



Promoting gender responsiveness in teaching physical education

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Received: 2024-08-08

Accepted: 2025-03-05

Published: 2025-04-01

- A – Research concept and design
- B – Collection and/or assembly of data
- C – Data analysis and interpretation
- D – Writing the article
- E – Critical revision of the article
- F – Final approval of article



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ABSTRACT

Background: Implementing gender policies in physical education at Batangas State University remains moderate, with challenges in ensuring gender-responsive and equitable activities for male and female students. Issues such as students' self-confidence, self-perception, and limited gender mainstreaming strategies and resources hinder the development of a more inclusive learning environment.

Objectives: This study examined gender policy implementation, the use of strategies and resources in various physical education activities, differences in male and female instructors' assessments, challenges in gender mainstreaming, and the development of gender-responsive activities.

Methods: A descriptive research method was used, collecting data from 105 university physical education instructors (77 males, 28 females) through a researcher-made survey questionnaire.

Results: Findings revealed that gender policies were moderately implemented (mean score: 3.47), while both male (3.67) and female (3.63) instructors highly utilized strategies and resources in physical fitness, rhythmic activities, individual and dual sports, and team sports. No significant differences were observed in male and female educators' assessments, indicating shared perspectives on gender mainstreaming.

Conclusions: The study emphasizes the need for more vigorous policy enforcement and improvements in sports-related content to enhance gender inclusivity. Addressing self-confidence, self-perception, and individual differences is crucial for fostering equitable learning experiences. Universities should provide continuous professional development for PE instructors on gender-sensitive teaching strategies. Future research should explore the long-term impact of gender-responsive approaches on student engagement, performance, and overall well-being in physical education.

Keywords: gender responsiveness, individual and dual sports, physical fitness, rhythmic activities, team sports.

How to cite this article: Lalog, R. C. N. (2025). Promoting gender responsiveness in teaching physical education. *Physical Education and Sports: Studies and Research*, 4(1), 1-14. <https://doi.org/10.56003/pessr.v4i1.392>

INTRODUCTION

Even if men and women are doing things they have never done in the modern world, the fundamental characteristics of male and female roles remain essentially the same in many spheres of society. Women's roles remain subordinate to men's in many developing nations (Jayachandran, 2015). Gender difficulties persist in the social institutions, especially academia, in the Philippines. Gender segregation in higher education is one issue that never goes away. Gender biases and stereotypes are embedded in the curricula, instructional methods, materials, and learning media. Women and girls continue to be vulnerable to sexual harassment and violence in schools (Women's EDGE Plan 2013–2016, 2014).

Despite the enactment, these still exist in academia of Republic Act 9710 or the Magna Carta of Women, which stipulates that the Philippine government must ensure the substantive equality of men and women in all aspects and sectors of society. Thus, it is important to emphasize gender and development, which relates to the development perspectives and processes that are participatory and empowering, equitable, sustainable, free from violence, respectful of human rights, supportive of self-determination, and actualization of human potential. It seeks to achieve gender equality as a fundamental value that should be reflected in development choices.

Sumadsad & Tuazon (2016) mentioned that gender and development integrate gender awareness and aptitude into mainstream development, recognizing development activities that may affect women and men differently and the need to apply appropriate gender planning to ensure fair outcomes for males and females. Gender and development stress the need for women to organize themselves and participate in political processes to strengthen their legal rights.

Gender mainstreaming is a widely acknowledged global strategy aimed at integrating gender ideas and promoting gender equality in all spheres of social development. This way was first introduced (Porter & Sweetman, 2005). According to a wealth of research, gender mainstreaming is regarded as a novel approach to structuring efforts related to gender equality that can get beyond the shortcomings of earlier approaches (Caywood & Darmstadt, 2024).

Gender and development (GAD) awareness is a prerequisite for gender mainstreaming at the institutional level, which applies to the entire academic community. The global gender pay gap and underrepresentation of women in leadership roles highlight the ongoing challenges that GAD awareness aims to address (Manuel, 2024; Nurwahyuningsih, Nurianti, & Nurlinda, 2024). GAD awareness equips educators with the knowledge to implement gender-sensitive pedagogical practices, as evidenced by a study that showed a significant correlation between GAD awareness and adopting such practices among pre-service teachers (Cagang et al., 2023). In order to do this, they must build GAD-related competencies and establish organized rules and procedures to facilitate and institutionalize the pursuit of gender equality and women's empowerment (Albaladejo, 2016). As a result, all educational institutions must adopt gender mainstreaming as a proactive strategy to promote women's human rights and eliminate gender discrimination in their systems, structures, policies, programs, processes, and procedures.

