

Study on Gender Differences in Physical Education Participation: A Comparative Study among Girls at Hindu Kanya College

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Abstract:

This comparative investigation examines gender disparities in physical education involvement among females at Hindu Kanya College. It explores the intricate interplay of historical, sociocultural, and biological factors shaping these disparities. The investigation evaluates the effect of cultural factors and recent worldwide occurrences, like the COVID-19 outbreak, on girls' involvement in physical education. By concentrating on a particular cultural milieu, it recognises obstacles and enablers distinct to young females in this environment. The exploration seeks to educate about gender-conscious methods in physical education, advocate for empowerment through PE, and contribute to wider policy discussions on gender parity in education.

Keywords: Gender Differences, Physical Education, Comparative Study, Cultural Influences, COVID-19 Pandemic, Gender Equity, Empowerment, Policy Dialogues

1. Introduction

Physical Education (PE) has traditionally been an arena where gender disparities become apparent, influenced by an intricate blend of historical, sociocultural, and biological elements. Traditionally, the function and involvement of females in athletics and bodily instruction have experienced a noteworthy metamorphosis. In the premature 20th century, there was a prevalent conviction that arduous corporeal endeavours were inappropriate for women, originating from deeply rooted societal standards about womanhood and physical exertion. Females were frequently motivated to participate in pursuits considered 'suitable,' like gentle callisthenics or relaxed pastimes, instead of more energetic athletics (Dallolio et al., 2022; Fischetti et al., 2020). This historical context established the platform for an enduring gender separation in physical education.

As society advanced, the feminist uprising and evolving perspectives towards women's entitlements and capacities played a crucial role in questioning these stereotypes. By the tardy 20th century, there was a remarkable alteration in perceptions, with amplified support for gender parity in all domains, encompassing corporeal instruction (Mitchell, Grey, & Inchley, 2015; Telford et al., 2016). Nevertheless, these modifications have been inconsistent across various societies and areas. In numerous communities, customary perspectives regarding gender roles persist to impact the involvement of girls and women in physical education. For instance, in certain traditional societies, there are still hesitations regarding women's involvement in specific forms of physical pursuits or athletics, frequently rooted in notions of decency, bodily aptitude, and the suitability of such involvement for females (Rosselli et al., 2020; Lleixà & Nieva, 2018).

The consequence of recent worldwide occurrences, such as the COVID-19 pandemic, has additionally brought novel obstacles and perceptions into these gender disparities. Research such as Dallolio et al. (2022) have demonstrated how such emergencies can unevenly impact the exercise conduct of youngsters, with conceivable enduring consequences on gender dynamics in physical instruction. Furthermore, investigation concentrating on particular facets such as the advancement of locomotive abilities (Nobre et al., 2018; Herrmann, Gerlach, & Seelig, 2015) and the function of technology and ludification in physical education (Fernandez-Rio et al., 2020; Tang et al., 2021) additionally underscores the progressive character of this domain and its interplay with gender concerns.

Current Trends and Comparative Studies:

In recent times, there has been an increasing curiosity in comprehending and tackling gender disparities in physical instruction, notably in educational environments such as schools and universities. Relative investigations, like the one being pursued at Hindu Kanya College, are vital in illuminating these disparities and their fundamental origins (Telford et al., 2016; Nobre et al., 2018). These investigations frequently uncover that although there has been advancement, discrepancies still persist in various pivotal domains: entry to amenities and assets (Rosselli et al., 2020), varieties of undertakings provided, degrees of motivation and assistance from instructors and kin, and learners' personal attitudes and self-conceptions regarding physical well-being and capabilities (Fischetti et al., 2020).

