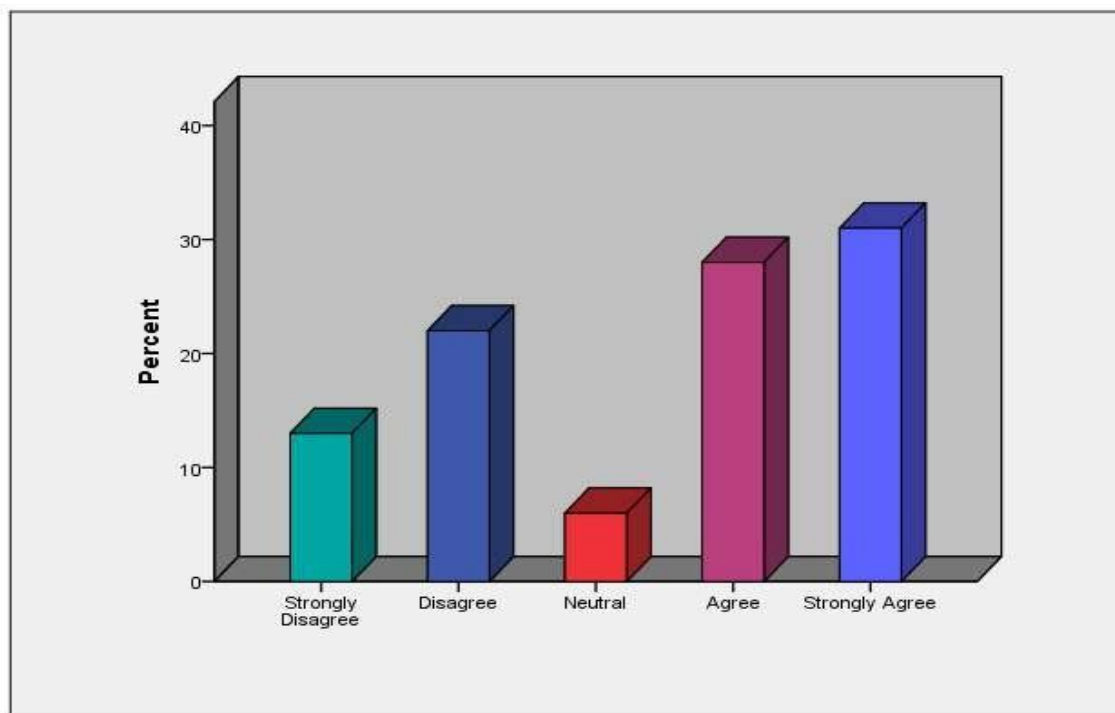*Figure No 7:*   **What influence does your family have on your ability to participate in Sports?**

Figure No 7 Shows that mostly respondents are strongly agreed

Table No. 8:   *Do you sports or do any kind of physical activity?*

Option	Frequency	Percentage	Mean	Std
Strongly Disagree	51	17.0		
Disagree	117	39.0		
Neutral	27	9.0	2.74	1.315
Agree	69	23.0		
Strongly agree	36	12.0		
Total	**300**	**100.0**		

Table No. 8 shows that 17% of respondents were strongly disagree and 39% of respondents were Disagree and 9% of respondents were Neutral and 23% of respondents were Agree and 12% strongly agree.