Gender mainstreaming is one of the significant strategies in educating and informing society on the need to recognize and respect the rights of women and men. Gender mainstreaming in higher education is therefore essential not only to individuals but also to national development. (CHED Memorandum Order No. 1,

series. of 2015). Indeed, the success of any GAD program in educational institutions is possible only with the help of teachers who take the initiative to provide gender-responsive learning experiences to students.

The integration of gender-sensitive teaching strategies, however, continues to present challenges for educators because it necessitates more in-depth investigation, particularly in the classroom, to establish its significance and ascertain its applicability and effectiveness (Hernandez & Cudiamat, 2018). This is arguably observed in the context of physical education (PE) instruction; gender issues persist despite advancements in PE research and curricular improvements, and female students' active engagement presents a significant challenge (Murphy, Dionigi, & Litchfield, 2014). Although physical education classes encourage a more dynamic interaction among students, this can result in the perception of stereotypes that may go unnoticed in other classes. Currently, PE teachers lack a viable, alternative solution to the gender issues in the classroom (Valdivia-Moral et al., 2018).

The goal of physical education in schools is to encourage students to engage in physical exercise throughout their lives by giving them pleasant experiences and equal opportunity to do so, regardless of gender (Smiley, 2015). A high-quality physical education curriculum in schools should ideally give young people the tools they need to lead physically active lives, increase their self-esteem, and encourage and enable physical exercise in the lives of others.

Similarly, physical education offers a shared vocabulary to bridge differences in gender, race, and religion (Motevalli, Apflauer, & Wirmitzer, 2024). As a result, physical education has the power to uphold peace, foster the growth of character traits that are vital to democracies, like leadership, tolerance, solidarity, cooperation, and respect, and provide opportunities for equality, freedom, and a respectable means of self-determination, especially for women and girls.

The new K–12 physical education curriculum offered by the Department of Education in some way reflects these encouraging advantages of physical education. According to the 2016 K–12 Curriculum Guide for Physical Education, this new curriculum promotes an inclusive approach that recognizes and values the broad spectrum of learners. Additionally, it considers each student's unique requirements, skills, and talents to guarantee that every student has an equal opportunity and selection of physical education options. The new PE curriculum's goals demand physical education instructors to offer lessons that represent gender equality and gender sensitivity.

Even while the new curriculum aims to promote gender equality, there are still issues with how it is implemented in the classroom. The fact that some physical education teachers structure and organize their classes in a way that permits, and occasionally even encourages, minimal participation of female students due to pressures associated with male dominance and a lack of enjoyment is regrettable because it results in some students not receiving the full benefit of physical education (Valley & Graber, 2017).

In addition, the competitive and aggressive character of physical education in schools, which is based on prevailing ideas about sports and masculinity, marginalizes boys and girls in physical education environments (Gerdin, 2017). The aforementioned circumstance might be ascribed to the conventional approach to physical education, which involves a multi-activity, sport-based curriculum that emphasizes sportsmanship skills removed from their actual context. In addition, fair

play and cooperation virtues are subordinated to the predominantly masculine traits of aggressiveness and excessive competition.

Some PE teachers have not yet evolved from the traditional physical education program, which typically offers few opportunities to progress students' learning and develop physical skills, specifically the girls (Hernandez & Cudiamat, 2018). Such programs are not inclusive and do not poster gender equality because they typically cater to the majority of students who are inclined to sports, and the students with inferior motor competence, particularly the girls, are left behind.

Although various studies have highlighted the importance of gender mainstreaming in higher education (Porter & Sweetman, 2005; Stoet & Geary, 2018), there are still gaps in its implementation in physical education (PE). Women (2020) stated that gender mainstreaming is a new approach that can overcome the weaknesses of previous strategies in achieving gender equality. However, research explicitly addressing how gender mainstreaming is implemented in PE teaching, especially in the Philippine academic context, is limited. Several studies show that gender bias still occurs in PE teaching, where women's roles tend to be marginalized due to the dominance of masculine characters in sports and competition-based curricula (Stride et al., 2018; Aartun et al., 2020; Gerdin & Pringle, 2023). Sfm et al. (2020) revealed that PE class structures still allow minimal participation for female students due to social pressure and a lack of gender-responsive teaching methods. On the other hand, Gråstén, Kokkonen, & Kokkonen (2022) emphasized that although gender-sensitive teaching strategies have evolved, more research is needed to measure their effectiveness and applicability in the PE classroom environment. Thus, this study aims to fill the gap by exploring the extent to which gender policies have been implemented in PE teaching at Batangas State University and how PE instructors utilize gender strategies and resources in creating an inclusive learning environment for both men and women.