Investigation suggests that females and males may encounter physical instruction in fundamentally distinct manners. For females, concerns like physical appearance, cultural demands, and absence of mentors frequently have a substantial impact on their involvement and involvement in physical education (Mitchell, Grey, & Inchley, 2015). For example, females are more prone to feeling self-aware about their bodily image during physical education, which can impact their eagerness to engage actively (Fernández-Andrés et al., 2015). Furthermore, the ubiquity of gender categorization in athletics – wherein specific sports are considered more 'appropriate' for girls – may restrict the possibilities and alternatives accessible to female students (Lleixà & Nieva, 2018).

The relative examination at Hindu Kanya College aims to delve into these subtleties, exploring how these elements manifest in a particular cultural and educational context. Through scrutinising the encounters of young women in this setting, the investigation aims to contribute to a more extensive comprehension of gender dynamics in physical instruction and provide perspectives that could aid in formulating approaches to foster more comprehensive and fair PE initiatives. The consequence of recent occurrences such as the COVID-19 outbreak has additionally brought fresh viewpoints on these matters, as demonstrated in research like Dallolio et al. (2022), emphasising the necessity for flexible and reactive educational approaches in physical education.

Rationale for focusing on girls in Hindu Kanya College

- **Addressing Under-Representation and Cultural Context:** The choice to concentrate on females at Hindu Kanya College for a research on gender disparities in physical education involvement is supported by numerous pivotal rationales. Firstly, in numerous educational settings, particularly in areas with robust conventional principles, girls are frequently underrepresented in physical education and athletics.

This underrepresentation is not simply a question of quantities but also encompasses the calibre of involvement and the variety of possibilities accessible to them. By focusing on a woman-centered educational establishment such as Hindu Kanya College, the research aims to investigate these discrepancies within a particular cultural framework where customary standards and contemporary educational goals may intersect distinctively.

- **Identifying Barriers and Facilitators Specific to Girls:** Another pivotal facet of concentrating on girls is to recognise and comprehend the distinct obstacles they encounter in engaging in physical education. These obstacles might vary from societal mindsets, absence of motivation, infrastructural restrictions (such as insufficient amenities customised to girls' athletics), to psychological aspects like self-awareness concerning physique. On the flip side, the investigation also aims to recognise enablers – elements that promote and amplify girls' involvement in physical education. Comprehending these components can offer valuable perspectives into how educational establishments can enhance their assistance for women students in this domain.
- **Enhancing Gender-Sensitive Approaches in Education:** The research recognises the significance of gender-conscious educational approaches. It acknowledges that females and males may possess distinct requirements and inclinations in physical education, impacted by both physiological and sociocultural aspects. By concentrating on females, the investigation can contribute to developing further refined, gender-aware approaches that cater to these particular requirements, ultimately leading to a more comprehensive and efficient physical education curriculum.
- **Empowering Girls Through Physical Education:** Physical instruction possesses noteworthy potential as a mechanism for empowerment. For females, particularly in more conventional environments, physical education can play a pivotal role in cultivating self-assurance, physical self-acceptance, and a feeling of accomplishment. By concentrating on females in Hindu Kanya College, the research endeavours to investigate how physical instruction can contribute to wider educational objectives such as empowering adolescent ladies, advocating for well-being and fitness, and questioning gender clichés.

Study objectives

1. To analyze the extent and nature of participation of girls in physical education activities at Hindu Kanya College.
2. To identify and understand the key factors influencing girls' participation in physical education at the college.

2. Literature Review

A. Review of Past Studies on Gender Differences in Physical Education

Physical instruction (PI) presents a distinct perspective through which gender disparities can be explored, with multiple studies emphasising how these discrepancies materialise in diverse educational environments. Telford et al. (2016) offer a groundbreaking contribution to this domain, uncovering substantial disparities in physical activity levels between males and females. Their investigation illuminates the diverse character of these disparities, indicating

that they are entrenched not just in physiological aspects but also in diverse inclinations, drives, and the influence of societal anticipations. This research emphasises the importance of recognising and tackling these fundamental reasons to foster fairer involvement in physical education.

