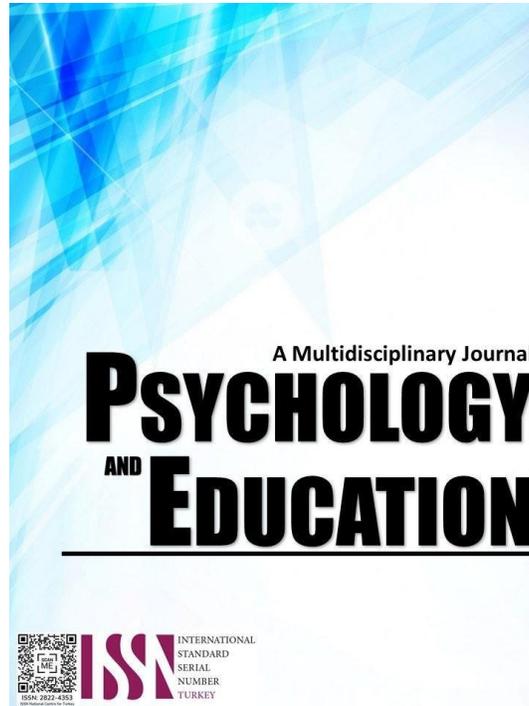


# UNVEILING GENDER STEREOTYPES AMONG MAGUINDANAON STUDENTS: A PHENOMENOLOGICAL STUDY



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## Unveiling Gender Stereotypes among Maguindanaon Students: A Phenomenological Study

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### Abstract

This research delved into the participation and experiences of Maguindanaon students in gender stereotypes in physical education activities at Zeneben Integrated School. Utilizing a qualitative transcendental phenomenological approach. Qualitative investigation revealed Eighteen (18) emerging themes: parental and family influence, peer influence and social pressure, cultural gender stereotypes, forced participation and emotional impact, emotional responses, cognitive perceptions of gender roles, bodily awareness and perception, experiencing joy and vicarious participation, encountering challenges and barriers, sharing experiences and personal disclosure, teacher management and support, teacher gender preferences and comfort, internalization of gender norms and self-identity, emotional response, managing cultural identity in physical education, valuing gendered cultural norms in physical education, divergent perspectives on social engagement through physical education, interpreting physical education participation as a reflection of cultural and behavioral identity, perception on the necessity of learning physical activities. The research aimed to understand the challenges, experiences, perceptions, and societal influences shaping students' participation in physical education. Findings revealed that cultural norms, religious beliefs, and traditional gender expectations significantly impact students' engagement in physical activities. The study emphasized the role of teachers, parents, and school administrators in addressing gender biases and fostering an inclusive environment. The results provided insights for educators to develop culturally sensitive and gender-equitable physical education programs promoting active student participation.

**Keywords:** *Maguindanaon students, gender stereotypes, physical education*

### Introduction

Schools are the primary agents of socialization, conveying values and behavioral models that often reinforce gender stereotypes. These stereotypes shape individuals' roles, behaviors, and opportunities in society. Through education, gender stereotypes can promote greater equality, enhance individual potential, and foster more inclusive and diverse communities.

In an international context, particularly in Cyprus, male students are essential to becoming genuine because they are considered active, aggressive, and associated with masculine characteristics, and female students are thought to have a soft and sensitive temperament (Deng, 2022), similarly, in the study of (Ferreira et al., 2016) high school males and females' participation in physical activity and level of physical education account for the majority of the male-to-female ratio. Moreover, Gender stereotypes perceived implications of categorizing people by their gender and offer an oversimplified view of reality Ellemers (2018). Further, in Iceland, there is a general concern that physical activity levels are decreasing and that females are even less active than males (WHO, 2021). As supported by Hargreaves and Anderson (2014), gender stereotypes are still apparent within the educational framework.

Moreover, Filipino students experienced the same phenomenon in the Philippine educational setting, which has recently been found to have the second-highest prevalence of insufficient physical activity worldwide (World Health Organization, 2019). Further, Filipino students often face gender expectations regarding which activities are appropriate for their gender. Thus, Gender stereotypes are generalizations about groups that are applied to individual group members and are generalizations about the aspects of males and females Heilman et al. (2024). However, according to Guerrero and Puerta (2023), providing an environment conducive to learning will help students learn in the best way for them.

In Lambayong Sultan Kudarat, particularly in Deped Zeneben Integrated School, the anecdotal record (LAC session and EMPRE) shows that Maguindanaon students have difficulties in participating in physical education activities, specifically during the celebration of MAPEH festival as a quarterly assessment that enhances and determines students' ability and performance in MAPEH subject. Further, according to the result of this activity, from grade 7 to grade 10, 10% of Maguindanao females and 30% of male students in each grade level do not fully participate in physical education activities.

Additionally, participation in the physical education component is less active than other components of MAPEH due to physical performances and gender stereotypes; hence, physical education teachers have difficulties in handling the Maguindanaon students. However, in the context of Muslim communities around the world, males and females have no option because sports and physical activities are mandatory at any school level (Rahim & Diah, 2019).

Several studies have already been conducted about gender stereotypes, such as Avraam's (2021) literature review on gender stereotypes in Cyprus and around the globe, focusing on the important role of males and females in physical education. The study of the Influence of Gender Stereotypes on Participation in Physical Education Classes of High School Students (Deng, 2022). However, these studies are quantitative research that remains lacking in exploring gender stereotypes of Maguindanaon students within Zeneben Integrated

School in Lambayong. Moreover, this proposed study is qualitative research. Thus, a dearth of literature pushes the researcher to conduct a study focusing on the Maguindanaon students' gender stereotypes in physical education activities.

Furthermore, gender stereotypes limit students' experiences, opportunities, and activities that students feel comfortable trying. However, gender stereotypes students are raised in an environment where a specific gender is expected to do certain physical activities that offer a sense of belonging. Moreover, the main objective of this study is to identify the lived experiences of Maguindanaon students' gender stereotypes in physical education and to promote an equitable and inclusive physical education program.

### **Research Questions**

The study described the Maguindanaon students' experiences with gender stereotypes in physical education activities. It answered the following questions:

1. How do Maguindanaon students describe their lived experiences in the gender stereotype in physical education activities?
2. What are the contexts of the lived experiences of the Maguindanaon students regarding gender stereotypes in physical education activities?
3. How do Maguindanaon students view themselves in the future?
4. Based on the study's results, what activity regarding gender stereotypes in physical education can be formulated for Maguindanao students?

### **Methodology**

#### **Research Design**

The research design employed a qualitative study to gather multiple forms of data, such as interviews, observations, documents, and audiovisual information, rather than relying on a single data source (Creswell, 2017). Additionally, according to Eddles (2015), research focuses on the wholeness and essence of experiences.

This study utilized transcendental phenomenology, considering that the researcher would like to describe and explore how Maguindanaon students' experiences perceive and understand the world of gender stereotypes in physical education and how reality is constructed by beliefs, practices, experiences, and challenges in physical education activities. It helped the researcher create a framework for improving and enhancing physical education activity for all students regardless of gender, sex, age, and culture. The researcher made every effort to collect data as precisely as feasible.

#### **Participants**

Choosing study participants with appropriate experiences increases the possibility of addressing the question and understanding the phenomenon (Creswell, 2017; Protacio, 2021). Moreover, this study's context is the Zeneben Integrated School in Lambayong Sultan Kudarat. This specific institution was chosen for its high enrollment of Maguindanaon students, making it one of the nearest schools in the area of Maguindanaon people. This study's participants were junior high school Maguindanaon students currently studying at Zeneben Integrated School. The researcher is stationed in this school and has direct access to the participants.

Seven (7) junior high school Maguindanaon students were purposely identified based on the following criteria: a) currently enrolled in Zeneben Integrated School, b) their age is between 12-18 years old, c) expressive, d) they were Maguindanaon students, and e) recommended by the physical education teacher as the key informant, f.) willing to share their experiences in physical education subject. Creswell (2017) suggests that a sample size of 5 to 30 participants is sufficient to reach the data and capture the essence of participants' live experiences.

Conversely, for validation and additional inputs about the gender stereotype of Maguindanaon student's participation in physical education activities, three (3) physical education teachers were experts in the field of teaching physical education were chosen as validators based on the following criteria: a) has been teaching physical education for at least (3) Three years, b) can share their personal experiences in teaching Maguindanaon students in physical education c.) has Master's degree in teaching physical education and d.) availability in validation.

Further, the Data Analyst interpreted and reviewed the data and transformed raw data into actionable insight, especially in drawing valid conclusions. Furthermore, the Critic reader and language editor enhanced and evaluated the quality of the research study.

#### **Instrument**

The researchers made an interview guide validated by a content validity expert that serves as this investigation's principal instrumentation. Also, the researcher collected the required data from the participants via in-depth interviews. The in-depth interview was meticulously crafted based on the readings, articles, and review of related literature.

The research adviser checked the question quality, a language editor checked the structures and grammar, and experts checked it before it was used in the study. Additionally, in-depth interviews are used to obtain comprehensive, context-rich data and to enhance the

understanding of the gender stereotypes of Maguindanaon students. Also, video and audio recording materials were crucial in capturing the students' experiences during the interview. This interviewing method allowed the participants or informants to tell or express their own stories and experiences in their own words, with follow-up questions from their interviewer.

The participants answered open-minded questions. The first question elicited the participants' insights and ideas to describe physical education activities. In the first question, the participants were expected to share their insight on how they were actively involved in physical education activities. Other questions focused on the lived experiences, views, and challenges of Maguindanaon students encountered in participating in physical education activities.

On the other hand, to cross-verify the experience and response of Maguindanaon students, a focused group discussion is conducted for the school principal, master teacher, and physical education teacher participants to verify the students' responses.

### **Procedure**

Data are facts gathered through methodical scientific techniques. In this study, the stages of the data collection process are described as a research's guide to help the researcher collect through data.

Upon obtaining permission from the Dean of the Graduate School at Sultan Kudarat State University to conduct the study. The researcher sends letter of communication to the School Division Superintendent of Sultan Kudarat as well as to the School Principal of Zeneben Integrated School.

Additionally, letters were signed by the researcher's adviser and Dean of the Graduate School. The researcher ensure that all communication was properly coordinated and facilitate. Moreover, permission and approval were solicited from the participant to confirm their voluntary participation in the study.

After obtaining the necessary approvals, the researcher presented a letter and consent form to the study participants and conducted an orientation. The study details were explained carefully to ensure participants understood their involvement. Confidentiality was guaranteed by coding data and replacing real names with pseudonyms, which was optional for the participants. The transcripts and audio recordings were securely stores, ensuring that the data collection remained unbiased. Participants were also informed of their right to withdraw their statements at any time during the research process and could decline to answer interview questions if they choose to do so.

The selection of participants was guided by inclusion criteria to ensure a diverse range of experiences that could contribute to addressing research question and understanding the phenomenon (Creswell, 2014; Protacio, 2019).

For data collection, the researcher conducted a in depth interview to examine the live experiences of Maguindanao students in physical education. An interview guide and question were used to facilitate the discussion and consent was obtained from participants before the interview process begun.

During the transcription phase, all inputs from the interviews were meticulously recorded. The researcher and an assigned transcriber from Sultan Kudarat State University transcribed the audio recordings. A transcriber, who writes down spoken words, followed a transcription writing guide from Protacatio (2021) to ensure accuracy and consistency.

To validate the interview transcripts, the researcher conducted member checking, a process that allows participants to review and verify the accuracy to their responses. This step reflects the central role of participants in qualitative research and follows established guidelines as interviewing.

### **Data Analysis**

After gathering the data, the researcher analyzed it using thematic analysis to determine the different experiences of Maguindanaon students in Physical education. The researcher also transcribed the audio recordings and highlighted the important statements from the interviewers and the transcript so they could come up with initial, clustered, and emerging themes.

The qualitative data were analyzed using a thematic analysis approach. According to Braun and Clarke (2024), thematic analysis is a method for identifying, analyzing, and reporting patterns (themes) within data. This method analyzes excerpts from each participant's response to develop categories and formulate themes-related meanings.

The following were the steps in thematic analysis in qualitative research (Braun & Clarke, 2024). The process starts first with familiarizing the data, where the researcher reads and re-reads the data to become familiar with what the data needs and pay attention to the patterns that occur, and second, generating initial codes and themes (Initial themes), where the researcher generates the initial codes by documenting where and how patterns arise. It happens through data reduction, where the researcher collapses data into labels to create categories for more efficient analysis. Third, the researcher searches for themes (Clustered Themes), where the researcher combines codes into overarching themes that accurately depict the data. The researcher also describes what is missing from the analysis. Fourth, themes are reviewed, examining how the themes support the data and the overarching theoretical perspective. Fifth, themes are defined and named (Relevant Themes) Braun and Clarke (2024).

During the face-to-face interview, participants were informed that their responses were recorded and only be used for this research and not for public consumption. The questions were mainly open-ended to allow the participants more scope to express thoughts and feelings and offer more details on the research subject.

The next step involves checking, collating, and processing the data; it is a critical phase where researchers ensure the accuracy and completeness of collected information. Data checking consists of reviewing the questionnaire for errors, missing responses, or inconsistencies and addressing any issues found. The collation process consists of organizing the data in a structured manner and preparing it for analysis. The researcher may use qualitative data to become the foundation for the subsequent qualitative analysis, where patterns, themes, and insights can be extracted to answer the research question and objectives.