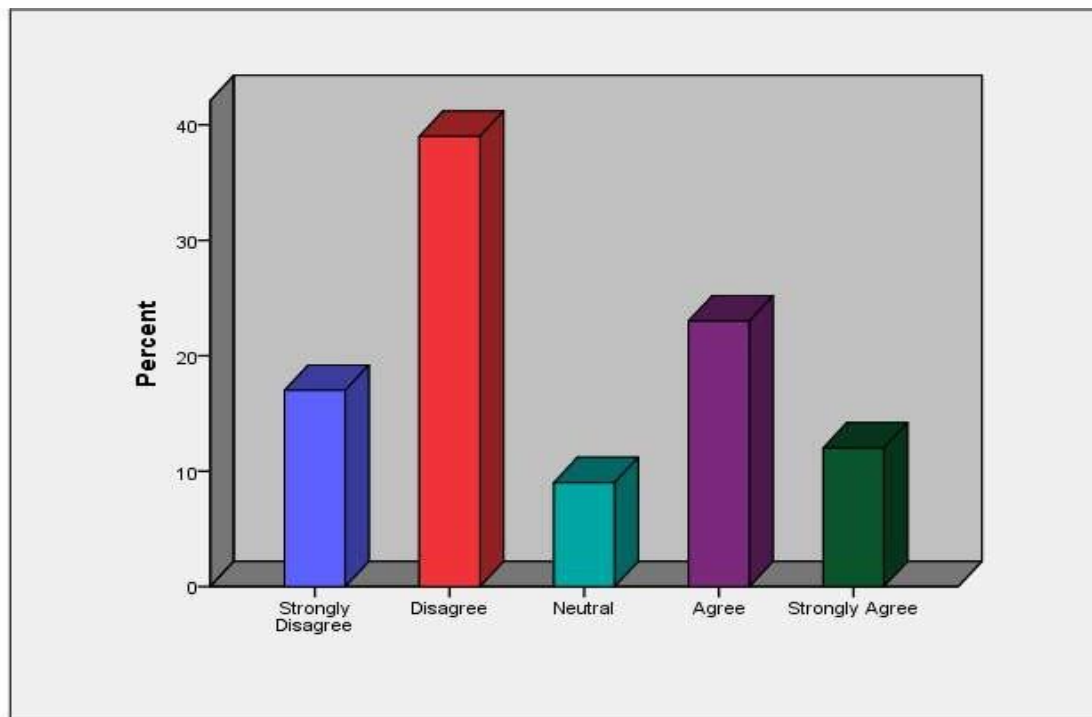**Figure No. 8:**   **Do you sports or do any kind of physical activity?**

Figure No. 8 shows that mostly respondents are disagreed

Table No. 9:   *What from your own experiences prevents you from playing sports?*

Option	Frequency	Percentage	Mean	Std
Strongly Disagree	30	10.0		
Disagree	27	9.0		
Neutral	21	7.0	3.96	1.363
Agree	69	23.0		
Strongly agree	153	51.0		
Total	**300**	**100.0**		

Table no 9 shows that 10% of respondents were strongly disagree and 9% of respondents were Disagree and 7% of respondents were Neutral and 23% of respondents were Agree and 51% strongly agree

Figure No. 9:   **What from your own experiences prevents you from playing sports?**
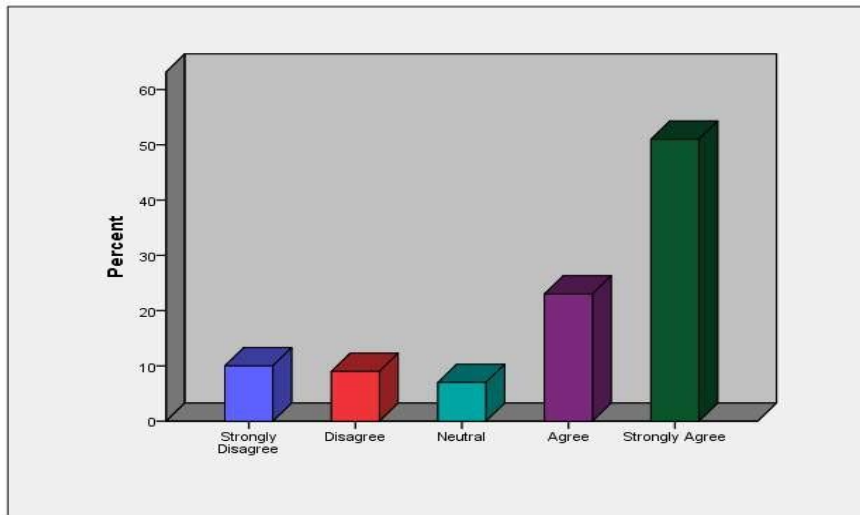

Figure No. 9 shows that mostly respondents are strongly agreed

Table No. 10:   *The fear of what family and friends might think and their community if a female plays a sport*

Option	Frequency	Percentage	Mean	Std
Strongly Disagree	51	17.0		
Disagree	54	18.0		
Neutral	21	7.0	3.42	1.539
Agree	66	22.0		
Strongly agree	108	36.0		
Total	**300**	**100.0**		

Table no 10 shows that 17% of respondents were strongly disagree and 18% of respondents were Disagree and 7% of respondents were Neutral and 22% of respondents were Agree and 36% strongly agree.

