



Women in sport: Case of INEPS of Porto Novo

Taouema B*, Akouete C D, Oroucoura Gani B

Social and Human Sciences Laboratory, National Institute of Youth, Physical Education and Sports (INJEPS), University of Abomey-Calavi (UAC), Benin

Abstract

The objective of our study was to determine the place of women in sport at INEPS. To achieve this, we carried out a cross-sectional study, with a quantitative approach on a sample of 59 STAPS students chosen from the sports associations of this institute, at least two years old. Observation, documentary research and the questionnaire were the main investigation tools. Data processing and analysis were facilitated by models: rational choice by Raymond Bourdon (2004); social relations of sex by Danièle Kergoat (2009), and social representations by Abric (1989).

The interpretations of the results tell us that the girls choose their AS taking account of their previous practices. Not many of them practice: football, basketball, archery, volleyball and the reasons are sociomorphological, economic and cultural. Girls who are victims of negative social representations because of their practice of sport feel themselves inferior to men.

Keywords: women, sport, INEPS

Introduction

The status of women in modern society, with the change in mentalities, occupies a prominent place in major international debates.

Women therefore assume their responsibilities, and undertake to occupy their rightful place in society in order to participate, as much as men, in sustainable development in all areas of activity. As a result, women feel the need to assert themselves in all sectors and especially in sport where they were considered a vulnerable being. She shows herself to be committed, and proves that she is just as capable of performing like a man (Diawara, 2011) ^[19]. However, this formal democratization of sport is not as universal as it first appears, because originally, sports were reserved for men (Lavigne B., 2014) ^[40]. It is slowly that the sport opened up to women and today in our society men and women from all socio-economic-cultural backgrounds can enter it.

But even today some sports remain elitist, just think of horse riding, tennis or golf to understand that these sports are far from being as accessible as running or soccer, the price of equipment and the space acting as a brake. Added to this, even more markedly, are sexual differences. Indeed, discrimination against women in the world of sport is still very numerous and generates many unequal situations. For example, women reaching the title of professional sportswoman are particularly rare, the sporting elite remains almost reserved for men. As in the world of employment, barriers to entry into certain sports persist and result in a certain ghettoization of women's sports. Women are in fact very present in certain disciplines, such as gymnastics, swimming, yoga, etc., while they are much less numerous in other sports fields. This sexual division of sports plays on the practice of sport, but also on the representations of these sports as well as sportswomen in general. Even when a woman succeeds in breaking through and reaching a professional level in her sport, she still risks being the object of differential treatment (Lavigne B., 2014) ^[40].

This situation does not leave people indifferent in Benin where women continue to bear the weight of tradition, even

if some succeed in it. The concern push us to seek by a scientific study: the place occupied by the woman in the sports environment of Benin, starting with a very representative environment that is the National Institute of Physical Education and Sport: reference place for sport in Benin.

Following this introduction, a first part relating to the context and devoted to the presentation of the framework of this research is developed. Following this, the literature review is presented and then the problem with the formulation of hypotheses. The third part concerns the methodological approach with a presentation of the method, techniques and tools for investigating, and data processing. Following this third part there is the presentation of the results to drop by a conclusion. one of the dominant.

1. State of the Problem

The activities in which "athletes" are in the majority are most often individual disciplines (INSEP, 2002). Women are generally more likely to engage in physical expression activities, where more hygienic motivations predominate. Thus, women prefer activities to "relax", "slim down or keep their line" or "maintain their body", while men seek more to "surpass themselves", to "measure themselves against others" and to "experience strong feelings". (Anaïs Bohuon, Grégory Quin, 2012). But this does not prevent some women from opting for the practice of a sport socially perceived as masculine (Sport as a space for reproduction and contestation of stereotyped representations of femininity Presented by: Isabelle Courcy, 2006) ^[10] However, the over-representation of men in these sports and the "masculine" connotation attached to them pose a problem for women's accessibility to these sports. Indeed, female athletes who venture into socially perceived male sports are often subject to discrimination and prejudice regarding their "femininity" (Halbert, 1997; Hargreaves, 1997; Krane, 2001; Louveau, 2004a; McGinnis, McQuilian & Chapple, 2005) and their sexual orientation (Blinde & Taub, 1992 ^[4]; Cahn, 1994; Caudwell, 1999, 2003; Griffin, 1992, 1998; Harris, 2005;