### **Ethical Considerations**

This study strictly informs the ethical principles of research to guide the research designs and practices. Researchers adhere to a code of conduct when collecting data from Maguindanao students to protect research participants' rights, enhance research validity, and maintain scientific integrity.

In this research, participants can participate without pressure or coercion. All participants can withdraw from or leave the study at any point without feeling obligated to continue. Participants do not need to provide a reason for leaving the study (Bhandari, 2021). Thus, the participants can decide whether to be involved. Furthermore, the researcher ensured that the participants' identities were confidential.

Regarding the participants' right to privacy, the researcher was expected to secure all records and not release any information that could expose their specific identities. The researcher refrained from revealing the participants' names when presenting the results. However, in cases where participants withdraw their statements or participate in the study, the researcher readily allows the request. The researcher was conscientious in asking questions and using fair and neutral language. She was compelled to orient her research assistants, documenters, and transcribers to the terms and conditions of privacy and confidentiality observed in this study.

Informed consent was also a key ethical consideration. In this study, the researcher asked for participants' permission through written consent. They were properly informed about the purpose of the research and made to understand the reason for their participation so they could choose to participate. It was clear that participants' involvement in the study was voluntary, and when they refused, the researcher did not force them. Moreover, the researcher was cautious in ensuring the participants' psychological well-being.

In this study, social value presented valuable information that can guide teachers and educational leaders in the Department of Education. With the study's findings, they become aware of the needs and experiences of Maguindanaon students in physical education and improve the teaching and learning process

Risks, benefits, and safety were carefully considered. To ensure the participants' security and psychological and social well-being, the study results were considered to have a positive impression on the participants. Consequently, the researcher ensured that semi-structured interviews were conducted at the participants' convenience in conducting the study.

Furthermore, this study's results, discussions, and findings may spark evidence-based information that policymakers, school administrators, and teachers can use. School administrators may also find this study a reference for improving productivity. Likewise, scholars and future researchers can benefit from this research by gaining ideas for future research endeavors.

Transparency was another key ethical element observed. The researcher safeguarded the proper implementation of the methods used in the study. The researcher included all the necessary documents supporting data analysis and allowed readers to read through these to understand the study's results and findings better. Further, the findings were discussed comprehensively, especially information that affected the presentation of the results and gave importance to transparency. Lastly, the researcher described the extent of her involvement and how she maintained objectivity in analyzing data and presenting the study results.

The qualification of the researcher also contributed to the research's integrity. The researcher is a Maguindanaon, which could lead to a sense of empathy and connection with the participants in this study. Also, the researcher has six (6) years of experience teaching physical education to Maguindanaon students and has attended different seminars and workshops about qualitative research. Hence, her personal experiences as a physical education teacher may color her interpretations and responses to the data.

Additionally, the researcher acknowledges that her gender may affect how participants perceive and share their experiences, especially in relation to gendered challenges in academia. In this research, the researcher sought direction and advice from her adviser, mentor, panelists, and peers proficient in this method, are inclined to qualitative research, have undergone extensive studies, are highly skilled in research, and have completed a high level of education, making them highly capable of assessing her throughout the research process.

Lastly, community involvement was highly valued. In this research, the researcher was committed to respecting the community, especially the Maguindanao students who served as the study participants. All activities were subject to the permission of the teacher, students, the school principal, and the school division superintendent. Through this study, the involvement of these stakeholders generated information that benefited the institution and served as a springboard in the physical education curriculum offering of the institution and the entire DepEd.

## Results and Discussion

This section introduces the findings of the qualitative study. The emerging themes constructed from the lived experiences of Maguindanaon students in physical education are presented successively.

After gathering the data, the researcher analyzed it using thematic analysis. The researcher uses this kind of data analysis to determine the different experiences of Maguindanaon students in physical education; employing thematic analysis in a specific dataset entail acquainting oneself with the data, pinpointing noteworthy statements, establishing initial themes, grouping related clustered themes, reviewing and adjusting themes as needed, and articulating the pertinent findings.

### Emerging Themes on the Lived Experiences of Maguindanaon Students Gender Stereotype in Physical Education.

Eighteen (18) Emerging themes were articulated through arduous procedural data analysis and interpretation. They were all synthesized from 126 formulated meanings, 107 code, and 49 clustered themes.

Table 1. *Narratives of Maguindanaon Students on Gender Stereotype in Physical Education*

<i>Emerging Themes</i>	<i>Cluster Themes</i>	<i>Codes</i>	<i>Significant statement</i>
1. Parental and Family Influence	Expressing parental disapproval	- "family told me not to join." -"Dad gets upset."	- I no longer participate because my family told me not to join those dance activities. -M1 From grade 7 to now, I couldn't join, and my father scolded me for joining the dance before, so I was afraid to enter. -M1
	Enforcing family cultural expectations	- "Dad scolds me." -"Parents wouldn't allow me" -"My dad and uncles"	- My dad and uncles, ma'am, they're the reason. If it were up to me, I would want to join simple dances that don't involve too much body movement, but I'm afraid they might scold me if I insist on participating. -M1 - My dad always tells me not to get involved in activities that don't look good to girls, especially when my body shakes too much. -M2
2. Peer Influence and Social Pressure	Experiencing peer pressure	- Friends don't participate." -"Friends laugh at me"	- Because, ma'am, some of my friends don't participate in activities, and they try to stop me from joining, and my father and mother also get angry because it doesn't suit me. -M4
	Encouraging group conformity Fearing ridicule	- "If one person doesn't join, ----'the whole group won't." -"Look like a gay"	- When we were in grade 6, I joined the dance, but I was forced to because they said if I didn't participate, I wouldn't graduate. Then, when my friends saw me, they laughed at me because they said I looked like a gay person...-M5 - My friend, Nasa, told me not to join because she said it was only for gay people. -M6 - My friends and other classmates, ma'am. -M7
3. Cultural Gender Stereotype	Imposing Gendered Role Expectations	- "aren't suitable for girls" -"running is only for boys"	- "My dad scolds me whenever I join activities that aren't suitable for girls, like running. And it's true that it's not suitable for girls because their bodies or breasts shake, and it looks ugly." -M3
	Restricting acceptable physical movements	- "dancing is only for females" -"Body shakes too much." -"Man dancing looks like a gay person."	- "When I joined a running event, ma'am, when I was in grade 6, my father and mother scolded me because they said it was only for boys." -M4 - "Because I have male friends who taught me that dancing is only for females and a man dancing looks like a gay person." -M6
4. Force Participation and Emotional Impact	Forcing participation	- "forced to join" - "If I didn't participate, I wouldn't graduate."	- "We were forced to join because our teacher said we wouldn't graduate if we didn't participate in the dance." -M7 - "When we were in grade 6, I joined the dance, but I was forced to because they said if I didn't participate, I wouldn't graduate. Then, when my friends saw me, they laughed at me." -M5
	Experiencing embarrassment	- "felt so embarrassed"	- "That time we danced in grade 6, I felt so embarrassed with all the people staring at me while I was dancing because they were laughing so much, saying I looked like a gay." -M7
5. Internalization of Gender norms and self-identity	Internalizing gender norms	- "I lose interest" -"follow the advice of my parents"	- "Yes, it affects me because sometimes I also want to join, but when I notice that the activities seem to be only for males and not for females, I lose interest in participating. But sometimes, when I see my classmates joining, I also feel envious of them." -M2
	Withholding participation Affecting academic performance	- "our grades drop" - "feel envious"	- "Yes, ma'am, because if you're Maguindanaon, there are many things that girls are not allowed to do, so I just follow the advice of my parents, and if there are PE activities that are not allowed for me as a girl, I won't be able to participate." -M3

- "Every time we have dance activities, I can't participate, and because of that, our grades drop..." -M5

### ***Emerging Themes 1: Parental and Family influence***

This theme highlights that families play a key role in shaping the participation of Maguindanao students in physical education. Characterized by two (2) clustered themes: Expressing parental disapproval and Enforcing family cultural expectations, shows that students often hear from parents and other family members that certain activities (like dancing) are inappropriate, leading to self-censorship or withdrawal.

Maguindanao students' lack of participation in physical education is expressing parental disapproval that is highly connected to parental and family influence, which significantly affects the Maguindanao student's gender stereotype in physical education since the Maguindanao students are obedient to their parents; they don't do things without the approval of their parents. These sentiments are reflected in the statement of the participants as follows:

Sabap sa pedtalo du kinasapal na mga lukes kua sa di ako magigiamong sa dance na di akon paka among. [Because my family told me not to join those dance activities, I no longer participate]. -M1

Si Ama bu maam uman kwana talon nin salaki di ako magigyamong sa mamba galbekan banan a di ged mapya pedtulekan sa babai ka gakuyong ged e lawas. [My dad always tells me not to get involved in activities that don't look good to girls, especially when my body shakes too much]. - M2

Moreover, aside from parental influence, Maguindanao students experience enforcing cultural expectations. Further, Maguindanao students believe in whatever their parents tell them or forbid them from doing. These experiences and challenges in physical education become one of the reasons for the hard decision of Maguindanao students to participate in physical education. As they stated:

Ganat sa kina grade 7 ko taman saguna di akon paka among, du paganay a kina among ko a nalingetan ako ni ama bale taman antuba dakun among. [Starting in grade 7 up to now, I couldn't join, and before my father scolded me because I joined the dance. so, because of that, I was afraid join the dance].- M1

Si Ama du mga bapa ko maam, ka saki a galini ako bun bagamong sa mga dance a basic bu weh di silan pegkyug kalingetan ako nilan [My dad and uncles, ma'am, they're the reason. If it were up to me, I would want to join simple dances that don't involve too much body movement, but I'm afraid they might scold me if I insist on participating].- M1

### ***Emerging Theme 2: Peer Influence and Social Pressure***

This theme underscores how friends and classmates affect students' decisions. The clustered themes of experiencing peer pressure, encouraging group conformity, and fearing ridicule reveal that social dynamics in the school setting, such as being laughed at or excluded, strongly impact whether students choose to join activities. Despite the social gender expectation of each Maguindanao student, peer and social pressure greatly impact the participation and engagement of Maguindanao students. Moreover, Maguindanao students may feel pressure about their academic performance and force themselves to participate despite being laughed at by other friends or classmates. As they stated:

Kasi maam ped a pakat ko a dibon bagamong sa mga activity du pedsapalan ako nilan minsan du galingetan ako nila ama du si ina kagina dikon det salaki [Because, ma'am, some of my friends don't participate in activities and they try to stop me from joining) and my father and mother also get angry because it doesn't suit me]- M4

Mga pakat ko du ped a classmate ko maam [My friends and classmates, ma'am]- M7

Furthermore, Shyness and friends' influence greatly impact their participation in activities. Encouragement from their friends also becomes a reason for not being able to participate in activities and for perceiving certain activities as not suitable for their gender. Maguindanao students mentioned:

Nong grade 6 ako sumayaw kami uged a napilitan ako bu kagina di ako maka graduate kon o di ako mamong bale mga pakat ko a pedtatawan ako nilan temandang ka mana ako kon bakla. [When we were in grade 6, I joined the dance, but I was forced to because they said if I didn't participate, I wouldn't graduate. Then, when my friends saw me, they laughed at me because they said I looked like a gay person]- M5

pedtalwan ako na pakat ko a si Nasa sa daka bagamong san ka kana bakla bu inan. [My friend, Nasa, told me not to join because he said it was only for gay people]. -M6

### ***Emerging Theme 3: Cultural Gender Stereotype***

This theme shows that established ideas about what is appropriate for each gender limit participation. The clustered themes of imposing gendered role expectations and restricting acceptable physical movements indicate that students internalize beliefs such as "dancing is only for female" or "running is only for male," which directly influences their behavior in physical education. Some Maguindanao students consider the cultural aspect highly important when performing all types of activities. Maguindanao students imitate what

they see in others and believe in the culture they grew up with.