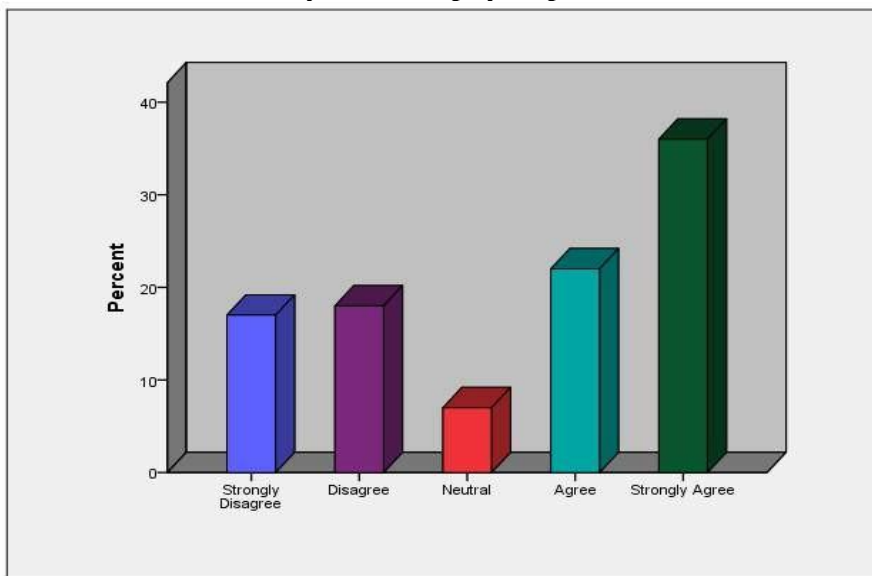**Figure No. 10:**   **The fear of what family and friends might think and their community if a female plays a sport**

Figure No. 10 shows that mostly respondents are strongly agreed

Table No 11:   *If the future is bright for sports women in*
Baluchistan?

Option	Frequency	Percentage	Mean	Std
Strongly Disagree	48	16.0		
Disagree	63	21.0		
Neutral	21	7.0	3.30	1.467
Agree	87	29.0		
Strongly agree	81	27.0		
Total	**300**	**100.0**		

Table No. 11 shows that 16% of respondents were strongly disagree and 21% of respondents were Disagree and 7% of respondents were Neutral and 29% of respondents were Agree and 27% strongly agree.

Figure No. 11:   **If the future is bright for sports women in**
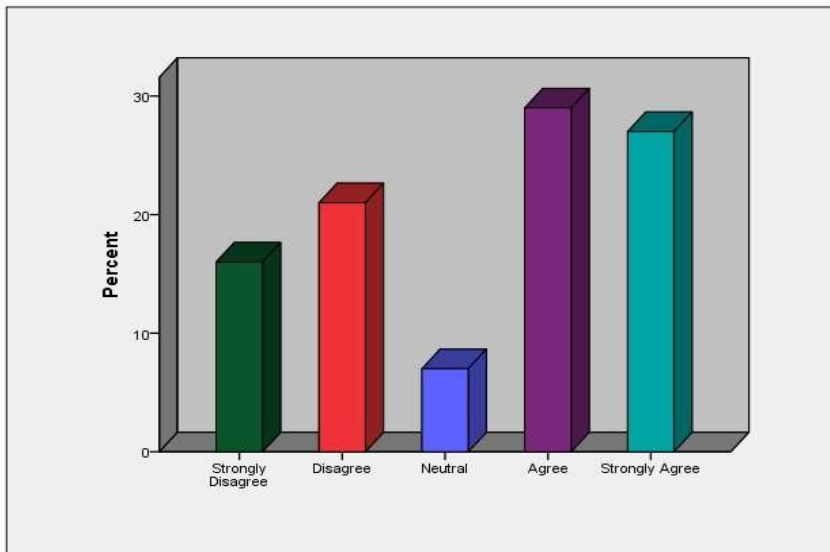**Baluchistan?**

Figure No. 11 shows that mostly respondents are agreed

Table No 12:   *There is an obvious link b/w lack of sports participation for female and the many health issues they have such as obesity what can be done change culture to allow females access to sports and so help to deal with the many health issues?*

Option	Frequency	Percentage	Mean	Std
Strongly Disagree	24	8.0		
Disagree	18	6.0		
Neutral	12	4.0	4.12	1.233
Agree	90	30.0		
Strongly agree	156	52.0		
Total	**300**	**100.0**		

Table No. 12 There is an obvious link b/w lack of sports participation for female and the many health issues they have such as obesity what can be done change culture to allow females access to sports and so help to deal with the many health issues? 8% respondents were strongly disagree, 6% were disagree, 4% neutral, 30% agree and 52% strongly agree.