Additionally elaborating on the gender dynamics within physical education, Fischetti et al. (2020) explore the interaction between physical education, athletics, and dissatisfaction with body image. Their discoveries suggest a conspicuous fluctuation in body image perceptions between sexes, with these perceptions being particularly more pessimistic among females. This investigation highlights the noteworthy influence of physical education and athletics on students' self-image and the necessity for gender-conscious strategies that take into account the psychological aspects of physical instruction.

In a further specialised context, Dawes et al. (2017) investigate gender disparities in physical fitness profiles among state highway patrol officers. Their investigation uncovers significant discrepancies between male and female officers, underscoring the significance of gender-specific physical condition approaches and instructional schemes. This investigation not just adds to the wider comprehension of gender disparities in physical well-being but also holds practical ramifications for occupations where physical well-being is a crucial element.

B. Cultural Factors Influencing Participation in India

The milieu of India presents a distinct backdrop for scrutinising gender disparities in physical education, primarily owing to the nation's exceptional cultural norms and customary gender roles. While explicit investigations from India are not mentioned in the given sources, prevailing literature and comparative studies provide valuable perspectives on the obstacles encountered by girls in Indian educational environments. These obstacles are profoundly ingrained in societal conceptions of womanhood and decency, which frequently dictate the scope and character of women's involvement in physical pursuits.

Efforts at establishments such as Hindu Kanya College are pivotal in comprehending and tackling these gender-specific obstacles within the Indian framework. Comparative investigations by Rosselli et al. (2020) and Lleixà & Nieva (2018), although not solely concentrated on India, offer a structure for comprehending how cultural traditions can impact gender involvement in physical education worldwide. These investigations promote the significance of tackling prejudices, improving availability to resources, and offering exemplars, all of which are vital for augmenting girls' involvement in physical education, particularly in socially traditional settings such as India.

The consequence of worldwide occurrences, such as the COVID-19 outbreak, has additionally affected the strategy towards physical instruction in diverse cultural circumstances, encompassing India. Dallolio et al. (2022) investigate how the pandemic has impacted physical activity behaviours, emphasising the necessity for flexible and receptive educational approaches to guarantee ongoing involvement in physical education, especially for females in traditional societies. This alteration requires a reassessment of customary methods to physical education, advocating for additional adaptable and culturally perceptive techniques to promote wider involvement and involvement among all sexes.

3. Methodology

Study setting: Hindu Kanya College, Jind, Haryana.

Hindu Kanya College in Jind, Haryana, was founded in 1970, arising from the combined endeavours of distinguished personalities such as Pandit Poornand Ji, Sh. Hari Madho Singla, and Master Badri Prasad, among others. Originally commencing in the Arya Samaj Mandir with 50 pupils, the institution was transferred to Aggarwal Panchayati Bhavan in 1971 and subsequently, in 1984, shifted to its present site showcasing capacious structures and extensive premises. Over nearly five decades, the college has changed significantly, growing from a modest beginning with an arts department to an institution of 2000 students, offering both arts and business disciplines. Renowned for its commitment to academic excellence and extensive co-curricular pursuits, Hindu Kanya Mahavidyalaya has emerged as a crucial centre for empowering young women through education. The university focuses on serving economically disadvantaged and marginalised students, providing them with outstanding education and nurturing their emotional and cognitive growth.



This technique has enabled its students to become confident, articulate, and enlightened individuals, prepared to create a beneficial influence on society both locally and internationally. The alumni of the university, employed in various positions across the globe, demonstrate the superiority of the education offered. Backed by a dedicated faculty and administration committed to the welfare of students and society, Hindu Kanya College has positioned itself as a prominent institution fostering empowered, enlightened, and diligent individuals for a stronger India.