Kenag kuya ko kanu grade six ako maam bale nalipungetan akon ni ama du si ina ka nyabu kon det lon a kana mama. [When I joined a running event, ma'am when I was in grade 6, my father and mother scolded me because they said it was only for boys].- M4

Kasi aden mga pakat ko a mga mama pedtalo sa kana babae bu e kapendance ka mana bakla e mama a pedsayaw. [Because I have male friends who taught me that dancing is only for female and a man dancing looks like a gay person].- M5

Also, physical movements and body structures can greatly impact the participation of Maguindanaon students because participating in activities involves moving the body, which can be uncomfortable or unflattering for both males and females. They stated:

Si ama kasi maam galingetan ako nin amenka bagamong ako sa mga activities a paka tatag sa lawas labi pan kapedtagoy banan. Kaisa na benal bun dili det na babae kagina gatadtag e lawas nin a mawag ged pedtulikan. [My dad scolds me whenever I join activities that are unsuitable for girls, like running. And, indeed, it's not suitable for girls because their bodies or breasts shake, and it looks ugly].- M3

#### ***Emerging Theme 4: Forced participation and emotional Impact***

Emerging theme 4 reveals that some students are compelled to join activities they feel uncomfortable with. The clustered themes of forcing participation and experiencing embarrassment capture how being made to participate against personal or cultural preferences can result in negative emotions like shame or anxiety. The Maguindanaon students experience forced participation in physical education to achieve academic grades. It is said that if they don't participate, their grades will drop, or they won't be able to graduate; this declaration triggers the students to participate in a forced way. So, the Maguindanaon students have no choice but to participate, even if it goes against their will. As they stated:

Kasi uman ako paka elay sa mama pedsayaw a nyaku kapegkealy lon a bakla labi den kanu grade 6 kami na napilitan kami abenal sayaw ka di kami kon maka graduate teg na mestra nami o di kami mamong, tubay first time a menamong ako sa sayaw ka napilitan ako bu abenal. [Every time I see a man dancing, he seems like a woman to me, especially when we were in grade 6. We were forced to join because our teacher said we wouldn't graduate if we didn't participate in the dance. That was the first time I ever joined a dance because I was just forced to do it].- M7

Moreover, despite what Maguindanaon students are going through, they are forced to participate and join to pass and get a grade. The reactions and approaches of other people are great reasons why the Maguindanaon students avoid participating in activities. As they stated:

Nong grade 6 ako sumayaw kami uged a napilitan ako bu kagina di ako maka graduate kon o di ako mamong bale mga pakat ko a pedtatawan ako nilan temandang ka mana ako kon bakla. [When we were in grade 6, I joined the dance, but I was forced to because they said if I didn't participate, I wouldn't graduate. Then, when my friends saw me, they laughed at me because they said I looked like a gay person].- M5

Tuba kina sayaw nami kanu grade 6 ako a benal a nayan ako sa mga taw a pedtulek salaki sa kapedsayaw ko bantu a pedtatawan ako nilan temandang ka mana ako kon bakla. [That time we danced in grade 6, I felt so embarrassed with all the people staring at me while I was dancing because they were laughing so much, saying I looked like a gay].- M7

#### ***Emerging Theme 5: Internalization of Gender Norms and Self-Identity***

This theme indicates that repeated exposure to gender stereotypes leads students to adopt these norms as part of their identity. The clustered themes are internalizing gender norms, withholding participation, and experiencing academic or social consequences, showing that students may accept these limits and adjust their self-image and academic engagement accordingly.

Maguindanaon students experience and are exposed to different views and perspectives of others, which leads to internalizing gender norms and adapting easily to what other people might say. Moreover, Maguindanaon students know their limitations and understand the differences in abilities between males and females. To wit:

Yes, ga apektohan maam kagina aden pan antu galini tabun bagamong uged a menka gelay ta e activities a ped a nyabu det lon a mama tapos a di det na babae mana gawan tana gana uged aden pan antu gelay ko mga classmate ko a bagamong na gainget ako bun. [Yes, it affects me because sometimes I also want to join, but when I notice that the activities seem to be only for males and not for females, I lose interest in participating. But sometimes, when I see my classmates joining, I also feel envious of them].-M2

Yes maam, kagina madakel e dili gapakayan penggulan na babae amenka ka maguindanaon bale sekita anya pedsunod taden du sa ipedsapal salkita na lukes ta upa ka aden activities sa PE a nyata kapegkelay lun e di kapakayan ka babay.[Yes, ma'am, because if you're Maguindanaon, there are many things that girls are not allowed to do, so I just follow the advice of my parents and if there are PE activities that are not allowed for me as a girl, I won't be able to participate].- M3

Additionally, when students were asked how being a Maguindanaon student affects gender stereotypes in their participation in physical education, they responded that being Maguindanaon can greatly affect their participation, considering their parents, culture, and

personal feelings. However, one of the things that makes them hesitant is their academic performance, as they fear it might be affected. To wit:

Uman den mga dance a activities nami a di kami den paka among aden pan antu a mababa ged e grade nami kagina da kami maka among salta aden paka ilay salkita pedtatawan ta nilan kagina kina galayaman sa mama e kapedsayaw ka galbekan a babay bu intu. [Every time we have dance activities, I can't participate, and because of that, our grades drop. Also, when people see or watch, they laugh at me because cause it's not common for Maguindanaon men to dance and other activities intended for female]. - M5

**Table 2. Emotional Experiences and Challenges of Maguindanaon Students Gender Stereotype in Participation Physical Education**

<i>Emerging Themes</i>	<i>Cluster Themes</i>	<i>Codes</i>	<i>Significant Statement</i>
6. Emotional Responses	Experiencing jealousy	- "jealous" -"frustrating and confusing"	- "Sometimes I'm jealous of seeing my classmates happy in physical activities, but my parents don't want me to join." -M1
	Feeling frustrated and confused	- "feel shy and frustrated" -"mix of embarrassment and fear"	- "It's frustrating and confusing sometimes because there are activities that are supposed to be done only by boys or only by girls, ... I can't join in." -M2
	Feeling shy	- "feel regretful"	- "Sometimes I feel shy and frustrated, ma'am, because some of my classmates tell me that I'm not being friendly, ... I also don't want to join if I notice that the activity isn't suitable for girls." -M3
	Feeling embarrassed and fearful Feeling regretful		- "I feel a mix of embarrassment and fear that I might fail, ... so I don't participate in those dances." -M5
7. Cognitive Perceptions of Gender Roles	Reflecting on allowed/not allowed norms	- "only for male students." -"allowed or not allowed" -"not allowed for women" -"not suitable or appropriate"	- "Because as a Maguindanaon, there are many things that are allowed or not allowed depending on whether you're a boy or a girl," -M2 - "What I observed in physical education is that there are activities that are not allowed for women or sometimes for men. ... not allowed for women or men." -M3
	Recognizing gender appropriateness	- "Dancing should only be done by girls." -"it's a feminine activity" -"isn't suitable for guys"	- "What I think, ma'am, is that some activities are not suitable or appropriate for women, or sometimes for men as well. ... you can already tell that they are not appropriate for us." -M4 - "What I'm thinking, ma'am, is that in PE, activities like dancing should only be done by girls. But aside from that, activities like exercise and running are fine for me" -M5
8. Bodily awareness and perception	Noticing physical changes	- the body becomes stronger." -"Body moves too much."	- "I've noticed ma'am, that when you're active in physical education, your body becomes stronger, and that's good for our health. However, there are some activities, especially dancing and running, ... that's one of the reasons why sometimes I don't participate in PE activities." -M1
	Observing excessive body movement	- "my body hurts, my feet cramp, and my body shakes."	- "When girls join activities, ma'am, their bodies and breasts move too much, especially when dancing or running.... and that's also the reason why I don't want to join those kinds of activities." -M2
	Feeling physical discomfort	- "asthma" -"dance steps make him look feminine" -"doesn't suit him."	- "I don't participate in activities that are tiring because of my asthma. Even if I didn't have asthma, I still wouldn't join because I feel like the dancing movements are all for girls." -M5 - "When a man dances, it looks like he's gay because the dance steps make him look feminine since the body movements are soft when dancing... I don't know how to dance." -M6
9. Experiencing Joy and Vicarious Participation	Feeling happy from observing classmates	- "Happy even if I do not join" - "Classmates participating makes me feel good"	- "I'm happy even if I do not join the activities; seeing my classmates participating in the activities makes me feel good." - Maguindanaon 1 - "So long I see my classmates happy participating in activities and that makes me happy too." -M2
	Experiencing contentment through vicarious participation	- "makes me happy" -"it's like I'm participating too." -"Happy just seeing my classmates join." - "happy for them" -"Find happiness even if we don't participate"	- "For me, when I see my classmates participating, it's like I'm participating too, and I'm not envious of them. ... if my parents would allow it, I would join as well." -M3 - "If you're Maguindanao, there's still a lot of happiness even if you don't participate in those kinds of activities, but I'm happy just seeing my classmates join." -M5
10. Encountering Challenges and Barriers	Facing restrictions Experiencing academic Consequences Dealing with social mock	- "So many things you're not allowed to do." - "grades you get are low" - "grades might drop" - "struggle" -"Classmates call you OA"	- "It's tough being a Maguindanaon student because there are so many things you're not allowed to do, especially if you're studying Arabic and are a religious person, ... like when it comes to dancing, for example." -M1 - "Sometimes I also want to join, ma'am, but it's not allowed for us. Then, sometimes, the grades you get are low because you

	Struggling to participate	or KJ." - "can't participate"	can't participate in activities. ... I might get scolded by my dad." -M2 - "It's hard, ma'am, because if you don't join the activities, your grades might drop. ... I will just talk to my dad and ask for permission to join because my grades might drop." -M3 - "When I can't do some activities, I ask permission from my teacher and tell them that I can't join because I have asthma and that dancing feels like it's for girls. ... they say I look like a gay person." -M5
11. Sharing Experiences and Personal Disclosure	Communicating with teachers Informing friends Expressing personal reasons	- "my teachers and classmates know" - "I tell my friends" - "My teacher knows." - "tell my teacher and my friends" - "Tell them my reasons." - "haven't told anyone" - "Only tell my friends and my teacher."	- "Yes, ma'am, my teachers and classmates know that I don't want to join because my parents might scold me." -M1 - "Yes, ma'am, I tell my friends sometimes, I say, don't join those kinds of activities because it will shake your body. ... My teacher also knows that I ask permission when I don't like the activity." -M2 - My teacher knows, and I tell them my reasons for not joining, as well as my friends and my parents). -M5 - "I only tell my friends and my teacher that I don't want to participate because I don't know how to dance, and for me, it's something only for women"- M7
12. Teacher Management and Support	Providing alternative activities Separating genders Not forcing participation	- "gives me other activities" - "sheet work" - "never forces me" - "asks me why" - "gives us different activities" - "doesn't force us" - "gives us a project" - "talks to us" - "asks if we could join"	- "When my teacher is giving an activity, and I'm not allowed to join, she gives me other activities related to our topic or sometimes sheet work, and she never forces me to participate if I really don't want to. ... I tell her that I can't do it because it's forbidden for me and I'm afraid my parents might get upset." -M1 - "When we have activities, she separates the girls from the boys. Then, if we don't want to join, she doesn't force us. ... then she just gives us different activities." -M2 - "What she does is, if we don't participate in the activities, she gives us other activities that we can handle, or sometimes a project. ... she doesn't get mad or force us if we don't like the activity." -M6 - "When we participate in activities that are allowed for us, he separates the boys from the girls. But when we don't join because we don't think it's suitable for us as boys, ... he also talks to us and asks if we could join." -M7
13. Teacher Gender preferences and comfort	Preferring same-gender teacher Feeling more comfortable Easing communication	- "Better to have a female teacher" - "feel more comfortable" - "your teacher is also a woman" - "easier for us to understand each other" - "would be better if we were the same gender." - "wouldn't feel shy to ask"	- "Yes maam, it's better to have a female teacher because it's easier for us to understand each other, especially with activities like these at school." -M1 - "Yes, ma'am. Because I feel more comfortable, ma'am, I can say what I want to say or do when it's with boys because, ma'am, it's embarrassing." -M2 - "It's better, ma'am, when you're a female, your teacher is also a woman because it's easier for you to understand each other. ... when it's a man, it feels awkward to approach them." -M3 - "Yes, because we easily understand each other, and if it is a boy, I feel shy to ask if I have any concerns." -M4

### Emerging Theme 6: Emotional Responses

This theme highlights the feelings that arise in response to gender stereotypes. The clustered themes of jealousy, frustration, confusion, shyness, embarrassment, and regret demonstrate that students often feel a mix of negative emotions when they are either excluded from or pressured into certain activities. Maguindanaon students' participation in physical education developed different emotions and responses, and because of these emotions, this becomes a reason for them not to participate in physical education activities. To wit:

Minsan a pakadsegkel ako bun bagamong maam upama gelay ko silan a peggula sa mga meto ba na masu gapya ged e ginawa nilan uged pilaginawa a di pegkyug su mga lukes ko. [Sometimes I'm jealous seeing my classmates happy in participating physical activities but my parents don't want me to join]. – M1

Additionally, Maguindanaon students also show frustration and confusion in physical education, and because of these mixed emotions, Maguindanaon students become hesitant and have second thoughts about joining activities. As they mentioned:

Gasayanan du galibog ako maam kagina aden pan antu na det aden activities na dapat na kana mama o kana babae para apya galini tabun bagamong a maka among ta weh kagina gapansin ta e kena mapya sa babae na dita paka among. [It's frustrating and confusing

sometimes because there are activities that are supposed to be done only by boys or only by girls, and while the goal is to allow everyone to participate, when we notice that something isn't allowed for girls, I can't join in].- M2

Gayan ako maam du gasakit e ginawa kagina aden antu a mga classmate ko a bagamong bali saki a dili a pedtalwan ako nilan sa dala pakisama ko. Kasi daman magawa ko kagina kalingetan du diko bun kalinyan e mga activities a ped labi pan gilay e diko det penggulan. [Sometimes I feel shy and frustrated, ma'am because some of my classmates tell me that I'm not being friendly, even though they say the activity isn't difficult. But I can't do anything about it because I might get scolded, and I also don't want to join if I notice that the activity isn't suitable for girls]. -M3

Moreover, Maguindanaon students also feel embarrassed and fearful when there are physical education activities because they think that their ability and skills in dancing are not enough.