Figure No. 12:   *There is an obvious link b/w lack of sports participation for female and the many health issues they have such as obesity what can be done change culture to allow females access to sports and so help to deal with the many health issues?*
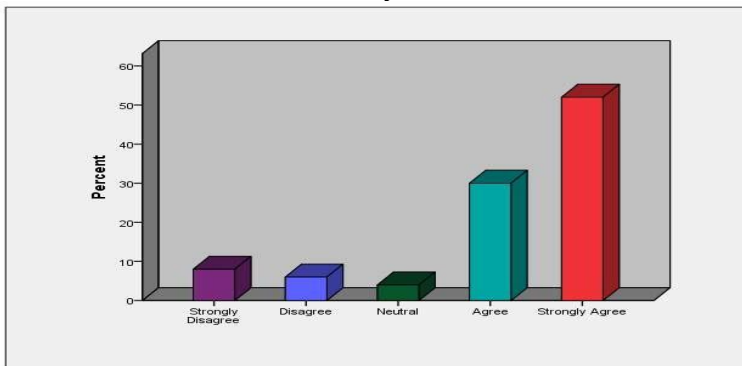

Figure No. 12 There is an obvious link b/w lack of sports participation for female and the many health issues they have such as obesity what can be done change

culture to allow females access to sports and so help to deal with the many health issues?

Table No 13:   *Do you like any sport or physical activity?*

Option	Frequency	Percentage	Mean	Std
Strongly Disagree	9	3.0		
Disagree	3	1.0		
Neutral	3	1.0	4.70	.810
Agree	39	13.0		
Strongly agree	246	82.0		
Total	**300**	**100.0**		

Table no 13 shows that 3% of respondents were strongly disagree and 1% of respondents were Disagree and 1% of respondents were Neutral and 13% of respondents were Agree and 82% strongly agree.

Figure No. 13:   **Do you like any sport or physical activity?**
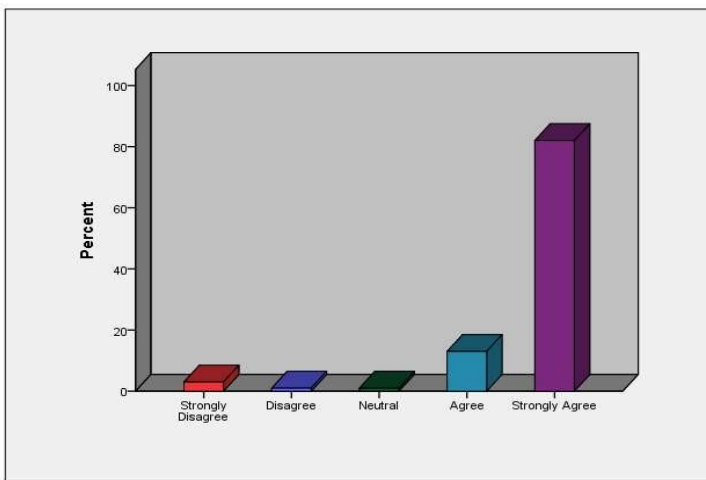

Figure No 13 shows that mostly respondents are strongly agreed

DISCUSSION

The study showed that stipulated population had a pessimistic approach to the problems faced by the female athletes in Balochistan. Similarly, Zourbanos et al. (2010) affirmed that female participation in sports enhances physical education career and psychological and tactical facets, which prove really, fruited in sports success.

The study found that the social and family problems facing women athletes were considered by large parts of the population. Mulholland (2008) also reported that there are no promoted, few resources, a lack of basic skills and disparities in other sports, low self-esteem and low self-efficiency that are a common obstacle to female participation in physical exercise and sport.

He also said that coaching, male coaching, and women's athletics felt inconvenienced when they coach from a male spouse. The author also proposed that culture could play an important role in improving the self-confidence, auto-esteem and positive body image of women. Hennessey et al. (2010) find that it is a challenge to the coaching process to take a coaching and instruction by a male teacher. He said that same-sex coaching could have a positive effect on the coaching process and that the apprentice could feel comfort when coaching.