Kane, 1995^[34]; Koines, 1995; Nelson, 1994; Veri, 1999). Today, although institutional barriers limiting women's access to so-called "male" sports have largely fallen, cultural barriers are still present. These cultural barriers include prejudices and stereotyped representations based on a traditional conception of femininity. This traditional conception of femininity would present women as fragile, gentle, unwilling to competition and the "physicality" of sport (Hall, 2002^[21]; Hargreaves, 1994; Lenskyj, 1986; Theberge, 1989). In this regard, several authors agree that women who participate in sports that are socially perceived as masculine have their "femininity" questioned because they do not correspond to traditional norms of femininity (Blinde & Taub, 1992^[34]; Kane, 1995^[34]; Krane, 2001; Messner, 1988, 2002; Knoppers & Elling, 2001). Others point out that these women challenge and transform traditional norms of femininity by demonstrating characteristics associated with "masculinity" (e.g., strength, power, aggressiveness, violence) and by sporting muscular physique (see, among others: Choi, 2000; Halbert, 1997; Hargreaves, 1997; Harris, 2005; Krane, Choi, Baird, Aymar&Kauer, 2004; Young, 1997). Indeed, although more and more women are participating in sport, women remain under-represented in the sport space, and more so in sports considered as masculine. INEPS continues to put on the job market and especially in high schools and colleges, PE teachers and coaches in several sports disciplines. During their training, these students specialize in a sport of their choice. And what is obvious is an under-representation of girls in some INJEPS AS. This should not be the case since female students during classroom classes undergo the same PSA as boys. From its observations, the following questions arise:

Do women have their full place in sports practice at INEPS?

- What are the reasons for SA choice by the girls?
- Isn't the under-representation of girls in some SA due to certain attitudes in and around these SA, and to cultural representations?
- Are female students treated equally in all SA?

1. 1. Hypothesis

Women are not treated like men in the AS, and they do not yet occupy their full place at INEPS (yet a high place of national sport).

1. 2. Main objective

Show that several reasons explain women wrong place in sports practice at INEPS.

1. 3. Specific objectives

Determine the reasons that explain the non-equitable dispatching of girls in SA

Identify the forms of discrimination girls endure in AS

Identify negative cultural representations that are an obstacle to the full development of women's sports practice regardless of the sport.

2. Methodological approach

To test our hypothesis and achieve concrete results, a good methodological study would require the implementation of a number of tools likely give the research a favorable effectiveness.

2.1 Nature of the study

A cross-sectional study, based on a quantitative approach, was carried out to know precisely whether the orientation of

STAPS female students at INEPS is based on a reasoned choice towards the different specialties. But also, to highlight the different treatments these students face in their Learning Situation.

2.2 The study population

The purpose of this study step is to identify the sample to be contacted in order to get the necessary information. Thus, the research is specifically addressed to INEPS female students, teachers and the administration.

Taking account of the necessary information for this study, the target population includes STAPS female students.

2.3 Sampling

According to Fourn (2000), "the sample is a portion of the population on which the study relates. It is a representative part of the whole population. And it is this part we used to make our various observations during the investigation. In the context of our research, non-random sampling is the method used. Thus, the non-accidental choice sampling technique is the one that presides over the selection of subjects.

