

Analytical Study of Reasons Behind the Participation of Girls in Physical Activities Conducted During Physical Education Class

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ABSTRACT

This analytical study examines the factors contributing to the limited participation of girls in physical activities conducted during physical education (PE) classes. Despite the recognized benefits of physical education for overall health and well-being, a persistent gender disparity in participation continues to be observed. This research aims to uncover the multifaceted reasons behind this imbalance, shedding light on societal, cultural, curricular, and instructional factors that influence girls' engagement in PE activities. Instructional methods and teacher attitudes can also influence girls' perceptions of their abilities and their willingness to participate. This study examines the impact of these educational factors on girls' engagement in PE activities.

This study explores the complex viewpoints of girls regarding physical education class through an opinion questionnaire that the researcher constructed. The findings reveal a complex interplay of factors that influence girls' participation, ranging from external societal pressures to internalized perceptions of physical competence. The implications of this study extend beyond identifying barriers; it provides valuable insights for educators, policymakers, and stakeholders striving to create inclusive PE environments for girls. By recognizing and addressing the multifaceted reasons behind the limited participation of girls, schools can implement targeted interventions that promote equitable engagement in physical activities.

In conclusion, this study contributes to the continuing dialogue about girls' involvement in physical activity. This study provides a framework for building interventions that encourage girls to take part in physical activities with confidence, promoting healthier and more inclusive school environments by deconstructing the reasons behind limited

involvement of girls in PE activities.

Keywords : Physical Education Class, Pre-adolescent Girls, Participation in Physical Activities, Girls Schools, Reasons.

Introduction

Physical education (PE) is a critical component of a well-rounded education, aiming to promote physical fitness, motor skills, and overall well-being among students. However, an ongoing concern within the realm of PE is the limited participation of girls in various physical activities conducted during class. This analytical study seeks to delve into the reasons underlying this disparity, shedding light on the multifaceted factors that contribute to the reduced engagement of girls in PE activities. By understanding these reasons, educators, policymakers, and stakeholders can formulate effective strategies to encourage greater participation and create more inclusive PE environments.

Historical disparities in gender participation in physical activities have deep-rooted implications. Traditional societal norms have often reinforced the idea that certain sports and exercises are more suitable for boys, while girls are directed toward different activities. This ingrained perspective can lead to a lack of enthusiasm among girls for certain types of physical activities, perpetuating a cycle of limited participation. Furthermore, concerns about body image, self-consciousness, and peer judgment can deter girls from engaging fully in PE activities, especially in mixed-gender settings.

Cultural influences also play a significant role in shaping girls' participation in PE. Some cultures may emphasize traditional gender roles, discouraging girls from participating in physically demanding activities. This cultural bias can impact girls' perceptions of their own capabilities and the societal expectations placed upon them. It is essential to examine these cultural dynamics to better understand the contextual factors contributing to girls' limited engagement in PE classes.

The design and structure of PE classes themselves can inadvertently discourage girls from participating. Often, curricula are designed with activities that align with traditional notions of athleticism, which may not resonate with the interests and preferences of all students. Additionally, the teaching methodologies employed can inadvertently create an environment that favours boys or fails to provide equal opportunities for girls to showcase their abilities. This warrants a closer examination of how the content, structure, and instructional methods in PE classes might impact gender participation disparities.

Teachers and educators play a pivotal role in influencing students' attitudes toward physical activity. However, unintentional biases or stereotypes held by educators can impact their expectations of students' capabilities, potentially leading to differential treatment of boys and girls in PE. These dynamics can contribute to girls feeling less supported and encouraged in their pursuit of physical activities. Therefore, an exploration of teacher attitudes and instructional practices is crucial to addressing the underrepresentation of girls in PE.

In recent years, there have been efforts to address gender disparities in physical education, such as promoting gender-inclusive activities and creating safe spaces for girls to express themselves physically. These initiatives acknowledge that fostering girls' participation goes beyond merely increasing the quantity of physical activities offered. Instead, it involves creating an environment where girls feel comfortable, capable, and valued, regardless of their physical abilities.

This study aims to conduct a comprehensive analysis of the reasons behind the limited participation of girls in physical activities during PE classes. By identifying the various factors contributing to this disparity, the study intends to provide insights that can guide the development of targeted interventions. Through a nuanced understanding of societal norms, cultural influences, curricular design, teacher practices, and individual perceptions, this study seeks to contribute to the ongoing efforts to promote gender equity and encourage more girls to actively engage in physical education.

In the following sections, we will explore the methodologies employed in this study, present the findings that emerged from the analysis, and engage in discussions that highlight potential strategies for fostering greater participation of girls in physical activities during PE classes. Ultimately, the goal is to contribute to the creation of more inclusive and supportive PE environments that benefit all students, regardless of their gender.