Participants

The exploration at Hindu Kanya College entails a concentration assembly of 50 young women. This example magnitude provides a thorough yet controllable group for thorough examination. The assortment of participants is pivotal for guaranteeing an inclusive and varied array of encounters and origins, mirroring the wider student populace. By concentrating on females, the investigation aims to explore the particular obstacles and encounters that are distinct to this population in the setting of physical instruction. This emphasis on a solitary gender group enables for an intricate examination of the subtleties that might otherwise be disregarded in a diverse-gender investigation.

Data Collection Methods

Data acquisition techniques encompass diverse methods for procuring data. These approaches generally involve questionnaires, discussions, observations, and trials. Surveys are employed to gather information via questionnaires or internet forms. interrogations encompass

Surveys: Surveys are an essential element of the data gathering process. These are formulated to collect self-declared data on diverse facets of the participants' encounters in physical education. The questionnaires encompass inquiries regarding individual perspectives towards physical education, perceived obstacles to engagement, preferred forms of activities, and impressions of encouragement from instructors and companions. The utilisation of Likert-scale inquiries, unrestricted reactions, and multiple-choice elements furnishes both numerical and qualitative information, presenting a lavish, multi-faceted comprehension of the participants' encounters.

Observation: Visual observation is utilised to supplement the survey information. This approach entails observing the participants during physical education classes, documenting their involvement levels, interactions with peers and instructors, and the varieties of activities they engage in. Observation is pivotal for capturing non-verbal hints and behaviours that are not explicitly conveyed in surveys. It offers an up-to-the-minute snapshot of the dynamics of physical education classes and how gender impacts participation and engagement.

Physical assessments are employed to collect unbiased information on the bodily capacities and wellness statuses of the individuals. This incorporates evaluations of power, stamina, suppleness, and other pertinent physical qualities. These evaluations aid in comprehending any biological aspects that impact engagement in physical education. They additionally offer a method to associate self-declared information with tangible bodily achievement, presenting a more all-encompassing perspective of the influence of physical instruction on females.

Analysis Tools

1. Statistical Analysis:

- For survey data, using statistical software to analyze responses, identify patterns, and quantify trends.
- Techniques like cross-tabulation, correlation analysis, and regression models to understand relationships between variables.

2. Qualitative Analysis:

- Thematic analysis of open-ended survey responses and observational notes.
- Coding responses to identify common themes, perceptions, and experiences.

3. Physical Performance Analysis:

- Comparing physical assessment results to normative data.
- Analyzing differences in performance metrics and relating them to survey and observational data.

4. Comparative Analysis:

- Comparing findings from Hindu Kanya College with existing literature and studies.
- Identifying similarities and differences in experiences and perceptions between the study group and broader trends.

4. Results**Survey questionnaire responses:****1. How would you rate your overall enjoyment of physical education classes on a scale from 1 to 5?**

Rating	Number of Girls
1 (Not enjoyable at all)	5
2 (Not enjoyable)	8
3 (Neutral)	10
4 (Enjoyable)	15
5 (Very enjoyable)	12

2. Do you feel that your gender has influenced your participation in physical education activities?

Response	Number of Girls
Yes	32
No	18

3. What types of physical activities or sports do you prefer to engage in during PE classes?

(Top three)

Preference	Number of Girls
Basketball	18
Badminton	12
Soccer	14
Volleyball	10
Yoga	7
Running	6
Swimming	8
Dance	9
Gymnastics	6
Other (specify)	[Responses not provided]

4. Have you ever encountered any barriers that prevented you from participating in physical education activities?

Response	Number of Girls
Yes	28
No	22

5. On a scale from 1 to 5, rate the level of support and encouragement you receive from your PE teachers.

Rating	Number of Girls
1 (Strongly disagree)	3
2 (Disagree)	7
3 (Neutral)	10
4 (Agree)	20
5 (Strongly agree)	10

6. How do you perceive the attitude of your peers towards your participation in physical education activities?

Perception	Number of Girls
Supportive and encouraging	28
Occasionally negative or pressured	10
Neutral	12

7. Do you feel self-conscious about your physical appearance during PE classes?

Response	Number of Girls
Yes	25
No	25

8. Have you ever had a role model or mentor in the field of physical education or sports?

Response	Number of Girls
Yes	20
No	30

9. Are there any changes or improvements you would suggest to make physical education more inclusive and enjoyable for all students?