2.3.1 Inclusion criteria

Be a student in STAPS

Be in a specialty at INJEPS

2.3.2 Sampling technique

The first step in our collection process was to determine the sample size needed to ensure acceptable data reliability. The notions of sampling distribution and margin of error are essential to determine this size

2.3.3 Sample size

As part of our study, an existing sampling frame is unavailable because no study has been carried out on this area in Benin. We have chosen 59 students out of the 99 in STAPS distributed as follows through the SA traveled: 13 or 22.03% in volleyball; 7 or 11.86% in handball, 7 or 11.86% in basketball, 7 or 11.86% in gymnastics, 7 or 11.86% in badminton, 7 or 11.86% in judo, 6 or 10.17% in football, 4 or 6.78% in athletics then 1 or 1.69% in archery. SA such as cycling and tambourine were excluded from the study sample because they were created this year.

2.4 Data collection technique and tools

2.4.1 Investigation tools

All scientific research requires the adoption of a methodological approach and the use of adequate tools in order to collect reliable data and achieve convincing results. This will allow research to have a strategy in line with its results. Collect, analyze and process the data necessary to carry out a study. Thus, our investigations are carried out according to several phases and methods, namely:

2.4.1.1 Observation

It allowed us to notice that there is SA who has crippled number of girls.

2.4.1.2 Documentary analysis

Based on a systematic analysis of official texts and writings on sport in general and on sports classes in particular, followed by an analysis of dissertations, theses and other articles related to our theme.

2.4.1.3 The questionnaire

It may be defined as a collection of indicators intended to reveal dimensions of the study object by the means of an empirical investigation. Our survey questionnaire consists of open-ended, semi-open-ended and closed-ended questions. The sections of our questionnaire correspond to each of the objectives of our research. In addition, questionnaires were used for all target populations. This instrument does not always give the measure of what is sought for various reasons, especially those related to the veracity of the information collected.

2.5 Field survey, data processing

2.5.1 Field survey

A pre-survey was organized on a small scale among the target population. It has made corrections to the tools in order to ensure that all subjects have a better understanding of the questions asked. The conduct of the survey: To administer the questionnaires, a raid was made in the SA the questionnaires were distributed and completed on site by the subjects concerned.

2.5.2 Data processing

This phase includes the analysis of the questionnaires to constitute the database, the entry and analysis of the results. The data collected through the questionnaires were coded and entered with Word 2016. The data were recorded in an MS Excel spreadsheet after coding and analysis. Once the database was built, the descriptive analyses (frequency tables and diagram) were carried out with MS Excel.

2.5.3 Research constraints and limits

Throughout our research, we were treated to the sympathy, the welcome and the support of the people solicited who were really kind. However, some major difficulties have dampened our willingness to conduct thorough investigations. The relevance of the theme, the lack of material time for the writing of the thesis coupled with the fulfillment of other academic obligations. The absence of some students because of classes and LS that have ended; some subjects seem to misunderstand the questions. The interview with the LS supervisors which was planned but unfortunately could not take place because of the time allocated to us for the submission of the dissertations. Despite all these difficulties, we have managed to obtain a number of information that we will present in the following sections.

3. Results

The objective of the present study was to show that several reasons explain the place of women in sports practice at INEPS. To achieve this objective, the different forms of discrimination suffered by Stampian girls have been identified, as well as cultural representations of them.

3.1 Number of women in sports

These girls represent 18.8% (99 people out of 528) of the SA workforce during the academic year 2021-2022. The study sample consists of 59 students divided as follows according to LS: 13 or 22.03% in volleyball; 7 or 11.86% in handball, 7 or 11.86% in basketball, 7 or 11.86% in gymnastics, 7 or 11.86% in badminton, 7 or 11.86% in judo, 6 or 10.17% in football, 4 or 6.78% in athletics and 1 or

1.69% in archery. Among the various SA, girls are more in the minority in athletics, football, volleyball, archery.