These scenarios highlighting gender bias in physical education classes prompted the researcher to conduct this study. The tenets of 21st-century education have changed the perspective of physical education that it is not an exclusively male-dominated subject but a shared human experience. Hence, it is the obligation of the researcher, being a physical education teacher, to address the current issues in order to help fellow PE college teachers become gender sensitive and to generate their sense of innovativeness to provide gender-responsive learning activities. In turn, this would provide quality learning experiences for students and give equal opportunities for female and male students in the physical education program aligned with the thrusts of the Gender and Development program. The findings of this study will provide empirical evidence that can inform policy revisions and curriculum improvements in gender-responsive physical education. Additionally, this research will reference future studies on developing effective gender-sensitive teaching strategies in PE.

METHODS

Study Design and Participants

The study aimed to assess the implementation of gender policies and guidelines in physical education at Batangas State University using the descriptive research method, which involves collecting and analyzing facts to answer specific questions. The study included 105 PE instructors (77 male and 28 female) across all campuses,

with no sampling technique used since the entire population of physical education teachers was surveyed.

Ethical approval statement

Ethical clearance of the study was sought from the Ethics Review Committee (ERC) at the University of the East Ramon Magsaysay Memorial Medical Center, Inc. (UERMMMCI) with RIHS ERC Number: 0139/E/O/18/201.

Research Instruments

This quantitative study used a researcher-made questionnaire to assess gender policies, strategies, and resources in physical education and identify gender mainstreaming issues. The questionnaire was divided into three parts: implementation of gender policies, utilization of strategies, and identification of concerns. The final questionnaire was administered with the department head's approval after drafting and revising with feedback from an adviser and panel validation. The data collected were analyzed and interpreted.

Data Analysis

The researchers used a four-point scale, accompanied by verbal descriptors, to assess the implementation of gender policies and guidelines in physical education and the extent of utilization of strategies and resources by PE instructors relative to four PE courses. He also used a four-point scale (Table 1) to identify the issues and concerns in gender mainstreaming.

Table 1. Interpretation of Scoring

Option	Scale Range	Verbal Interpretation
4	3.50 – 4.00	Highly Implemented/Highly Utilized/ Strongly Agree
3	2.50 – 3.49	Moderately Implemented/Moderately Utilized/ Agree
2	1.50 – 2.49	Slightly Implemented/Slightly Utilized/ Disagree
1	1.00 – 1.49	Least Implemented/Least Utilized/ Strongly Disagree

RESULTS

1. Implementation of Gender Policies and Guidelines in Physical Education

Gender policies and guidelines strengthen the responsiveness of higher education institutions, providing a framework for educators to integrate gender equality into the curriculum, especially in physical education. Table 2 illustrates the respondents' evaluation of how effectively these gender policies and guidelines are implemented in Physical Education.

Table 2. Implementation of Gender Policies and Guidelines in Physical Education

Gender Policies and Guidelines	Weighted Mean (WM)	Verbal Interpretation (VI)
Develop gender-fair instructional materials.	3.86	HI
Utilize gender-sensitive activities in the classroom.	3.63	HI
Incorporate GAD attributes on their teaching strategies and learning evaluations.	3.63	HI
Create course specifications in syllabus reflecting gender principles specified in Intended Learning Outcomes (ILOs).	3.52	HI
Promote gender equality and sensitivity inside the classroom through giving equally intensive and constructive feedback to male and female students.	3.52	HI
Emphasize relation between teaching content and gender dimension in every discussion	3.48	MI
Conduct GAD related consultation activities during faculty members available hours.	3.44	MI
Engage on international/national/local GAD related events as part of curricular requirements.	3.42	MI
Initiate to legitimize the implementation of gender related policies on the	3.40	MI

curricular programs within the university through the help of the administrative officials.		
Review and revise the existing instructional materials and knowledge product to ensure use of gender-fair language and image.	3.40	MI
Conduct GAD related activities participated in by the students.	3.38	MI
Initiate exploratory classroom activities following the prescribed guidelines of the Philippine Commission on Women (PCW) and other agencies to facilitate gender mainstreaming.	3.38	MI
Facilitate the implementation of gender mainstreaming as reflected in the departments and students' activities and projects.	3.36	MI
Reinforce topics on gender issues like women's right	3.30	MI
Conduct classroom orientation related to gender sensitivity	3.30	MI
Composite Mean	3.47	Moderately Implemented

HI = Highly Implemented

MI = Moderately Implemented

Physical educators strongly agree that gender-fair instructional materials effectively deliver physical education content, promoting student engagement. In summary, while the composite mean from Table 2 shows that gender policies in physical education are moderately implemented, there is a need for stricter enforcement and the revision of policies to better suit the context of the university's physical education program across campuses.