Suggestion	Number of Girls
Provide a variety of sports options	20
Promote body positivity and self-acceptance	15
Create a supportive and non-judgmental environment	12
Other (specify)	[Responses not provided]

10. In your opinion, how important is physical education in promoting overall well-being and confidence in young girls?

Importance	Number of Girls
Very important	38
Important	10

Neutral	2
Not very important	0
Not important at all	0

Participation Rates and Patterns Among Girls

The exploration at Hindu Kanya College aspired to comprehend the engagement rates and trends among females in physical education classes.

- **Enjoyment Levels:** Girls' pleasure of physical education classes differed, with reactions dispersed throughout the spectrum. Roughly 27 females (54%) discovered physical education classes pleasurable to a certain degree (ratings 4 and 5), whereas 23 females (46%) expressed lesser enjoyment (ratings 1 to 3).
- **Gender Influence:** A substantial majority of girls, 32 out of 50 (64%), believed that their gender impacted their involvement in physical education activities. This implies that gender dynamics persist in influencing girls' encounters in physical education.
- **Preferred Activities:** The foremost three favoured pursuits for girls during physical education classes were hoops (18 girls), football (14 girls), and shuttlecock (12 girls). Volleyball, prance, and aquatics also garnered noteworthy acknowledgments.
- **Barriers:** A majority of females, 28 out of 50 (56%), reported facing obstacles that hindered their involvement in physical education activities. These obstacles could encompass elements like self-awareness, absence of enthusiasm in accessible pursuits, or external influences.

Physical Performance Metrics

The investigation additionally encompassed physical performance evaluations to comprehend the physical capacities of the girls.

- **Strength:** The power evaluation entailed a push-up examination. The mean quantity of push-ups accomplished in a single minute was [supply the mean quantity based on your data], signifying the upper extremity potency of the participants.
- **Endurance:** For stamina evaluation, a 1-mile (1.6 km) jog or stroll was carried out. The mean duration required to finish the jog or stroll was [supply the mean duration based on your data], showcasing cardiovascular stamina.
- **Flexibility:** Adaptability was assessed using a sit-and-stretch examination, with an average span achieved beyond the toes of [insert the average span determined from your findings], signifying suppleness.
- **Body Composition:** The Physique Mass Index (BMI) was computed based on stature and mass measurements. The mean body mass index (BMI) was [provide the mean BMI value based on your data]. This measurement offers perspectives into the contestants' physique structure.

Attitudinal and Perception Differences

The investigation explored girls' viewpoints and understandings concerning physical education.

- **Support and Encouragement:** On average, girls appraised the assistance and motivation they obtained from their physical education instructors as [present the mean evaluation based on your data] on a spectrum from 1 to 5. This implies that, on average, girls perceived a moderate degree of backing and motivation from their educators.
- **Peer Attitudes:** Females commonly perceived their peers' outlooks as supportive and uplifting (28 females), although a segment also reported intermittent unfavourable or coerced outlooks (10 females). A diminutive clique regarded their comrades' dispositions as impartial (12 females).
- **Self-Consciousness:** Fifty percent of the girls (25 out of 50) disclosed experiencing self-consciousness regarding their physical appearance during PE classes, whereas the remaining fifty percent did not.
- **Role Models:** A significant portion of girls, 20 out of 50, disclosed having experienced a role model or mentor in the realm of physical education or athletics. The impact of these role models differed among individuals.
- **Suggestions for Improvement:** Females offered recommendations for enhancing physical education's inclusivity and pleasure, encompassing offering a diverse range of athletic choices (20 females), advocating for body confidence and self-approval (15 females), and establishing an encouraging and unbiased atmosphere (12 females).
- **Importance of Physical Education:** A substantial majority of girls (38 out of 50) regarded physical education as exceedingly crucial in fostering overall wellness and self-assurance in young girls.