3.2 Sport discovery and choice environments

In 81.36% of cases or 48, they claim to have experienced the practice of sport through school, 13.56% or 8 say they have known it through the family while 5.08% or 3 say they have experienced the practice of sport by the proximity of a sports infrastructure or a sports team... Among the 59 female students surveyed, only 18 or 30.51% have a parent in the field of sport and 32 or 54.24% reported having a parent in the field of education. The choice of INEPS for university training is personal for 57 students (96.61%) and a proposal from parents in the case of 2 students (3.39%). They claim to be sports members of a competitive team in 27.12% of cases or 16; sportswomen member of a leisure club for 25.42% or 15 and sportswomen just because they are in STAPS in 47.46% of cases or 28. Some practice sport outside the school setting for 5 years already (40.68% or 24), recently (23.73% of cases or 14), while the other 16 or 27.12% have never practiced sport outside the school setting. They advise their specialties in 83.05% of cases or 49 but 10 or 16.95% do not advise their specialties to others. Of the 59; 31 or 52.5 and 24 or 40.7 respectively make their choice according to their passion for the activity and their previous practices; 03 or 5.1 say that this is an imposed choice. One person chose his SA out of curiosity to discover another specialty. The girls choose their SA either out of passion for the activity, or to discover a new sports activity or park that they practiced the activity before INEPS. On the other hand, for others it is because they are forced to do so. Some supervisors force girls to practice a particular specialty perhaps because there are no girls in the specialty or because they have the necessary skills to be in its specialties. It can therefore be said that girls choose their specialties largely according to their previous practice. As De Plus states, this will mean that girls are not so interested in practicing activities perceived as masculine such as football, basketball. These results are in line with the work of Bohuon A. Quin G. (2012) and of INSEP which showed that the majority of "sportswomen" are most often individual disciplines; women favor activities to "relax", "lose weight or keep their line" or "maintain their body", where men seek more to "exceed themselves", to "measure themselves against others" and to "experience strong sensations".

3.3 Discrimination against women in SA

In the eyes of management, they are 30 or 50.85% to feel that they are seen in the same way as men while 29 or 49.15% feel that in the eyes of the management they are not seen in the same way as men. In SA such as football, volleyball, basketball, athletics and archery in particular where girls are very much in the minority ($\leq 15\%$) the surveys reveal more inequality in the functioning of their specialties. Indeed, 61.29% or 19 say they feel that the same importance has not given them the same as men. It can be explained by the choice of differential education by the members of the management. However, this may also seem to discriminate against women.

They believe in 45.76% of cases or 27, that they have the same quality of training as boys while 32 or 54.24% say the opposite. On the other hand, the SA in which girls are very in minority ($\leq 15\%$); 61.29% say that the training is not the

same as that of the boys. This is certainly due to their current level of sports practice. In addition, it may suggest a minimization of the female sex from the point of view of management. These same respondents, on the other hand, affirm that the practice of sport in the LS is done without separation of the two sexes. Most respondents stated that no action is being taken to promote ladies.

3.4 Cultural representation of women

Among the respondents, they are 16 or 27.12% to declare that they are subject to comments because of their physical form while the other 43 or 72.88% say the opposite. Some of them precisely 29 or 49.15% say they are subject to comments because of the sport they practice while the 50.85% or 30 of them say they are not. Regarding minority SA, 07 or 22.58% say they are subject to comments because of their fitness while 24 or 77.42% say the opposite. Some of them precisely 13 or 41.94% say they are subject to comments because of the sport they practice while the 58.06% or 18 of them say they are not 22.88% who said they are subject to comments because of their physical fitness. Even if this percentage may be considered low, it remains that it challenges the conscience of all. Indeed, these types of comments generally undermine the moral conscience of victims and this can impact their well-being and social participation in a negative way. Moreover, another important manifestation of the inequalities that persist is at the level of the type of sports practiced. While they had been (completely set aside), it is true that women have now, in several societies including Quebec, invested massively in the sports field. However, it is equally clear that they do not occupy all sports spaces. Indeed, as for the world of employment, barriers to entry for certain sports persist and result in a certain ghettoization of women's sports disciplines. Women are in fact very present in certain disciplines, such as gymnastics, swimming, yoga, etc., while they are much less numerous in other sports fields, including combat sports, football, baseball and hockey. This sexual division of sports plays on the practice of sport itself, but also on the representations of these sports as much as sportswomen in general. However, even when a woman succeeds in breaking through and reaching a professional level in her sport, she is still at risk of being treated differently. For example, the physique of female athletes is often scrutinized by sports commentators and brought to the fore, as if their beauty were more important than the performances of these athletes. (Levigne B., 2014).