### ***Emerging Theme 7: Cognitive Perception of Gender Roles***

Relevant theme 7 underscores how students observe and think about gender rules in physical education. The clustered themes of reflecting on allowed or not allowed norms and recognizing gender appropriateness illustrate that students see some activities as designated only for one gender, shaping their view of what they can or cannot do. Maguindanaon students revealed that their participation and engagement reflect more in what others say and do and their perception of gender roles. In this line, Maguindanaon students mentioned that certain physical education activities are unsuitable for their gender. As they mentioned:

Kagina amenka maguindanaon maam na aden bu det ataw ka nasasangan upama ka babae ataw ka mama ta bale sekita a studyante a maguindanaon na magigiyamong tabu sa nasasangan a dalmetan sya salkita a maguindanaon du magetaw ta sa lukes ta upama (...). [Because as a Maguindanaon, there are many things that are allowed or not allowed depending on whether you're a boy or a girl, but as a Maguindanaon students, we can still join activities that are allowed in our belief as a Maguindanaon. And of course, we also need to ask for permission from our parents].- M2

Nyako gapagetong maam na siya sa physical education a aden bon talaga di kapakayan sa babae ataw ka di kapakayan sa mama kagina siya salkami a maguindanaon aden dalmetan a di mapakay salkami. Endu daw e nisapal na agama du lukes ko na tuba e bagenogutan ko. [What I observed in physical education is that there are activities that are not allowed for women or sometimes for men. For us in Maguindanao, there are activities that are not allowed for women or men]. -M3

Indeed, the following lines reveal that Maguindanaon students recognize gender differences as acceptable based on their personal views and experiences.

Aden bu anan kasi maam mga activities minsan a nya bu det penggula lon a mga mama manba sa kapen dance du mga kapedtalgoy ba nya di ged det a babay a maguindanaon e mga meto ba. [Sometimes there are some activities that are only for male students like dance and running which is not suitable for female].- M1

Nyaku mapagetong maam na aden bun man talaga activities apya daw a di kapakayan sa babae ataw ka sa mama gelay nenka pan e activities anan a katwan nenka din e di det salka upama. [What I think, ma'am, is that some activities are not suitable or appropriate for women, or sometimes for men as well. When you see or observe them, you can already tell that they are not appropriate for us].- M4

Nyaku mapagetong sa PE na mamba mga activities a aden dance anan nyabu kapakayan lon a babae uged a liu san to ped anan a kapeg exercise du kapedtalagoy na okay bun salaki o dala bu asthma ko. [What I'm thinking, ma'am, is that in PE, activities like dancing should only be done by girls. But aside from that, activities like exercises and running are fine for me, as long as I don't have asthma].- M5

### ***Emerging Theme 8: Bodily Awareness and Perceptions***

This theme shows students are mindful of their physical responses to gendered expectations. The clustered themes of noticing physical changes, observing excessive body movement, and feeling physical discomfort indicate that issues like shaking or physical strain during activities are interpreted through a gendered lens. Maguindanaon students reveal that they are aware of the importance of physical education. However, they also consider body movements and reactions, which can make participating in physical activities difficult for them.

Napapansin ko kasi maam, amenka bagamong ta ged sa mga physical activities a gabinting ged e lawas ta usto a mapya mambo sekanin sa lawas , uged a aden bun antu labi pan o babay ka pen dance ataw ka pedtalagoy na gatudtug abenal e lawas nin. Tuba e ped a diko kabagamong sa mga mamba activities sa PE. [I've noticed ma'am, that when you're active in physical education, your body becomes stronger, and that's good for our health. However, there are some activities, especially dancing and running, where the body moves too much. That's one of the reasons why sometimes I don't participate in PE activities].-M1

Upama ka babae e bagamong sa mga activities maam gatudtug ged e lawas ta labi pan e ladeb nin na labi pan sa kapedtalagoy du kapedsayaw banan tuba e dili antu mapya pedtulikan du rason a diko ka among sa mga manba activity maam. [When girls join activities, ma'am, their bodies and breasts move too much, especially when dancing or running. It's not pleasant to see, and that's also the reason why I don't want to join those kinds of activities].- M2

Di ako man maka among sa mamba makalugat a activities maam ka aden asthma ko kaisa apya dabun asthma ko na di ako bun malini sayaw ka gweh gweh na kapendance kapegkilya ko lun a mana kana babae. [I don't participate in activities that are tiring because of my asthma; even if I didn't have asthma, I still wouldn't join because I feel like the movements in dancing are all for girls] - M5

Amenka mama a ped dance a babakla kapegkelay lun sa kapen galaw galaw nin antu kagina mga steps du kalmek na lawas nin antu a mana kana babae kaisa di ako mataw dance. [When a man dances, it looks like he's gay because the dance steps make him look feminine, since the body movements are soft when dancing. Also, I don't know how to dance].- M6.

### ***Emerging Themes 9: Experiencing Joy and Vicarious Participation***

This theme reveals that even if students do not actively participate, they sometimes enjoy watching their peers. The clustered themes of feeling happy from observing classmates and experiencing contentment through vicarious participation point to a sense of shared enjoyment, even when direct involvement is limited. Maguindanaon students revealed that by observing others participating in physical education, they can develop self-contentment without even trying. As they said:

Masaya ako bun maam apya di ako paka among sa mga activities apya gelay kobu mga classmate ko a bagamong silan a gapya bun e kangegenawa ko. [I'm happy even if I do not join the activities: seeing my classmates participating in activities makes me feel good].- M1

Pag nakikita ko lang na masaya mga classmate ko maam masaya rin ako kahit hindi ako kasali maam. [So long I see classmates happy participating in activities and that makes me happy too].-M2

nyakobu kwana gelay ko silan a mga classmate koa pendalmet mana pakaamong ako bon du kina ko bun genggit. Pero kung papaya lang ang magulang ko sasali rin ako. [For me, when I see my classmates participating, it's like I'm participating too, and I'm not envious of them. But if my parents would allow it, I would join as well].-M3

Additionally, it underscores that Maguindanaon students experience contentment through vicarious participation, which involves observing and watching others in physical education. They also have their own gender expectations and happiness. As stated:

Amenka maguindanaon na madakel bun e kasiyahan nin apya kina bun kabagamong sa manba uway a masaya ako bun gelay ko mga classmate ko a bagamong. [If you're Maguindanao, there's still a lot of happiness even if you don't participate in those kinds of activities, but I'm happy just seeing my classmates join]. -M5

### ***Emerging Theme 10: Encountering Challenges and Barriers***

This theme emphasizes the difficulties students face due to strict gender norms. The clustered themes of facing restrictions, experiencing academic consequences, dealing with social ridicule, and struggling to participate capture students' obstacles, ranging from family and school rules to negative peer reactions that hinder their active engagement. Limitations in doing physical activities of Maguindanao students because studying Arabic is part of their religious lesson through result in low or weak participation in Physical education activities. As they stated:

Malgen ged kasi e maguindanaon e studyante maam ka madakel e bawal nin labi pan o nakasabot tasa agama uged sya sa kabangage na katawan na isa bun e det du dili a galbek nin meto bas a pedtalo ko a sa kapedsayaw. [It's tough being a maguindanaon student because there are so many things, you're not allowed to do especially your studying Arabic and religious person but in school everyone knows what is forbidden and what is not, like when it comes to dancing, for example].- M1

Further, Most Maguindanaon students noted that they are also confused and afraid of failing w, which leads to academic pressure. As they stated, they still need to plead with their parents to be allowed to participate.

Aden pan antu maam na malini tabun mamong na dita kapakayan tapos minsan a baba e grades ta kagina dita paka among o di minem a pedtalwan ta na mga classmate ta sa OA or KJ ta ka dita bagamong uged a pilaginawa saki bu a pegkyug ako bun weh malinget menem si ama ko. [Sometimes I also want to join, ma'am, but it's not allowed for us. Then, sometimes, the grades you get are low because you can't participate in activities. Or sometimes, your classmates call you OA (Over Acting) or KJ (Kill Joy) because you don't join. If it were up to me, I would also want to join, but I might get scolded by my dad]. -M2

Mapasang maam kagina upama dita maka among aden antu mababa e grades ta, du kailangan taman magetaw sa mestra ta upama, weh upama ka kailangan din abenal na magitaw ako kina ama sap among ako naw ka mabagsak ako. [It's hard, ma'am, because if you don't join the activities, your grades might drop. Sometimes we really need to talk to our teacher about it, but if it becomes necessary, I will just talk to my dad and ask for permission to join because my grades might drop].-M3

Moreover, dealing with and fitting in with friends is one of the reasons that Malaysian students have low participation in physical activities. Additionally, struggling to dance due to the difficulty of movements and steps shows, as they stated, Maguindanao's frustration in participating in different physical activities as they see themselves as unsuitable for their gender.

Amenka di ako maka gaga mamong na magetaw ako sa mestra ko sa maam di ako bagamong ka aden asthma ko du kagina kapendance anan a kana babae du pedtatawan ako na mga classmate ko ka mana ako kon bakla. [When I can't do some activities, I ask permission

from my teacher and tell them that I can't join because I have asthma and that dancing feels like it's for girls. My classmates laugh at me when I participate because they say I look like a gay person].-M5

### ***Emerging Theme 11: Sharing Experiences and Personal Disclosure***

This theme indicates that students often discuss their struggles and feelings with others. The clustered themes of communicating with teachers, informing friends, and expressing personal reasons show that sharing these experiences is important for students to seek understanding and support. A participant shared their experiences:

Yes maam, katawan na mga classmates du mga teacher ko e di ako paka pagigiyamong sa mga man bai activities a di myug e lukes ko ataw ka di det salaki. [Yes maam, my teachers and classmates know that I don't want to join because of my parents might scold me].-M1

Yes maam, sinasabi ko sa mga kaibigan ko minsan sabi ko wag kana sumali sa mga ganyan kasi nayoyogyog yong mga katawan mo. At alam rin ng teacher ko nag papaalam ako pag ayoko yong activity. [Yes maam, I tell my friends sometimes, I say, don't join those kinds of activities because it will shake your body. And my teacher also knows, I ask permission when I don't like the activity]. -M2

Katawan du pedtalon ko sa mestra ko namba diko kabagamong sa mga activities du sa ped a mga pakat ko du sa mga lukes ko. [My teacher knows, and I tell them my reasons for not joining, as well as my friends and my parents]. -M5

Nyaku bu pedtalwan na su mga pakat ko du sa mestra ko pedtalon ko e di ako bagamong ka di ako mataw du para salaki a kana babae inan. [I only tell my friends and my teacher that I don't want to participate because I don't know how to dance, and for me, it's something only for women].-M7

### ***Emerging Theme 12: Teacher Management and Support***

This theme highlights teachers' role in mitigating or reinforcing gender stereotypes in PE. The clustered themes of providing alternative activities, separating genders, and not forcing participation indicate that teacher practices such as offering different tasks or projects can help students feel included despite gender-based restrictions.

In physical education activities, Maguindanao students have a hard time whenever there are activities because they need to ask permission from their subject teacher and create other activities or projects related to the tasks. However, teacher involvement and teaching strategies play a significant role in how Maguindanao students overcome challenges, and different activities need to be given to the students to get good grades in PE. Physical education teachers also struggle to make decisions, which helps them connect more deeply with each Maguindanao student. The theme emerged as participants described their personal experiences:

Amenka bamandu si maam bale aden activities nami a di ako paka among na bagengan ako nin ped a activities ataw ka set work asal a aden bun grades ko di ako nin peg pilitin. [When my teacher gives an activity and I'm not allowed to join, she gives me other activities related to our topic or sometimes sheet work].- M1

Upama ka di kami galini bagamong na dikami ni bun peg pilitin, tapos tinatanong lang niya kami kung bakit ayaw namin maam endu bangengan kami nin sa ped a activities. [Then, if we don't want to join, she doesn't force us. She asks us why we don't want to participate, and then she just gives us different activities].- M2

### ***Emerging Theme 13: Teacher Gender Preferences and Comfort***

This theme underscores that the teacher's gender influences student comfort in PE. The clustered themes of preferring a same-gender teacher, feeling more comfortable, and easing communication reveal that students believe having a teacher of the same gender helps them feel understood and less embarrassed.