Physical education has been a critical component of human development. It is considered as an important stage for young people in terms of providing them with required training and education and making them responsible citizens. The goals of this research were to find out the social barriers of female students to participate towards sports activities of girls colleges of District Mustung Balochistan, and to explore the impact of cultural barriers towards sports activities of female students of Government Girls Colleges of District Mustung Balochistan. Quantitative work to analyze the female college students' responses.

There is a descriptive quality to the research report. Survey research design was used to find out the social and cultural barriers towards sports activities for female students. The population of the study consist 300 of the two Government Girls colleges of District Mastung Balochistan. 200 participants from Government Girls Degree College District Mastung and 100 from Government Girls Inter College Kardigab District Mastung. 300 Sample was collected from 02 Government Girls colleges of dist. Mastung Balochistan. Descriptive survey sampling technique is used to select the female students of District Mastung. Simple random sampling was used for this research. There are 4 general information question GIQ asked from female students such as Name, Class, Age, Name of college. The 9 questions of social and 8 cultural Barriers variables questions were picked from research conducted on Barriers to women sports participation in Saudi Arabia by Mark Carrol did in London Metropolitan University in 2013, including 4 social and 4 cultural barriers questions were renovated and constructed as according to demographic condition of dist. Mastung Balochistan by the concern of research studying committee.

In this research, 5 point Likert scale was used to record the female students responses on questionnaire. The scale has to factors, Social barriers and cultural

barriers. Frequency, Percentage, Mean score and standard deviation scores of each item was calculated for data analysis and results. The instrument was piloted for determining and ensuring the reliability. Cronbach Alpha type was used to confirm the reliability of the tool. There 13 items in Social barriers and reliability was .84, while 12 items in cultural barriers and reliability was .86. There were total 25 items in questionnaire and the reliability of the total scale was .77. However, by using opinion of the experts', the validity of the instrument was ensured. Experts suggested some grammar and language changes. All the suggestions were considered and made changes in the instrument. Researcher collected data by using and approaching head of the college personally by using sources. Questionnaires were distributed among students and gave them 1 hour to fill. After that filled questionnaires were collected back. The results revealed that females in Balochistan have less opportunities to participate in sports activities and local level. Social as well cultural barriers were the main problems for female physical sports students'participation in sports activities.

CONCLUSION
There is no significant difference in Social and Cultural barriers towards sports activities of female students responses girls colleges District Mustung Baluchistan. The first goal set key barriers to participation, family, Islamic Interpretation, Law, Society, Staff and Training. Every one of them, those barriers restrict the participation of women in sports. This is, however, a Family of a woman who still has the biggest impact on whether or not she participates. The government needs to inform the country as a whole that Islam enables women to play sport in order to shift the existing cultural norms under which families are engaged.

FUTURE DIRECTIONS:

1. The shortcomings of the analysis are the architecture or technique characteristics that impaired or affected the use or understanding of your study findings. While this thesis is based on a small sample of the females population, the first such research is aimed at the Balochi women living in the district of Mastung, and discusses a very significant gap in the literature that sports management researchers need to explore further.

2. For people, women think that Baluchistan has no future. A thorough research must be done on what is possible to resolve the challenges found in this study. Furthermore, the viability of introducing athletic strategies, services and amenities in the province of Balochistan must be explored. There must also be an extensive review of the human investment needed by the academy, preparation and technical qualification of sports to an appropriate level.

3. Increasing the number of sports equipments, sports tools, and

sports facilities at the colleges and universities in general and for female students in particular.

4. Using the media, they should advertise the sporting activities available at a university and the benefit of sports to change the attitudes of students towards engaging in sport activities and consider the beneficial impact on emotional, psychological and social progress of sport activities

5. It may perform an exhaustive analysis of the preparation process and the organization of sporting activities. Ensure the athletic opportunities offered do not clash with student lecture hours. Increase the stated duration of the operations in the academic institutions.

6. Recruit trained woman managers and physical education teachers to promote the monitoring of the role of women in physical and sport activities at academic institutions

7. To promote participation of students in physical and sport events, athletics and coordinating internal and external sports tournaments

8. Provide seminars and meetings for the awareness and importance of participating in sports activities of female students.

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