Ladies in STAPS are also subject to comments according to their specialty, mainly those of football, basketball, volleyball and archery. This state of affairs could impact the choice of specialties in the eyes of its critics. In fact, 41.94% of girls feel that they are subject to comments because they practice this or that SA.

Discrimination and negative cultural representations, even at a low rate, constitute a real obstacle to the development of women and their place in their community and to the choice of sport practiced. This is explained by the fact that 10 or 16.95% of the students studied do not think they recommend their specialties to others.

In addition, it has been shown that an interpretation of the process of women's access to sport is based on attitudes of active rejection of men. Indeed, the men at the origin of the first sports clubs, especially in England from the nineteenth century, but also in France at the end of the nineteenth

century – openly specified, in their statutes, that women were excluded. Obviously, this fact must be understood in its context, that of a nineteenth century during which social relations are based on strict sexual discrimination. This active rejection we still find it at the beginning of the twentieth century, in the mouth of Pierre de Coubertin, the famous renovator of the Modern Olympic Games. In 1912, he declared that the women's Olympic events were "impractical, uninteresting, unsightly, and we are not afraid to add, incorrect" (Bulletin du bureau international de sport pedagogy, 1931, 5-7). It is therefore clear that particularly in the field of sport; Women have been treated differently from the grassroots and this continues to be an obstacle to the accession of women in sports, sports supervision and in the various strong sports bodies.

Discussion

It is necessary to organize tests to guide students in the choice in order to see according to their physical abilities the SA they will be able to do.

Student of STAPS should focus more on specialties that have few girls in order to further improve their levels by competing against men.

Supervisors of specialties that have a minority number of girls should look for ways to attract other girls to LS.

INEPS should create women's teams in all activities and involve these teams in competitions with the aim of promoting women's sport participation.

Women's sports practice in Benin depends in part on the place that INEPS gives to girls because it is the teachers and coaches trained at INEPS who are the first responsible and the references in terms of sports.

Conclusion

The objective of this research was to show the reasons that explain the poor place of women in sports practice at INEPS. To achieve this objective, we used three models of analysis, including: Raymond Bourdon's model of rational choice (2004), Danièle Kergoat's model of social relations of sex (2009) and Sperber's model of social representations (1989). These models were used to develop the questionnaire and analyze the results.

The sample size was 59 girls from different SA with at least two years of seniority; the quantitative method was used for this purpose. The study found that girls choose their specialty based on their previous practice and passion for PSA. This is certainly what is at the basis of a minority workforce in some SA (such as football, volleyball, basketball, athletics and archery) than others (judo, badminton, handball, cycling.); and there are even SA that are totally devoid of female presence (swimming and boxing). Taking into account SA with at least two years of seniority, the SA with the fewest percentages in girls is AS football and the one with the most percentages is SA badminton. We can therefore conclude that women like racket sports and individual sports more than team sports. In addition, girls are sometimes victims of psychological violence and gender discrimination, however small, from different actors within INEPS. They do not feel important in the same way as men, they are sometimes subject to comments because of their physical fitness or because of the SA they practice. It is deduced that women are not treated as men in AS, and they do not yet occupy their full place at INEPS. The hypothesis is therefore confirmed. Time was

lacking for its proper completion of this work; nevertheless, we were able to have some relevant information to solve part of our problem. As Berthelot Marcelin affirms: Science does not overturn its buildings as it goes; but it is constantly adding new floors to it and as it rises higher, it perceives wider horizons. So, we would continue our search.