Teacher involvement develops more flexible and good relationships with Maguindanao students, which inspires them to develop their abilities and willingness to participate further. However, Teacher gender role can greatly affect their way of expressing their thoughts and ideas. Participants shared their experiences:

Yes, maam. Mas mapya bun kasi e babay a mestra kagina malmu ta makadsabuta labi pan mga manyaba sa mga activities a di kmi kapakayan. (Yes maam, it's better to have a female teacher because it's easier for us to understand each other, especially with activities like these at school).- M1

Yes, maam. Kasi mas komputable ako maam nasasabi ko yong gusto kong sabihin o gawin pag lalaki kasi maam nakakhiya.[Yes, ma'am. Because I feel more comfortable, ma'am, I can say what I want to say or do when it's with boys, because ma'am, it's embarrassing].- M2

Nya mapya maam a babae ka babae bun e mestra ta kagina malmu ta makadtuntaya maam amenka ka mama makamamala bun. [It's better, ma'am, when you're a female your teacher is a woman also, because it's easier for you to understand each other. When it's a man, it feels awkward to approach them].-M3

Uway. Kasi nyaku malmu makadtuntaya du nani menka mama kayan ako bagedsa o den bagedsa ko [Yes, because we easily understand

each other and if it is boy, I feel shy to ask if I have any concerns].- M4

Table 3. *Future Self-Perceptions of Maguindanaon Students on Gender Stereotypes in Physical Education*

<i>Emerging Themes</i>	<i>Clustered themes</i>	<i>Codes</i>	<i>Significant Statements</i>
14. Managing Cultural Identity in PE	Maintaining cultural values	- "values are still followed", - "wearing the hijab"	- "When I participate in basic activities that are allowed for me, I make sure that my Maguindanaon values are still followed, like wearing the hijab or choosing not to join if I know something doesn't suit me." - M1
	Avoiding culturally incongruent activities	- "Don't remove my hijab." - "allowed for me" - "Body moves too much."	- "What I do when it comes to dancing is that I don't participate because my body moves too much, and that's part of the culture we follow, especially wearing the hijab, which should never be removed, no matter the activity. ... partnering with a man is not allowed." - Maguindanaon 3
	Adapting participation based on cultural restrictions	- "Partnering with a man is not allowed." - "struggle" - "ask our teacher."	- "I don't participate in tiring activities because of my asthma, but if there's something I'll join, it's only what my body can handle. ... As for dancing, it's not part of our culture for men to dance." -M5 - "Sometimes we struggle because, in Maguindanaon culture, men are not allowed to dance as it goes against our beliefs. ... we just ask our teacher if we can do a project instead so we can still get grades, and we're also not used to dancing." -M7
15. Valuing Gendered Cultural Norms in Physical Education.	Recognizing gender restrictions	- "women can't do", - "activities not allowed," - "women's bodies should not be shaken,"	- "Yes, ma'am, it's important. Just like I mentioned earlier if you're Maguindanaon, there are many things that women can't do those men can, like some dancing activities where a woman's body is overly moved or exposed." -M1
	Affirming cultural expectations	- "separate based on physical ability," - "not suited for female students," - "suited for males."	- "Yes, ma'am, because there are activities in physical education that are not allowed in the Maguindanaon culture, such as running and dancing, ... because women's bodies should not be shaken, and activities for females and males should be separate based on their physical ability or capacity." -M2
	Differentiating gender roles		- "Yes, it's important because, due to this gender stereotype, there are many activities I can't participate in, ... People will laugh at you because it's not common for Maguindanaon men to dance." -M6 - "Yes, it's important because not all dances are suitable for either girls or boys. ... It is also part of the Maguindanaon beliefs that there are activities meant for men. In PE, it's necessary to use or move the body, but that applies only to certain activities that are allowed for everyone." -M7
16. Divergent Perspectives on Social Engagement through Physical Education.	Enhancing social recognition	- "Make more friends" - "get recognized" - "others will notice" - "good relationships" - "Friendship isn't limited."	- "For me, ma'am, I believe that people who enjoy participating in physical activities are the ones who will make more friends and get recognized by others. ... Because of their active nature, they tend to stand out more." -M1 - "Yes, ma'am, it helps because other people will notice you, and more people will get to know you." -M2
	Maintaining social relationships		- "No, because just because we don't participate in activities doesn't mean we won't have friends. ... Even though I didn't join, I still have good relationships with other people, and I have friends." - M4 - "No, because even though I don't join those activities, I still have friends, ... and our relationship is good both inside and outside of school." -M5
17. Interpreting Physical Education Participation as a Reflection of Cultural and Behavioral Identity.	Evaluating activity suitability	- Depends on the types of persons." - "not suitable for women	- "It really depends on the types of persons you are and the type of activity, ma'am. ... Sometimes, it's not suitable for women, especially in activities like dancing, because it's hard to avoid things like taking off the hijab or excessive body movement, which doesn't align with Maguindanaon culture. ... It's all about respecting culture and personal beliefs, but it also depends on the individual and the type of activity." -M1
	Rejecting culturally inappropriate participation	- "taking off the hijab." - "Excessive body movement" - "not following your limitations" - "Not following Muslim culture" - "target for people to laugh"	- "No, He/she doesn't follow it because he/she participates in the dances, and sometimes he removes his hijab when joining activities, and his body is even swaying, and it also shows that when you participate, you are not following your limitations as a Maguindanaon." -M4 - "For me, it depends on the type of activity, ma'am. ... If it's something like running or activities that are considered more

18. Perception of the Necessity of learning Physical activities.	Recognizing health benefits	-"important" -"benefit the body" -"help in avoiding sickness" -"more beautiful" -"prevent me from getting sick" -"know what's not allowed"	masculine, then it's fine. But when it comes to dancing, I don't believe in it because it would just make us more of a target for people to laugh at." -M6 - "No, because one of the reasons I don't want to join is because dancing is not suitable for men, as it is part of the culture we follow." -M7 - "For me, physical activities are important, but you can still do them even if you're not at school or just at home, ... Yes, they benefit the body and help in avoiding sickness." -M1 - "Yes, because I learned which activities can help prevent me from getting sick and also exercise my body, ... even just basic exercises that don't require excessive movement of the body." -M4 - "No, because even though I don't participate in those activities at school, I can still do them at home, except for dancing. I'm okay with learning about them verbally, but when it comes to actually doing them, I can't."-M6 - "No, because even if I don't participate in physical activities at school, I still do them at home every day, and I can still move my body." -M7
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#### ***Emerging Theme 14: Managing Cultural Identity in Physical Education***

This theme highlights how students maintain cultural practices while participating in physical education. The clustered themes of preserving cultural values, avoiding culturally incongruent activities, and adapting participation based on cultural restriction show that students carefully choose activities that do not force them to compromise important cultural practices, such as wearing the hijab. To wit:

Upama ka bagigiyamong ako sa mga man a activities e sa basic bu a na, apya nin a padtendong ako bun ataw ka daw e dili det a diko mambu bagamongan. [When I participate in basic activities that are allowed for me, I make sure that my Maguindanaon values are still followed, like wearing the hijab or choosing not to join if I know something doesn't suit me].- M1

Maguindanaon students have revealed that their practices in physical activities are inconsistent with their values, beliefs, culture, and traditions. Most Maguindanaon students ensure that activities are respectful and acceptance of diverse cultural backgrounds before engaging in physical activities.

Nyaku penggulan na upama ka pagdating sa mga sayaw banan a di ako pakamong amenka gakuyong ged su lawas kagina isa intuba sa kultura nami du kapeg hijab anan na apya nin pa ganbek salkami na diko bagawa e tendong du di kapakayan peg parner sa mama. [What I do when it comes to dancing is that I don't participate because my body moves too much, and that's part of the culture we follow, especially wearing the hijab, which should never be removed no matter the activity. Also, partnering with a man is not allowed]. - M3

Modifying Maguindanaon students' participation in physical education activities is considered to ensure that participation is inclusive and appropriate for their gender role.

Di ako man paka among ged ka aden asthma weh amenka aden ga amongan ko na sanbu sa magaga ko du di ako tatawan na ped endu kapandance a kina iniwagib sa mama. [I do not participate in tiring activities because of my asthma, but if there is something I will join, it is only what my body can handle. As for dancing, it is not part of our culture for men to dance].-M5

#### ***Emerging Theme 15: Valuing Gendered Cultural Norms in Physical Education***

This theme underscores that student recognize and often accept gender restrictions as part of their cultural heritage. The clustered themes of recognizing gender restrictions and affirming cultural expectations indicate that students understand certain activities are not suitable for their gender, and this understanding is woven into their cultural identity. Moreover, all participants acknowledge that gender roles are important in preserving cultural norms and heavily influence their participation in physical education. As they mentioned:

Uway maam importante sekanin kagina metoba sa pedtalo ko a amenka maguindanaon ka talaga na madakel e galbekan a dili det a babay nya bu paka gagonal a babay labi pan mga manba a activities I sa gatadtag ged e mga lawas ta. [Yes ma'am, it's important, just like I mentioned earlier that if you're Maguindanaon, there are many things that women can't do those men can, like some dancing activities where a woman's body is overly moved or exposed].- M1

Yes maam, kasi maam aden mga activity talaga sa physical education na di kapagayan sa sa kultura na maguindanaon meto ba sa kaped sayaw du kapedtalagoy maam kagina iniwageb e babay sa di ged matatadtag e lawas nin du pakadsingaya e mga activity na kapakayan ataw ka dili sa mama du babay. [Yes maam, because there are activities in physical education that are not allowed in the Maguindanaon culture, such as running and dancing, because women's bodies should not be shaken, and activities for females and males should be separate based on their physical ability or capacity].-M2

Uway importante, kagena sabap sa nya ba gender stereotype a na madakel e dita ga amongan a dalmetan ka aden ped a taw a pedtatawa du kina galayaman sa maguindanaon a mama e pen dance. [Yes, it is important because, due to this gender stereotype, there are many activities I cannot participate in, like certain games. People will laugh at you because it is uncommon for Maguindanaon men to dance].- M6

Uway importante mambo sekanin kagina kina langon a dance anan a pwedi sa babay ataw ka mama du iniwageb sa maguindanaon e aden nasisita a a galbekan a mama na tubay kapakayan salkanin, kagina sa PE na nasisita e gagamit su lawas uged na lubo sa nasasangan a galbekan na kapakayan e langon. (Yes, it's important because not all dances are suitable for either girls or boys. It is also part of the Maguindanaon beliefs that there are activities meant for men. In PE, it's necessary to use or move the body, but that applies only to certain activities that are allowed for everyone].- M7

### ***Emerging Theme 16: Divergent Perspectives on Social Engagement through Physical Education.***

This theme shows that students have mixed views about whether participating in physical education leads to better social connections. The clustered themes of enhancing social recognition and maintaining social relationships reveal that while some see participation as a way to gain friends and be noticed, others believe that good relationships exist regardless of their involvement in physical education.

In these responses, Maguindanaon students' participants agreed that participating in physical activities, creating an environment where they feel valued and acknowledged for their efforts and achievements, will positively impact their social engagement in physical education. Participants shared their Experiences:

Para salaki maam, balitayala ko amenka taw a magigiyamong sa mga activities banan na mas marakel e mabpakat du maka kilala lon kagina istidi gaylay du mapansin na taw. [For me maam, I believe that people who enjoy participating in physical activities are the ones who will make more friends and get recognized by others. Because of their active nature, they tend to stand out more].- M1

Yes maam, nakakatulong po siya kasi mapapansin ka ng ibang tao at mas marami ang makakakilala sayo. [Yes ma'am, it helps because other people will notice you, and more people will get to know you].- M2

Maguindanaon participants believed that they do not need to participate in physical activities to make acquaintances or be noticed by others because there are many ways to achieve and develop social relationships.

Di kagina kina nya nin mana e dita bagamong a da mabpakat ta kasi kabagamong anan sa activities na syabu sa room or school apya kena bun antu aden bun mga pakat ko a makdsugata ko. [No, because just because we don't participate in activities doesn't mean we won't have friends. Those activities are only done in the room or at school. Even though I don't join, I still have good relationships with other people, and I have friends].- M4

Di, kagina apya di ako bun bagamong sa man a aden bun mga pakat ko du okay bun e kabpakat nami siya sa ludep ataw ka liu sa skwela kagina kina nya nin mana e dita bagamong a da mabpakat ta kasi kaisa mga pakat ko a mama a ped a dibun bagamong san. [No, because even though I don't join those activities, I still have friends, and our relationship is good both inside and outside of school. It's not because I don't participate that I don't have friends, and some of my male friends also don't join].- M5

### ***Emerging Themes 17: Interpreting Physical Education Participation as a Reflection of Cultural and Behavioral Identity***

This theme indicates that how Maguindanaon students participate in physical education activities determines whether they adhere to cultural and behavioral norms. The clustered themes of evaluating activity suitability and rejecting culturally inappropriate participation suggest that students view their involvement or lack thereof as a statement about their commitment to cultural values.