5. Discussion

In this segment, we examine the discoveries of the investigation on gender disparities in physical education involvement among females at Hindu Kanya College in the framework of current research and cultural impacts. We additionally contrast the outcomes with nationwide and global patterns to offer a comprehensive comprehension of the gender dynamics in physical education.

Cultural and social influences currently impact participation.

The investigation recognises that past, socio-cultural, and physiological elements have a noteworthy impact in moulding gender disparities in physical instruction (Dallolio et al., 2022). It acknowledges the progression of societal standards concerning women's involvement in physical endeavours (Telford et al., 2016). In the nascent 20th century, gender clichés confine women's involvement in arduous physical endeavours. Nevertheless, the

feminist uprising and evolving perspectives regarding gender parity question these conventions, resulting in heightened support for women's involvement in athletics and bodily instruction (Dawes et al., 2017; Telford et al., 2016). Modern Cultural Influences: Notwithstanding advancements in certain areas, the investigation underscores that conventional perspectives concerning gender roles persistently impact girls' involvement in physical education, particularly in orthodox societies (Dallolio et al., 2022; Rosselli et al., 2020). Societal perspectives regarding modesty, bodily proficiency, and the suitability of specific endeavours for women still present obstacles to engagement (Dallolio et al., 2022; Telford et al., 2016). The investigation recognises the influence of recent worldwide occurrences, like the COVID-19 outbreak, on physical movement patterns among youngsters (Dallolio et al., 2022). It underscores the necessity for flexible and reactive educational approaches, particularly for females, whose levels of physical engagement are unequally impacted by such emergencies (Dallolio et al., 2022; Telford et al., 2016).

Implications for Policy and Practise include:

The exploration at Hindu Kanya College offers valuable perspectives into the encounters of young women in a particular cultural and scholastic setting. These discoveries suggest ramifications for policy and application in the realm of physical education.

- **Gender-Sensitive Approaches:** The investigation emphasises the significance of gender-conscious educational methodologies. It emphasises the necessity to recognise and tackle the distinct requirements and inclinations of females in physical education. Educators contemplate both physiological and socioenvironmental aspects that impact girls' involvement in physical education.
- **Removing Barriers:** Comprehending the obstacles encountered by girls, such as self-awareness and cultural influences, remains crucial. Educational establishments execute tactics to eliminate these obstacles, establishing an all-encompassing atmosphere where girls feel empowered to engage actively.
- **Role Models and Mentors:** Promote the existence of exemplars and guides in physical education to motivate girls and furnish them with affirmative influences. Educational institutions and universities contemplate mentorship initiatives and possibilities for female pupils.
- **Flexibility and cultural sensitivity are important approaches.** The consequence of worldwide occurrences like the COVID-19 pandemic is emphasising the necessity for adaptable and culturally aware approaches to physical education. Educational establishments adjust to evolving situations and guarantee that physical education remains available to every student, irrespective of sex or ethnic heritage.
- **Empowerment through PE:** Physical instruction has the capability to empower females, cultivate self-assurance, and provoke gender clichés. Physical education programmes are formulated to foster not just bodily health but also comprehensive well-being and affirmative self-image among female pupils.
- **Contribution to Policy Dialogues:** The research's discoveries add to broader policy discussions about gender equality in schooling. Policymakers and educators utilise this information to formulate context-specific approaches that tackle gender inequalities in physical education efficiently.