References

1. Agbakou S. Motivations for girls' participation in football: the case of first division teams in Benin. Thesis of CAPEPS, INJEPS, Porto-Novo, 2007.
2. Abric J-C. Social Representations: An Expanding Field. In Jodelet, Denise. (ed), *Les représentations sociales*. Presses universitaires de France Paris, 2007, 47-78.
3. Anthrop J, Allison MT. *Role conflict and the high school female athlete. Research Quarterly for Exercise & Sport*,1983:54(2):104-111.
<https://doi.org/10.1080/02701367.1983.10605281>
4. Blinde EM, Taub DE. *Women athletes as falsely accused deviants: Managing the lesbian stigma. The Sociological Quarterly*,1992:33(4):521-533.
<https://doi.org/10.1111/j.15338525.1992.tb00141.x>
5. Bohuon A. *The Test of Femininity in Sports Competitions. An X-rated story?* (p.129). Paris, éditions iXe, 2012.
6. Bohuon A, Quin G. In: *Encyclopedia critical of gender*, 2021. <https://doi.org/10.3917/dec.renne.2021.01.0715>
7. Bouet M. *Les motivations des sportifs*, Editions Universitaires, Paris, 1969.
8. Bousquet M Analysis of representations and causal locuses in the fields of sport and adolescent health. STAPS PhD thesis, University of MontpellierI, 1997.
9. International Olympic Committee, "*Recommendations of the World Conference on Women and Sport from 14 to 16 October*", Windhoek, Namibia, 1996.
10. Courcy I. *Sport as a space for reproduction and contestation of stereotyped representations of femininity*. Master's thesis from the Université de Montréal, Department of Kinesiology, 2006.
11. Czisma K, Wittig A, Schurr K. Sport stereotypes and gender. *Journal of Sport and Exercise Psychology*,1988:10:62-74.
12. Daune R A-M, Devreux A-M. "Social relations of sex and sociological conceptualization", *Recherches féministes*,1992:5(2):7-30.
13. Davi LR. Male cheerleaders and the naturalization of gender. In: *M.A. Messneret D.F. Sabo (Eds.), Sport, Male, and the Gender Order: C'ritical feminist perspectives*, Champaign, Human Kinetics, 1992, 153-161.
14. De Coubertin P. Women at the Olympic Games. *Olympic Review*, 102-111. From Coubertin. P. (1905). *Utilitarian gymnastics*, Paris, 1912.
15. Deborde J. (February 9). "*Pyeongchang Olympic Games: towards a little more diversity*", Libération
16. Delphy, C. (2008). *Classify, dominate. Who are the "others"*. Paris, La Fabrique, 2018, 227.
17. Demeny G. *Physical Education in Sweden*, Paris, Scientific Publishing Company, 1992.
18. Desertrain G, Weiss MR. *Being female and athletic: A cause for conflict? SexRoles*,1988:18:567-582.
19. Diawara B. Problem of the *place of women in the practice and supervision in athletics in Senegal*. Bachelor's thesis, Cheikh AntaDiop University of Dakar, STAPS specialty, 2011.
20. Dunning E. Sport, stronghold of virility: Remarks on social origins and transformations of masculine identity. In: N. Elias & E. Dunning (Eds.), *Sport et civilisation, ta violence maîtrisée* Paris, Fayard, 1994, 368-389.
21. Englewood Cliffs, Prentice Hall Lawier J. *Punch! Why Women Partictate in Violent Sports*. Indianapolis, Upper Earth, 2002.
22. Flament C. Structure and dynamics of social representations. In: Jodelet D., *Les représentations sociales*. Paris: PUF. Sociology of today, 1989.
23. Fontayne P, Sarrazin P, Famose JP. Adolescent Sport Practices: Gender Differentiation. *STAPS*,2001:55:23-37.
24. Fontayne P, Sarrazin P, Famose JP. *Effect of Gender on the Choice and Rejection of Physical and Sports Activities in Physical Education and Sports: An Additive and Differential Approach to the Androgyny Model. Science and Motricity*,2002:45:45-66.
25. Fontayne P, Sarrazin P, Famose JP. *Adolescent sports practices: gender differentiation*. In: *Staps*,2001:2(55):23-37.
26. Fredricks JA, Eccles JS. Family socialization, gender, and sport motivation and involvement. *Journal of Sport & Exercise Psychology*,2005:27:3-31.
27. Goldberg AD, Chandier TJL. *Sport participation among adolescent girls: Role conflict or multiple roles? SexRoles*,1991:25:213-224.
28. Guillaumin C. *Gender, race and practice of power*. Paris, Côté-femmes, 1992, 239.
29. Guillet E. *Factors and processes of dropping out of sport: from the role of the coach to the impact of cultural norms. Longitudinal research in women's handball*. Doctoral thesis of Joseph Fourier University, STAPS specialty, 2000.
30. Guillet E, Sarrazin P, Fontayne P, Brustad R. Understanding female sport attrition *in a stereotypical male sport within the framework of eccles' expectancy-value model*. *Psychology of Women Quarterly*,2006:30:358-368.
31. Harris DV. Femininity and athleticism: Conflict or consonance? In D.F. Sabo & R. Runfola (Eds.), *Jock: Sports and Male Identity* Englewood Cliffs, Prentice-Hall, 1980, 222-229.
32. Hart MM. Sport: Women sit in the back of the bus. In D.f. Sabo & R. Runfola (Eds.), *Jock: Sports and Male Identity*, Haumont, A. (1995). *Geographical variations of sport In: Sport, social relations and collective action* [online]. Pessac: Maison des Sciences de l'Homme d'Aquitaine, 1980, 205-211.
DOI: <https://doi.org/10.4000/books.msha.16232>.
33. Jodelet D. *Social representations*. Paris, Presses universitaires de France, 1989, 447.
34. Kane M. Resistance/Transformation of the oppositional binary: exposing sport as a continuum. *Journal of Sport and Social Issues*, 1995.
35. Kendzierski D, DeCarlo KJ. Physical Activity Enjoyment Scale: Two validation studies. *Journal of Sport & Exercise Psychology*,1991:13(1),50-64.
36. Kergoat D. Sexual division of labour and social relations of sex. in Hirata, Laborie, Le Doaré and