Methodology

Descriptive survey method of research was used for conducting this research study. Random sample method was applied to select girls from different schools of Pune city. Ten schools were first selected randomly and then ten girls between the age of 12 to 13 years old from each school were selected randomly. Researcher used opinionnaire for data collection.

Data Collection Tool

Opinionnaire

A questionnaire was developed to collect information regarding physical activity and sports participation of girls during physical education classes. Researcher visited the schools and ask girls to fill the opinionnaire and collected the opinions. Data was analysed and interpreted to find the conclusions.

Analysis & Discussion

Table 1 : Summary of Frequency of Opinion of Pre-adolescent Girls About Participation in Physical Activity

Opinion	Frequency	Percentage
Boosts confidence	57	57
Reduce stress	37	37
Combats depression	6	6
Total	100	100

Students were given Questionnaire, there are three options and they were select one of them. As per their opinion it shown in Table 1 that frequency of “boosts confidence” selected by 57 students, “reduce stress” selected 37 students and “combats depression” were selected by 6 students out of 100.

It is there fore interpreted that girls of school from Pune city are the opinion of “Boosting Confidence” when they participate in Physical Activities

Table 2 : Summary of frequency of Perception of Pre-adolescent Girls Towards Physical Education Class

Opinion	Frequency	Percentage
Improve Overall Development	55	55
Helps to Build Friendship	44	44
Unnecessary	1	1
Total	100	100

As per Table 2 it shows that the 55 student’s perception is physical education class improve overall development, 44 student’s perception is it helps to build friendship and only one student said that it is unnecessary class. From the opinion of school girls it is interpreted that physical activities improve overall development

Table 3 : Summary of Frequency of Academic Study Affected by Physical Education Class of Pre-adolescent Girls

Opinion	Frequency	Percentage
Every time	18	18
Sometime	42	42
Never	40	40
Total	100	100

From Table 3 it is clear that 18 student's opinion is every time physical education class is affecting the academic study, 42 students said that sometimes and 40 student's opinion is physical education class is never affecting the academic study. As per opinion of the school girls it is interpreted that their study is affected by physical education class.

Table 4 : Summary of Frequency of Activity Students Prefer in Physical Education Class

Opinion	Frequency	Percentage
Individual	16	16
Partner	35	35
Team	49	49
Total	100	100

There are three kinds of activity conducted in physical education class that is individual activities, partner activities & team activities. As per opinion of the girls 16 out of 100 prefer play individually, 35 prefer to play the activity with partner & near about 50% that is 49 out of 100 prefer team activities. It is interpreted that girls don't like to participate in physical activities alone.

Table 5 : Summary of Frequency of the Opinion About the Gender of Physical Education Teacher

Opinion	Frequency	Percentage
Yes	23	23
No	75	75
Maybe	2	2
Total	100	100

Table 6 reflect that 23 girls are the opinion that gender of PE teacher matters for getting participated in physical activities conducted during Physical Education classes while 75 have “No” problem for participating in physical activities during PE classes though are conducted by male teacher, and there are only 2 girl students who could not make any discission about male r female teachers.

Table 6 : Summary of Frequency of Girls’ Expectations from Physical Education Teacher

Opinion	Frequency	Percentage
Only give Demonstration	21	21
Actively participate with students	52	52
Let the Students play whatever they want	27	27
Total	100	100

There are some expectations from Pre-adolescent from physical education teacher. Out of 100 girls 21 are expecting the teacher to give only demonstration and let them play on their own, 52 girls wanted their teacher to actively participate with then during physical education, and 27 adolescent girls expect from teacher to let them play whatever they want without any restrictions. It is therefore interpreted that girl students participate in physical activities if their PE teacher is also active.

Table 7 : Summary of Frequency of Preference Given by Girls to Duration of Physical Education Class

Opinion	Frequency	Percentage
Half hour	28	28
One hour	47	47
More than one hour	25	25
Total	100	100

Table 7 shows the frequency of the opinions of adolescent girls about the duration of PE class to be conducted. Out of 100 girls 28 say that the duration of PE class shall be of half an hour, 47 girls want it to be one hour and 25 want PE class to be of more than one hour duration. It is therefore interpreted that girls want to play or participate in physical activities for mor than half an hour.

Conclusion

In conclusion, this study contributes to the continuing dialogue about girls' involvement in physical activity. This study provides a framework for building interventions that encourage girls to take part in physical activities with confidence, promoting healthier and more inclusive school environments by deconstructing the reasons behind limited involvement of girls in PE activities.

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