Maguindanaon students identify what is appropriate for their gender, whether it is something they should or should not do. Additionally, wearing appropriate clothing by Maguindanaon students, particularly female, is one of their strict instructions. The body's movement or reaction significantly impacts decision-making before engaging in physical education activities. As they stated:

Dependi bun sa taw du activities maam inan, uged a sya salaki na ten e taw a magigiyamong ged na tuba e taw a dinin gasunod e kultura na maguindanaon kasi sya sa napangagian nami na babae a nyanin bu galbekan a daw a nasasangan labi pan e kapendance banan kagina di gaiwasan e dita maka awa sa tendong upama ka penggalbekan. [It really depends on the types of persons you are and the type of activity, ma'am. Sometimes, it's not suitable for women, especially in activities like dancing, because it's hard to avoid things like taking off the hijab or excessive body movement, which doesn't align with Maguindanaon culture. Based on what we've learned in Arabic, there are many things that are not allowed for Maguindanaon women, especially in public activities like dancing and running. It's all about respecting culture and personal beliefs, but it also depends on the individual and the type of activity].-M1

Di kagina kinanin gasunod e kultura nin ka metu bas a kapembeli nin a du kabagawa nin nin sa tendog nin o bagamong du pakadtadtag sa lawas du gelay ged e kapegkakalini sa mga mamba na dita gelay e limit ta a maguindanaon. [No, He/she doesn't follow it because he/she participates in the dances, and sometimes he removes his hijab when joining activities, and his body is even swaying and it also shows that when you participate, you are not following your limitations as a Maguindanaon].-M4

Siya sa laki na dependi bun sa klase na activities maam ka mana bu ka nyanin bun penggulan e kapedtalagoy ataw ka ngin san a kana mama a galbekan n mapakay talon sa mapya uged sya sa kaped sayaw na di ako balitayala ka uman ta pedsurian na ped ta. [For me, it

depends on the type of activity, ma'am. If it's something like running or activities that are considered more masculine, then it's fine. But when it comes to dancing, I don't believe in it because it would just make us more of a target for people to laugh at].- M6

Di, kagina tuba isa sa rason na di nami kabagamong ka kina nareretan a mama e pen dance siya salkami tuba e isa sa kultura nami maguindanao na sekami na ped sunod kami bun. [No, because one of the reasons I don't want to join is because dancing is not suitable for men, as it is part of the culture we follow].- M7

### ***Emerging Theme 18: Perception of the Necessity of learning Physical activities***

This theme captures the range of opinions on the importance of physical education in daily life. The clustered themes of recognizing health benefits and disregarding activity necessity show that while some students believe physical education is essential for staying healthy, others feel that physical activities can be practiced outside of school without conflicting with their cultural or personal beliefs. Maguindanao student participants emphasized the importance of physical education in their health and daily life. Also, some Maguindanao students know how these physical activities help improve their health. As they mentioned:

Para salaki maam a physical activities anan a importante sekanin uway kagina kena duta bu ganggula e man ka sya pan sa school a madakel e paka elay salkita, du nyatabu ganngula sum ga nasasangan bun antu a galbek. pegkapyo mambo su lawas ta du pakaiwas ta sa sakit. [For me, physical activities are important, but you can still do them even if you're not at school or just at home, without needing many people to see you while doing them. Yes, they benefit the body and help in avoiding sickness] - M1

Uway ka gatawan ko ngin e gulan ko a activities asal di ako sakit du ga exercise e lawas ta apya san bus a basic a dirin gakyong ged e lawas. (Yes, because I learned which activities can help prevent me from getting sick and also exercise my body, even just basic exercises that don't require excessive movement of the body).- M4

However, some Maguindanao students do not believe they need to learn physical education activities because they already know the importance of physical activities. Hence, they do not need to learn or participate because every day physical movements are considered physical activities.

Dibun, kagina apya diko bun gulan e nan sya sa ludep a skwela a penggulan ko bun sa walay liu sa kapendance du katawan kobun e makagkapyo sa lawas ostu ren e katuntayan ko weh mana e panggula salaki a diko magaga. [No, because even though I don't participate in those activities at school, I can still do them at home, except for dancing. I also know that they're good for our bodies. I'm okay with learning about them verbally, but when it comes to actually doing them, I can't].- M6

Di, ka apya kina bun anya kapeg among sa mga physical activities sa school na gangula ko bun sa walay sa umanggay ga binting bun e mga lawas ko. [No, because even if I don't participate in physical activities at school, I still do them at home every day, and I can still move my body].- M7

### ***Emerging Theme 1: Parental and Family Influence***

In this study, Maguindanao students experienced difficulties in participating in physical education activities due to a lack of support from their parents and family, leading them to have no choice but to follow their parents and family's wishes. However, in physical education, the role of parents and families is highly important and plays a significant role in their children's lives. As noted by Coulter et al. (2020), children are more likely to take part in physical activity when they hold a positive view of physical education, with parents playing a crucial role in forming these attitudes.

Children become more active, participative, and engaged when they feel valued and supported by their parents, who motivate their children's physical activity through both direct and indirect methods Olivares et al. (2015). Thus, (Brown et al. 2015) state that children whose parents actively encourage and participate in physical activities tend to be more active than those whose parents do not provide such support. As a result, parents' attitudes toward education and gender significantly influence their children's choices (Mesman & Groeneveld, 2018).

Based on the result of this study, female Maguindanao students show that they are shaped by social and family influences from a young age, affecting female preferences and involvement in sports and physical activities. Hence, from an early age, males and females are treated differently. According to Rebold et al. (2016) parental involvement in physical activities, active supervision can play a key role in shaping environments that promote and enhance physical activity behaviors in children.

Typically, females are dressed in pink, and parents are gentler with their daughters. In contrast, males usually dress in blue, and parents tend to be stricter with them (Igbo et al., 2015). As supported by Evans (2021), the female body is typically seen as passive and well-maintained, contrasting with the active nature of physical activities that demand substantial movement. Moreover, (Niermann et al. 2022) parents are the most important advisors for their children when they participate in physical activity.

Parents who help and guide their children in physical activity are more likely to have children active than children whose parents do not let their children participate in activities, According to Pluta et al. (2017). This process influences their participation in activities within gender-segregated physical education classes in society (Metcalf, 2018). Additionally, (Sarker, 2017) states that parents play a crucial role in disciplining, planning, guiding, and leading their children when they cannot make decisions independently.

### ***Emerging Theme 2: Peer Influence and Social Pressure***

According to this study result, Maguindanaon students are still shaping their moral and social perspectives, which those around them can influence. This aligns with social role Theory, which suggests that a child's expectations of gender roles are internalized through socialization and shaped by performance in societal roles Moss and Chen (2024). Thus, social influences play a more significant role than biological factors in determining behaviors traditionally linked to males and females (Anglin et al, 2022).

Students learn from physical education activities, their performance, and the people around them by observing their physical abilities and body types. Consequently, (Hentschel et al., 2019) students internalize their gender roles and engage in gender-specific physical education programs within society. Moreover, Mullins (2015) social influences contribute to female being less physically active than male from a young age.

Moreover, Maguindanaon student's gender serves as a marker that dictates how individuals behave when interacting with others, adjust, and get along with their friends, and this often signals that their participation may be affected as they tend to avoid comments from others, fearing they might be laughed at. Hence, Kollmayer et al. (2016) state that this behavior is often unconscious, and sociocultural learning leads to the development of sexist stereotypes that are learned, adopted, and accepted, helping to define the traits and actions deemed appropriate for each gender.

The peer and social pressure effect are a wide-ranging concept that includes both the positive influence of peer behavior and the negative impact of disruptive students (Salas Garcia & Renteria, 2024). It arises from a peer group of similar ages, shared interests, comparable life behaviors, and common social goals. According to (Cislaghi & Heise, 2020) gender is a social construct of social relations and practices integrating biological differences between bodies into societal processes.

Social institutions, including families, schools, and peer groups, shape gender roles and encourage males and females to adhere to socially expected behaviors, leading most children to internalize these norms and develop personality traits that align with socially accepted gender roles Salvatori and Cherubini (2024). Moreover, Physical education classes play a key role in shaping dominant social discourses, where students absorb gendered cultural messages about the body (Gray et al., 2018). Additionally, according to Avraam (2022), students learn not just from physical education lessons and activities but also from observing the people around them, including their physical performance and body types.

### ***Emerging Theme 3: Cultural Gender Stereotype***

Physical education activities have traditional gender implications in society and cultural norms, which result in solidified gender stereotypes that affect students' participation in physical education (Gualdi, 2022). Moreover, it is associated with gender schema theory, which states that students learn about male and female roles from the culture in which they live (Starr and Zurbruggen, 2017).

In this study, the Maguindanaon students believe that their cultural practices based on gender play a significant role in their participation in physical activities and tend to avoid doing things they feel are forbidden or inappropriate. According to their culture. However, Pacadaljen (2024) argues that integrating culturally relevant activities into physical education allows students to improve their physical health and well-being while broadening their global perspective and fostering an understanding of diverse cultures. Additionally, Preece and Bullingham (2022) underscore that cultural differences shape distinct worldviews and recognize differences that enable learners to understand better and appreciate diverse beliefs, behaviors, and values, fostering more effective interactions.

Further, Vaskov (2022) stated that physical education programs and classes can be improved by integrating cultural elements through culturally-based activities and emphasizing diverse cultural backgrounds to help create a more inclusive and dynamic learning environment. According to Coulter et al. (2020) children are more inclined to participate in physical activity when they have a positive attitude toward physical education, and parents play a significant role in shaping these attitudes. Moreover, Zalli (2024) embracing diversity cultivates mutual respect, empathy, and understanding among students, equipping them to succeed in an increasingly diverse and interconnected world.

In this study, the Maguindanaon culture shows specific expectations for behaviors that each gender should exhibit. Thus, Shen et al. (2022) stated that enhancing awareness and comprehension of motivational traits from a sociocultural perspective is essential. Additionally, (Cherry, 2023) culture establishes particular expectations for each gender's behavior, with males often encouraged to be independent, assertive, and competitive, while females are expected to be passive, sensitive, and nurturing.

### ***Emerging Theme 4: Force Participation and Emotional Impact***

Being compelled to participate in physical education because of gender stereotypes can have a considerable negative emotional effect, often resulting in anxiety, self-consciousness, discomfort, and even lowered self-esteem (Evans, 2021). Especially Maguindanaon students who do not conform to traditional gender norms in sports and physical activities, as they may feel pressured to take part in physical education activities that do not match their interests or abilities.

Maguindanaon students are forced to participate in physical education and are required to engage in physical education activities that they do not feel comfortable with. Although physical education benefits the body, it also affects students in other ways. Sometimes, it leads to negative feelings, such as anxiety, discomfort, or resentment toward the activity. Moreover, Pacadaljen (2024) also state that

cultural differences shape distinct worldviews and recognizing these differences enables learners to understand better and appreciate diverse beliefs, behaviors, and values, fostering more effective interactions.

### ***Emerging Theme 5: Internalization of Gender norms and self-identity***

In this study, Maguindanaon students' internalization of gender norms and self-identity plays an important role in shaping their self-identity. When they feel that something is not appropriate for their gender, they become hesitant to participate in physical education activities. From an early age, children are exposed to societal expectations and stereotypes regarding gender roles, which they gradually internalize (Igbo, 2015). This process influences their behaviors, preferences, and perceptions of their gender.

Further, Maguindanaon students internalize norms emphasizing physical activity that suits their gender. These affect their interests in sports and physical education participation, often leading to gendered choices about appropriate behavior (Ellemers, 2018). However, physical education programs and classes can be improved by integrating various cultural elements and including culturally relevant activities.

Appreciating diverse cultural backgrounds helps create a more inclusive and dynamic learning environment (Vaskov, 2022). However, the disengagement of female or male students in physical activities has been recognized as a longstanding and ongoing challenge. As supported by (Watson et al., 2021), physical education remains narrowly conceived and defined, often with negative consequences for the young people involved. Furthermore, a deeper understanding of motivational characteristics across cultures can offer valuable insights into the development of motivation theories in physical education. Physical educators should blend universally applicable motivation concepts with strategies that are culturally and contextually relevant to ensure effective implementation and meaningful engagement (Wang, 2019).

Students learn from physical education classes by observing and interacting with those around them (Ostegaard, 2016). Through these experiences, they learn about physical performance, body types, and how to interpret the meanings associated with their bodies (Hollis et al., 2017). Additionally, students form their gender identity, which impacts their involvement in gender-segregated physical education activities within society (Metcalf, 2018).

### ***Emerging Theme 6: Emotional Responses***

According to the study results, gender stereotypes can significantly impact Maguindanaon students' emotional responses and influence their participation and engagement in physical education. Moreover, Maguindanaon students experience envy, regret, shame, and fear, causing them to hesitate and have second thoughts about participating in activities. As a result, male and female students feel embarrassed when laughed at by their classmates. Through this, Maguindanaon students experience various emotions that give them reasons to avoid participating in activities, such as envy, shame, conformity, and fear, which are some of the emotions they feel.

Additionally, misconceptions about their identity can lead to negative self-perceptions that affect them throughout their lives. It is essential to identify gender stereotypes that negatively impact female secondary school students and reduce their influence (Lewis, 2023). Furthermore, the World Health Organization (2019) recommends that physical education classes explore the most effective ways to make all sports and physical activities accessible to all students, regardless of gender.

Furthermore, traits such as skill, ability, competitiveness, and aggression are often associated with masculinity, while attributes like grace, cooperation, and passivity are commonly linked to femininity (Wiltshire et al., 2018). According to Koenig (2018), a gender survey analysis of high school physical activity revealed that male students participate in physical activities at a higher rate than females and demonstrate greater engagement in physical education and a stronger appreciation for physical activities.

Physical education is complex and significantly influences students' mental and emotional well-being, as well as their ability to participate in physical activities Wang (2019). Among these barriers, the struggle with self-worth refers to students' difficulties maintaining positive self-esteem, feelings of failure, and jealousy toward peers who do not face similar challenges.

Moreover, according to (Tanure Alves et al., 2021) negative self-perceptions reduce practice opportunities and gradually lead to a declining interest in attending physical education classes and engaging in physical activities. Consequently, McNamara et al. (2024) state that low self-worth negatively impacts physical well-being and other aspects of students' academic lives, ultimately leading to disengagement from various school activities.

The Emotional responses of the Maguindanaon students align with the statement of Murphy et al. (2016) that physical education activities are regarded as the realm of males and are essential to becoming genuine because they are considered active, aggressive, and associated with masculine characteristics. However, female students are thought to have a soft and sensitive temperament, which is the polar opposite of physical education and does not meet the needs of the sport.

Moreover, female students tend to participate in sports they enjoy but show little interest or involvement in other sports (Stacey et al., 2020). Additionally, Ferreira et al. (2016) note that males are more inclined to participate in high-energy activities, such as adventure sports, when choosing physical education classes. As a result, female students exhibit lower participation rates and less enthusiasm for physical education classes than their male counterparts.