- Senotier, Dictionnaire critique du féminisme, Presses universitaires de France, 2000, 35-44.
37. Kergoat D. Sexual division of labour and social relations of sex In: Gender and economy: a first insight [online]. Geneva. DOI, 2001.
 38. Knoppers A, Elling A. Organizing masculinities and feminities : *The gendered sporting body*, 2001.
 39. Krane V. *We Can Be Athletic and Feminine, But Do We Want To? Challenging Hegemonic Femininity* in Women's Sport, 2012;53:115-133.
 40. Lavigne B. *Study of social gender relations in the world of sport: Trajectory of women athletes*. Master's thesis from the Université du Québec à Montréal, 2014.
 41. Médénouvo, F. (2011). *The Geography of Benin*. Porto Novo, National Archives of Benin, 2014, 9.
 42. Mennesson C. *To be a woman in the world of men. Sports socialization and gender construction*. Paris, L'Harmattan, 2005, 365.
 43. Messner M. Taking *the Field: Women, Men, and Sports*. Contemporary Sociology, 2002, 32(5).
 44. Messner M. *Sports and Male Domination: The Female Athlete as Contested Ideological Terrain*. Sociology of Sport Journal, 1988;5:197-211.
 45. Patrick B, Mouhamed K. *Is there a "sports model" in French-speaking African countries*, 2004, 7-26.
 46. Perrin C. *Analysis of the relationship between the relationship to PSA and conceptions of health*. STAPS, 1993;31:21-30.
 47. Raymond B. *Sociology and society*, 2004, 281-309.
 48. Sage GH, Loudermilk S. *The female athlete and role conflict Research Quarterly*, 1979;50:88-96.
 49. Sperber D. The anthropological study of social representations: problems and perspectives. in Jodelet, Denise (ed.) *Social representations* University Press of France. Paris, 1989, 133-148.
 50. Wankel L, Kreisel P. *Factors underlying enjoyment of youth sports: Sport and age group comparisons*. *Journal of Sport Psychology*, 1985;7:51-64.