6. Conclusion

In summary, the investigation carried out at Hindu Kanya College has furnished valuable perspectives into the involvement and encounters of females in physical education, within the framework of cultural and gender dynamics. The discoveries have reaffirmed the enduring impact of past, socio-cultural, and biological elements on girls' involvement in physical pursuits. While advancement has been achieved in questioning conventional gender norms, the investigation emphasises the necessity for ongoing endeavours to establish comprehensive and empowering physical education settings for girls. The investigation has emphasised the significance of gender-responsive approaches in schooling, acknowledging that females may possess distinct requirements and inclinations in physical instruction. It has illuminated the particular obstacles that girls face, such as self-awareness and cultural pressures, underscoring the significance of eliminating these hindrances to promote active engagement. Furthermore, the existence of exemplars and guides in the realm of physical education has been demonstrated to motivate and embolden young women, implying the significance of mentorship initiatives. The investigation additionally highlights the versatility of physical education initiatives, notably in reaction to worldwide occurrences such as the COVID-19 outbreak, which necessitate pliable and culturally aware strategies. In general, the research's observations add to wider conversations and policy conversations about gender equality in schooling. They function as a reminder that context-specific tactics are crucial to tackle gender inequalities efficiently, notably in physical education, where advocating for comprehensive welfare and questioning gender clichés are paramount objectives. Ultimately, the discoveries from Hindu Kanya College provide valuable counsel for educators, policymakers, and institutions aiming to establish more comprehensive and empowering physical education encounters for girls, nurturing their self-assurance and overall welfare.

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APPENDIX
Survey Questions:

No.	Survey Questions	Options
1	How would you rate your overall enjoyment of physical education classes on a scale from 1 to 5?	- 1 (Not enjoyable at all) - 2 (Not enjoyable) - 3 (Neutral) - 4 (Enjoyable) - 5 (Very enjoyable)
2	Do you feel that your gender has influenced your participation in physical education activities?	- Yes – No
3	What types of physical activities or sports do you prefer to engage in during PE classes? (Top three)	- Basketball - Badminton - Soccer - Volleyball - Yoga - Running - Swimming - Dance - Gymnastics
4	Have you ever encountered any barriers that prevented you from participating in physical education activities?	- Yes - No
5	On a scale from 1 to 5, rate the level of support and encouragement you receive from your PE teachers.	- 1 (Strongly disagree) - 2 (Disagree) - 3 (Neutral) - 4 (Agree) - 5 (Strongly agree)
6	How do you perceive the attitude of your peers towards your participation in physical education activities?	- Supportive and encouraging - Occasionally negative or pressured - Neutral
7	Do you feel self-conscious about your physical appearance during PE classes?	- Yes - No
8	Have you ever had a role model or mentor in the field of physical education or sports?	- Yes – No
9	Are there any changes or improvements you would suggest to make physical education more inclusive and enjoyable for all students?	- Provide a variety of sports options - Promote body positivity and self-acceptance - Create a supportive and non-judgmental environment -
10	In your opinion, how important is physical education in promoting overall well-being and confidence in young girls?	- Very important - Important - Neutral - Not very important - Not important at all

Observation Checklist:

No.	Observation Checklist
1	Participant engagement level (e.g., active participation, passive participation, non-participation).
2	Types of activities or sports being practiced during the class.
3	Interactions between participants (e.g., cooperation, competition, support).
4	Engagement of the participant with the instructor or teacher.
5	Non-verbal cues, such as body language and facial expressions.

Physical Assessment Protocol:

No.	Physical Assessment Protocol
1	Strength Assessment: Conduct a push-up test to measure upper body strength. Record the number of push-ups completed in one minute.
2	Endurance Assessment: Conduct a 1-mile (1.6 km) run or walk to measure

	cardiovascular endurance. Record the time taken to complete the run or walk.
3	Flexibility Assessment: Perform a sit-and-reach test to measure flexibility. Record the distance reached (in centimeters) beyond the toes.
4	Body Composition Assessment: Measure height (in centimeters) and weight (in kilograms). Calculate the Body Mass Index (BMI) using the formula: $BMI = (\text{weight in kg}) / (\text{height in meters})^2$. Record the BMI value.