### ***Emerging Theme 7: Cognitive Perception of Gender Roles***

Maguindanaon students' perceptions shape how they view themselves and others in physical education activities. It may be done by cognitively identifying physically through actions and movements of the activities; they can identify where they should participate the most. As supported by Wiltshire et al. (2017), skills and ability, competitiveness, and aggression are associated with masculinity, while traits like grace, cooperation, and passivity are linked to femininity.

Additionally, Maguindanaon students' participation in physical education felt pressure to conform to gendered expectations. This cognitive perception shows how Maguindanaon views an activity, whether suitable or appropriate for their gender. Male students feel compelled to participate in more intense physical activities except dancing, while females may feel they should avoid being more aggressive. Angeli and Lesta (2018) say that education is considered crucial in eliminating gender stereotypes that contribute to discrimination against women and gender inequality in society. Moreover, (EIGE, 2016) It is essential to identify the most effective approach to making education the foundation for achieving gender equality.

Additionally, as supported by the Department of Education curriculum guide, which incorporates values, knowledge, skills, and experiences related to physical activities and stresses the importance of considering family, social, and environmental contexts when promoting fitness and healthy physical activity behaviors (DepEd, 2016), through this, students' participation in physical education activities can vary due to differences in their behaviors, cultural traditions, and beliefs. As a result, each student may respond differently to the same physical education activity or task.

The Maguindanaon's perception of physical education activities comes from their experiences and those around them. According to Heilman (2024), gender stereotypes promote gender bias because of the negative performance expectations that result from the perception that females have a poor fit between what they like and the attributes believed to be necessary for successful performance. Moreover, Reynes et al. (2019) found that negative self-perceptions can decrease students' motivation to practice, leading to reduced interest in physical education and participation in physical activities

The Philippines shares a history with early civilizations, where physical activities were essential for survival and sustaining and strengthening communities. These activities were often gender-specific, with males working in the fields and females caring for housekeeping and other domestic chores (Guinto et al., 2020). This is not new, as in previous years, the Philippines has ranked among the top 10 out of 153 countries for gender equality, with one of the lowest rates of gender disparity globally (Sharma et al., 2021).

Furthermore, Bartual et al. (2022) found that several factors contribute to students' adherence to gender stereotypes. First, gender itself plays a role, as males tend to hold more stereotypical views than females. Second, education level influences these perspectives, with individuals who have attained higher education being less likely to adhere to stereotypes than those with lower educational backgrounds.

Third, the family serves as a fundamental socializing force, shaping gender roles and reinforcing stereotypical beliefs. Additionally, Preece and Bullingham (2022) emphasized that the societal normalization of stereotypes continuously and significantly affects individuals across various professional and academic fields.

### ***Emerging Theme 8: Bodily awareness and perception***

Bodily awareness and perception in physical education involve understanding and recognizing one's body reaction, movements, and position. Maguindanaon students' view involves developing ideas on how the body feels during various physical activities and responds to different movements. Villaverde et al. (2017) explain that gender stereotypes in physical activities persist due to societal reinforcement, shaping perceptions of male and female sports and affecting participation.

However, Barker et al. (2023) highlighted the importance of bodily awareness in enhancing coordination, balance, flexibility, and overall motor skills, as individuals often adjust their movements to align with gender norms when participating in activities. Likewise, Bergentoft (2020) emphasized that fostering bodily awareness in physical education improves physical performance, minimizes injury risks, and deepens the connection between the mind and body. Moreover, Walters et al. (2018) state that students learn to observe, engage, and communicate with others, particularly their parents, about physical performance and body image and how they negotiate meanings related to their bodies and gender.

Physical education is crucial in shaping how young individuals perceive their own and others' bodies. However, this influence has not always been positive, as some studies indicate that physical education experiences contributed to young people's dissatisfaction with their physical appearance Aartun et al. (2022). Gender stereotypes are socially held beliefs about the traits or qualities associated with males and females, and these traits shape our perceptions and influence the behaviors and expectations of both genders (Molina, 2021). Moreover, Solbes et al. (2020) when they are born, males and females are exposed to these expectations through various socializing agents, such as the education system, family, and media, which condition their behaviors and actions.

In this study, Maguindanaon students expressed concerns about activities requiring intense physical effort and movement. However, research shows that implementing physical education programs can enhance social interaction abilities, boost participation in physical activities, and improve locomotor skills. Furthermore, Su et al. (2021) state that while local governments and schools are making efforts

to address issues related to gender differences through policy reforms and changes in educational approaches, the impact remains limited. However, according to Ralić and Marković (2024), incorporating inclusive education into physical education settings can facilitate the social and emotional development of children with special educational needs.

### ***Emerging Theme 9: Experiencing Joy and Vicarious Participation***

It is important to foster positive attitudes towards physical activity early in life to help young people maintain healthy habits as they age. Maguindanaon students experienced joy without participating and engaging in activities. However, joy and vicarious participation in physical education can be experienced through direct involvement and observation of others' participation in physical activities. The finding echoes Scraton's (2017) study. When students enjoy physical activities, they are more likely to develop a positive relationship with physical activity, making it easier to maintain an active lifestyle in the long term.

The findings highlight the joy and vicarious engagement of the Maguindanaon students in physical education. They show they are happy by watching their classmates and feeling joyful as they see their friends, even if they are not participating in the PE activities. Additionally, social connection can develop a positive attitude towards physical activity. Moreover, Physical Education activities provide students with a context in which promoting self-efficacy and participation improves academic achievement. (Bertills et al., 2018). Transitioning into secondary school can be challenging for many students with increased educational demands, developmental changes, and individual social identification.

### ***Emerging Theme 10: Encountering Challenges and Barriers***

Encountering challenges and barriers in physical education activities makes it more difficult for students to engage in physical activity fully. According to Molina (2021), these obstacles may include physical limitations, lack of self-confidence, negative past experiences, or feelings of exclusion. Other obstacles may include a lack of physical ability or fitness, feeling self-conscious about body image, difficulty with specific skills, lack of motivation to participate, inadequate facilities or equipment, limited activity variety, social anxieties, injuries, and not feeling included or supported by the teacher or peers they are a school education problem. However, as stated by Rahim and Diah (2019), in the context of Muslim communities around the world, males and females have no option because sports and physical activities are mandatory at any school level.

Maguindanaon students struggle to balance their participation in physical education due to various factors influencing their motivation to join activities. As a result, they lose confidence in trying out the activities. Moreover, As supported by Adugna et al. (2024), confidence also plays a significant role in their academic performance, as it helps strengthen their self-belief in developing the necessary skills to achieve their goals. Students' sense of belonging in the classroom improves when they feel understood by their peers and receive academic and emotional support. Additionally, it fosters a sense of control over their lives, actions, and expectations in fulfilling their responsibilities (Navarro et al., 2021). Moreover, gender stereotypes in physical education are among the most important factors in achieving inclusive education and ensuring gender parity and equality (Karisman, 2025).

Gender stereotyping continues to be a widespread issue today. Charchika (2020) notes that societal expectations and established norms dictate how individuals should behave based on their associated group. The unequal treatment of male and female students in schools reinforces gender roles and stereotypical behaviors (Biemmi, 2015). Additionally, Deng (2022) there is a common perception that male students dominate the field. Eliminating gender stereotypes in physical activities can help unlock the athletic potential and interests of both male and female students.

Furthermore, Adugna et al. (2024) emphasize that confidence is crucial for academic success as it reinforces students' belief in their ability to acquire the necessary skills to achieve their objectives. Additionally, confidence enhances their ability to take control of their lives, make informed decisions, and manage expectations, enabling them to fulfill their responsibilities more effectively (Navarro et al., 2021). Moreover, such programs foster independence, enhance coping skills, encourage competitiveness, and strengthen teamwork (Mawena and Sorkpor, 2024).

Many females only play the sports they enjoy and do not have time to participate in other activities Gentile et al. (2018). However, in the modern era, physical education encounters various challenges, particularly concerning gender stereotypes that influence perceptions of males and females and how individuals view themselves about these stereotypes (Rodríguez and Cortina, 2019). These societal expectations are instilled in individuals from birth through multiple channels, including educational institutions, social conditioning, and interactions within different social environments (Mateo et al., 2021).

Gender equality remains a global concern, particularly in physical education (Jayaraman and Sekhar, 2019). Governments implement laws and support various educational approaches and initiatives to address this issue. Education is considered a key factor in eliminating gender stereotypes that contribute to discrimination against women and societal gender inequality (EIGE, 2016). Moreover, such programs will foster independence, enhance coping skills, encourage competitiveness, and strengthen teamwork (Mawena & Sorkpor, 2024).

Gender stereotypes contribute to gender bias by creating negative performance expectations. This bias arises from the perception that females are not well-suited for certain activities they prefer, as their abilities are often seen as mismatched with the attributes considered necessary for success Heilman (2024). Therefore, identifying the most effective approach to making education the foundation of gender

equality is essential (Aggeli & Lesta, 2018). The educational system must focus more on sexist attitudes and ensure that gender equality is one of the fundamental values that must be embraced in 21st-century teaching and learning (Durham, 2018).

A study conducted by Jill and Daniel (2020) in the United States, which surveyed 482 high schools, revealed that the average percentage of female participation in sports was lower than that of males. Thus, local governments and schools have implemented policies and modified educational approaches to address gender disparities. However, the impact of these efforts remains limited (Su et al., 2021).

### ***Emerging Theme 11: Sharing Experiences and Personal Disclosure***

Maguindaon students struggle to participate in dancing, whereas dance provides physical and athletic activity, skill, strength, and agility. However, it requires strength and agility. However, more individuals are challenging these norms and breaking down barriers (Bastos et al., 2023). Duberg et al. (2020) highlight that male are traditionally assigned lifters when performing contact work with female dancers. Villones (2015) notes that most male students tend to prefer physically demanding activities that enhance their masculinity over those typically associated with the opposite sex. Additionally, Smith (2017) emphasizes that various dance styles and movements come with specific role expectations, which individuals of different genders must either conform to or overcome.

Sharing Maguindanaon experiences and personal disclosure in physical education involves an individual's thoughts, feelings, and personal stories related to physical activity. As Aartun et al. (2022) stated, physical education experiences have contributed to young people's dissatisfaction with their physical appearance. It can help create a supportive and empathetic environment where students feel comfortable discussing challenges, successes, and personal growth (Pelleri et al., 2020). When students share their experiences, it can build a sense of community and mutual understanding, helping others relate to similar struggles.

However, Maguindanaon students' experiences were illustrated through stories and pictures of them building and maintaining friendships during their physical education classes. Many participants shared a sense of enjoyment and difficulties in participating in specific physical education activities, overcoming their overall perspectives of self-contained physical education.

According to Ferreira et al. (2016), school physical education programs are shaped by society's traditional binary structure of male and female. However, Heilman (2024) argued that gender stereotypes contribute to gender bias by fostering negative performance expectations, as females are often perceived to lack the attributes necessary for success. Given this, it is unsurprising that gender stereotypes in physical education have been widely examined over the years (Alonso et al., 2021).

### ***Emerging Theme 12: Teacher Management and Support***

In this study, the teachers play a crucial role in students' learning and active participation in Physical Education. Teacher teaching methods and ability to adapt to students' needs reflect their effectiveness as educators. Hence, physical education teachers must foster a positive learning environment where students feel safe and encouraged to push themselves without fearing failure or embarrassment (Cruz et al., 2021).

Creating enjoyable and engaging activities that enhance fitness is essential, and gradually increasing activity levels during physical education helps students progressively challenge themselves over time (Grube et al., 2018). As stated by Anwar et al. (2025), physical education teachers face challenges that may obstruct the shift toward a more child-centered approach in physical education that includes teaching skills and activities that students can use outside of class, motivating students to stay active and acting as the school's physical activity coordinator. Additionally, Pangrazi and Beigle (2019) teachers must recognize that physical education sets the foundation for developing active physical activity.

In this study, as experienced by the Maguindanaon students, some teachers are genuinely concerned about their students. In contrast, others use academic grades to pressure children into participating in activities. Moreover, each teacher has their approach to convincing students to join.

As supported by Bertills et al. (2018), it is important to emphasize that educators should be cautious about reinforcing gender binaries, and teachers often unknowingly differentiate between male and female students by evaluating their behaviors according to gender. As students participate in physical activities, they are also influenced by societal expectations of being male or female (Priyashantha et al., 2022).

Further, physical education teachers need to adjust the class programs to meet students' interests and encourage and reward effort in terms of ability rather than gender (Flintoff, 2017). Learning to be efficient in a new setting can be challenging, but it plays a crucial role in achieving their goals and feeling successful (Guerrero & Puerta, 2023). Physical education teachers have distinct responsibilities within the school's physical activity program, ensuring students remain active during physical education activities (Castro et al., 2024). They are also responsible for guiding and promoting physical activity opportunities outside of physical education classes within the school.

Maguindanaon students sometimes feel forced to participate, as they have no choice but to do so. Moreover, this involves incorporating culturally relevant materials, perspectives, and instructional methods that reflect students' real-life experiences (Eden et al., 2024). Additionally, teachers and students have reinforced distinctions between males and females while exploring gender stereotypes within physical education classes (Pacadaljen, 2024).

### ***Emerging Theme 13: Teacher Gender preferences and comfort***

Teacher gender preferences and comfort reflect how students may feel more at ease or prefer to be taught by teachers of a certain gender and how this dynamic can impact the classroom environment. Some Maguindanaon students might feel more comfortable with teachers of the same gender due to cultural, personal, or social reasons, while others may not strongly prefer.

Across all participants, the teacher's gender can also affect how students engage in certain activities, especially in physical education, where gender stereotypes or societal expectations might influence participation. As stated by Lander et al. (2022), teachers viewed physical education as valuable for promoting physical activity. They recognized its positive influence on students' learning and behavior in the classroom (Parri & Ceciliani, 2019). Educators must be mindful of these preferences and create an inclusive environment where all students feel comfortable, regardless of the teacher's gender (Guo, 2020). Thus, any strategies implemented should focus on enhancing participation among both genders.

Teachers are expected to create an inclusive environment for all students, their attitudes and beliefs often reinforce negative gender stereotypes instead of challenging them (Guberina, 2023). Moreover, Gui (2024) a strong teacher-student relationship is essential for successfully delivering physical education and supporting students' overall development. Moreover, Mortejo (2023) emphasizes that physical education instructors and sports coaches should persist in their gender-sensitivity training to ensure they maintain a gender-neutral approach.

Furthermore, physical education teachers can continuously look for methods to emphasize the value of stress management and personal competency (Colquitt, 2017). Teaching students to appreciate the range of skill levels could change their attitudes toward recognizing just those pupils who demonstrate development over ability. Moreover, (Younger & Warrington, 2018) teachers successfully establish norms and influence children's construction of gender through classroom practices, expectations, language, and attitudes. Additionally, Anwar et al. (2025) state that promoting comfort and positive interactions, teachers can help ensure that students engage fully in learning and physical activity.

### ***Emerging Theme 14: Managing Cultural Identity in PE***

Managing cultural identity plays a significant role in physical education, shaping how students perceive and engage in physical activity. Understanding and respecting students' cultural backgrounds allows teachers to create more inclusive and meaningful physical education experiences. Cultural identity influences values, beliefs, and behavior toward movement, sports, and physical activity Aimaganbetova et al. (2016). Moreover, according to Achille et al. (2022), effective teacher communication is key to providing a high-quality educational experience. While cultural diversity is present in schools, it is often overlooked as an important factor in students' personal and social growth.

By acknowledging and integrating students' cultural identities, teachers can promote a sense of belonging, enhance motivation, and increase participation Vaskov (2022). This approach fosters an environment where all students feel respected, valued, and encouraged to express themselves through physical activity. Gestetner (2020) states that gender stereotyping surrounds students in every aspect of their lives and impacts future life choices, development, and social well-being approaches to challenge gender stereotypes.

Studies indicate that previous experiences and the aspiration for a student-focused, inclusive, and engaging setting can shape individuals' perspectives and expectations regarding physical education (Jess, 2020). As stated by Pacadaljen (2024), the positive impact of integrating culturally oriented activities into physical education sessions is that it emphasizes the importance of cultural awareness and inclusivity in educational settings. Eden et al. (2024) argues that the transformative effect of culturally oriented activities in physical education prepares students to become responsible global citizens, emphasizing the importance of cultural enrichment.

### ***Emerging Theme 15: Valuing Gendered Cultural Norms in Physical Education.***

In the study, Maguindanaon shows that valuing culture is one of the most important aspects of their participation in physical education because they believe that every movement and action reflects who we are and our culture. According to Pacadaljen (2024), examining these activities' impact allows educators to create more inclusive and culturally sensitive learning environments, preparing students for a diverse and interconnected world.

Physical education contributes to human growth, development, and behavior through carefully selected activities while promoting essential values Deng (2022). This is in line with gender schema theory, which states that children learn about male and female roles from the culture in which they live (Star, 2017). Children adjust their behavior to align with the gender norms of their culture from the earliest stage of social development.

Educators can tap into students' diverse backgrounds with culturally responsive teaching methods to enrich their learning experiences. It includes integrating content, viewpoints, and teaching strategies that reflect students' real-life experiences Pangrazi and Beigle (2019). Physical education programs and classes can gain from incorporating various cultural aspects by adding culturally oriented activities (Eden et al., 2024). Additionally, acknowledging and valuing various cultural backgrounds aims to foster a more inclusive and diverse learning environment. Moreover, Vaskov (2022) encourages students to develop inclusivity, empathy, and cultural appreciation.

***Emerging Theme 16: Divergent Perspectives on Social Engagement through Physical Education.***

Physical education activities are a means of promoting social engagement (Solomon, 2015). However, opinions on how they promote communication, community involvement, and social development vary. In this study, the Maguindanaon students have different perspectives on how physical education activation contributes to their social engagement. Some say that physical education offers social development, and some say it is unnecessary to participate in physical education to make many friends or have good interactions with others because we can do this in our daily lives.

Moreover, students who regularly participate in physical education activities at school are more likely to be engaged, physically active, and healthier, promoting their development socially, emotionally, spiritually, physically, and environmentally Alvarina and Pazos, (2018). According to Siedentop and Van der Mars (2022), students who regularly engage in physical education at school are more likely to be active participants, adopt physically active lifestyles, and experience well-rounded development including social, emotional, spiritual, physical, and environmental growth.

Maguindanaon students engaging in physical activities show their willingness for social acceptance. Thus, Roy and Garcia (2018) suggest that students develop social goals in physical education by balancing personal relationships with social responsibility and considering others' perspectives and emotions. However, knowing how social objectives and accomplishment interact may help explain why many secondary students do not participate completely in physical education (Shen et al., 2018). Others may highlight the role of physical education in promoting individual achievement, where competition and personal development take precedence over collaborative social experiences.

The Maguindanaon divergent perspectives on social engagement through physical education. Harris (2019) also notes that physical education teachers knowledgeable about student development ensure that the curriculum includes age-appropriate activities that foster physical and mental growth, benefiting students who frequently engage in physical education. Moreover, according to Walia (2022), inclusivity and diversity awareness in education ensure fair access, support academic and social-emotional growth, and foster mutual respect and understanding, preparing students for a diverse and interconnected world.

***Emerging Theme 17: Interpreting Physical Education Participation as a Cultural and Behavioral Identity Reflection.***

It is possible to see Maguindanaon's participation in physical education as a reflection of several variables, such as cultural values, social influences, and individual preferences. It shows how students see exercise, their skills, and their fitness connection. In the study results, the Maguindanaon students interpret which activities are anchored to their gender as they observe the types and movements of the activity they already recognize and interpret in their perception. The Observational Theory of (Morse et al. 2019) supports that learning is not solely dependent on direct teaching but also happens through observing and mimicking others. Children tend to adopt behaviors they witness, particularly those linked to gender. As a result, observational learning subtly reinforces gender stereotypes, influencing adolescents' perspectives Nurgabylov et al. (2020).

As supported by the study of Carcamo (2020), students' perspectives are shaped by their needs, knowledge, lifestyle, and level of enjoyment. They hold positive perceptions of physical education and are more likely to develop self-confidence, collaborate effectively with others, and find enjoyment in physical activities. Furthermore, it helps learners better understand their identity and the ethos of the school context and environment they share with others (Alberto et al., 2024). Additionally, Pacadaljen (2024) states that culturally oriented physical activities in physical education are important in nurturing cultural awareness, diversity for all students, and respect for one another.

***Emerging Theme 18: Perception of the Necessity of learning Physical activities.***

This study shows that the Maguindanaon perception of the necessity of learning physical activities can vary depending on individual beliefs, experiences, and cultural influences. However, recognizing the importance of physical activity for health, mental well-being, skill development, lifelong benefits, and social interaction Suharjana (2020). Developing an individual's views is intricate and does not just happen (Carcamo, 2020). With decent student opinions on physical education, they are anticipated to grow and manage positive aspects of themselves, work together in the surroundings, and enjoy physical activities. Mu'arifin (2021) emphasizes that students' understanding of physical education significantly impacts their learning success.

Schools are the ideal environment to encourage students to take responsibility for their health and physical well-being (Aboshkair, 2022). However, according to Hermens et al. (2017), students with lower activity levels are more prone to experiencing sleep disturbances. Additionally, De Greeff et al. (2018) suggest that engaging in moderate physical activity can help alleviate stress and anxiety while promoting regular sleep patterns, ultimately enhancing overall well-being and improving mental health.

Furthermore, as stated by Leuciuc (2018), students must implement what they have learned and be involved rather than only watch so that students may absorb the principles and importance of physical education in their health. It is widely accepted that being physically active contributes to health throughout life and contributes to lifelong health and well-being Paggi et al. (2016). Thus, the World Health Organization (2018) states that when a person does not engage in sufficient physical activity, it leads to serious health risks. Physical activities also promote a lifetime benefit to the body.

Physical education is an approach that utilizes physical activities, carefully chosen and conducted with a focus on human growth and development (Donnelly et al, 2016). It supports students in gaining a better understanding of their identity and the collective values of their school environment (Singh et al. 2019). Moreover, the fundamental component of physical education is using movement to teach students in the hopes that they will acquire rich experiences to maximize their potential (Di Tore et al., 2016).

Further, Studies consistently indicate that males engage in higher levels of physical activity than females, and habits formed in childhood often persist into adulthood. Consequently, (World Health Organization, 2021) there is an urgent need for effective strategies to combat high inactivity levels among children. Solomon (2015) suggest that some may emphasize the role of physical education in fostering individual success, where competition and personal growth are prioritized over cooperative social experiences.

The importance of physical education for Maguindanaon students highlights a deficiency, making it necessary to provide adequate knowledge and understanding. Thus, classes in physical education are crucial for physical, social, and motor students (Teodora-Mihaela et al., 2017). Moreover, Parents and teachers effectively model and support these behaviors, and students are better equipped to safely transition into adolescence and adulthood (Connolly, 2022). Additionally, as supported by Lyngstad (2020), students' perspectives on their future in physical education can differ significantly.

## Conclusions

Maguindanaon students face unique challenges and experiences when participating in physical education. Cultural norms, family expectations, gender roles, and societal pressures largely influence these challenges. These students navigate a complex web of emotional, social, and cultural barriers that impact their engagement in physical activity.

Family expectations, peer pressure, and personal beliefs further complicate their involvement in physical education, leading to negative emotions and a reluctance to engage. Gender restrictions rooted in cultural heritage often prevent females from fully participating in activities that are seen as gender-inappropriate. Maguindanaon students internalize gendered expectations, limiting their participation and affecting their overall physical education engagement. While some recognize the importance of physical education for health and social connections, their involvement is constrained by cultural and personal beliefs. These challenges are compounded by family expectations, academic pressures, and social ridicule, leading to negative emotions that discourage participation.

Based on the result, Maguindanaon students face significant challenges in participating in physical education due to the combined influence of family expectations, peer pressure, and societal gender norms. These factors often create emotional barriers such as shame, frustration, and anxiety, leading to avoidance of certain activities perceived as gender-inappropriate. That is why teachers' roles are critical, as they must navigate the delicate balance between promoting inclusivity and respecting cultural values. It indicates the need for a more culturally sensitive approach to teaching that can support their unique needs and values. While teachers play a vital role in reinforcing or alleviating these barriers, their ability to help students effectively depends on flexible and inclusive teaching strategies.

To enhance students' engagement, it is essential to create a learning environment that respects cultural values, acknowledges gendered expectations, and provides alternatives that allow all students to participate in a way that aligns with their beliefs and needs. Maguindanaon students recognize and often accept gender restrictions as part of their heritage. They carefully navigate their cultural practices, such as wearing the hijab, to ensure their participation aligns with their beliefs.

Students hold diverse views on physical education's social and health benefits. Some see it as a means of building social connections, while others believe these connections can be formed outside school activities. Ultimately, their participation reflects their commitment to preserving cultural values and adhering to gendered expectations, and opinions on the importance of physical education vary based on personal, artistic, and health-related beliefs.

The findings and recommendations of Maguindanaon students emphasize the importance of culturally responsive physical education that respects gender norms while promoting fitness, health, and inclusivity. This study shows how cultural beliefs, family influence, and social expectations shape students' participation in physical activities, particularly dance, fitness, and sports.

Moreover, by integrating modified challenges, culturally relevant dance, and non-contact sports in physical education, Maguindanaon students can engage in meaningful physical education without discomfort. Activities such as traditional Maguindanaon dances, circuit-based fitness exercises, and skill-focused sports allow students to stay active while maintaining their cultural identity.

Schools and teachers may engage parents and communities for a deep understanding of the importance and value of physical education, emphasizing its role in overall well-being while ensuring cultural sensitivity. Curriculums may promote gender equality in physical education, where teachers may actively discourage traditional gender roles in physical education and encourage students to participate in activities without fear of judgment or social ridicule. They may also foster an atmosphere of understanding and empathy. It addresses the emotional barriers and physical discomfort students may face when engaging in physical activities.

Students may adopt and broaden their understanding and perception of the importance of physical education activities. Students may also develop a supportive environment where everyone feels comfortable participating and actively respects modesty while staying active. The curriculum may design a physical education program that integrates traditional activities, ensuring alignment with cultural values. The program may also allow culturally appropriate attire and movements to ensure comportment while engaging in physical

education activities. The school may provide separate fitness and sports sessions for males and females to encourage comportment and increase participation. Future researchers may utilize this study as a starting point for future investigations, given its focus on curriculum modification, such as alternative activities and separate student engagement and attitude towards physical education.

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