2. Utilization of Strategies and Resources

Physical education courses offered in the university are facilitated using various strategies complemented by appropriate resources to achieve the intended learning outcomes. The extent of utilization in physical education courses was assessed relative to physical fitness, rhythmic activities, individual and dual sports, and team sports, which are reflected in Tables 3 to 6.

2.1. Physical Fitness

The University's introductory PE course focuses on physical fitness, aiming to enhance students' health-related and skills-related fitness components to their optimum level. Table 3 displays the utilization of strategies and resources related to physical fitness in the course.

Table 3. Utilization of Strategies and Resources in Physical Fitness

Items	Male		Female	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. Assess students fitness level and weight.	3.77	HU	3.82	HU
2. Provide motivation to improve policies, practices and services to improve fitness and healthy behaviors among students.	3.81	HU	3.53	HU
3. Allow students understand how healthy they are and learn to set goals to improve their health-related fitness.	3.69	HU	3.59	HU
4. Help boost students fitness level through varied and progressive physical activities	3.63	HU	3.59	HU
5. Actively encourage students to obtain and maintain health-related physical fitness through physical education and physical activity program.	3.66	HU	3.74	HU
6. Provide a convenient space for physical fitness test that will help students perform well.	3.53	HU	3.38	MU
7. Provide appropriate equipment and materials needed in physical fitness test.	3.56	HU	3.62	HU
8. Ensure that all students went in medical check-up before their performance in physical fitness test.	3.66	HU	3.68	HU
9. Ensure the safety of the students by explaining and demonstrating the proper procedure before executing physical fitness test.	3.73	HU	3.76	HU
Composite Mean	3.67	Highly Utilized	3.63	Highly Utilized

HU = Highly Utilized

MU = Moderately Utilized

Male and female physical educators prioritize assessing students' fitness and health before engaging them in physical activities, ensuring safety, and providing adapted exercises for those with injuries or health conditions. The high utilization of fitness strategies and resources reflects their effective delivery of the PE 101 course, which is foundational to the University's physical education program.

2.2. Rhythmic Activities

PE 102, which focuses on rhythmic activities, aims to engage students in exercise through various dance forms, including folk dance, ballroom, and modern dance. Table 4 illustrates the utilization of strategies and resources related to rhythmic activities.

Table 4 shows that male and female respondents value allowing students to create their dances. This approach helps students develop motor skills while fostering creativity in dance routines and performances. In summary, the composite mean indicates that strategies and resources for rhythmic activities are highly utilized, demonstrating that physical education instructors effectively achieve the intended learning outcomes and successfully manage emerging challenges in the course.

Table 4. Utilization of Strategies and Resources in Rhythmic Activities

Items	Male		Female	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. Allows students to create their own dances.	3.91	HU	3.91	HU
2. Motivate the students to participate actively in group practice.	3.77	HU	3.79	HU
3. Allow students to have an opportunity to work together in a cooperative group to choose and perform a rhythmic activity in synchronization.	3.71	HU	3.71	HU
4. Assess objectively student's individual and group performance to improve and develop their self-esteem.	3.67	HU	3.65	HU
5. Encourage students to have the opportunity to be a part of dance organization.	3.57	HU	3.50	HU
6. Provide a comfortable space for rhythmic activities that will help students to be motivated.	3.61	HU	3.65	HU
7. Provide equipment and materials needed like sound system, music etc. in order to meet the goal of the students.	3.61	HU	3.68	HU
8. Provide handouts/write-ups to execute properly the step patterns.	3.59	HU	3.53	HU
9. Allow the students to use proper costume in specific dance.	3.46	MU	3.41	MU
10. Provide an instructional dance video of a specific dance for guidance.	3.59	HU	3.71	HU
Composite Mean	3.65	Highly Utilized	3.65	Highly Utilized

HU = Highly Utilized

MU = Moderately Utilized

2.3. Individual and Dual Sports

PE 103, one of the most exciting courses at the university, focuses on individual and dual sports. Individual sports do not require a partner to compete, while dual sports involve two players on each side, such as badminton and table tennis. Table 5 presents the utilization of strategies and resources related to individual and dual sports.

Table 5 shows male and female respondents highly value Wii Sports-Tennis to promote a healthy lifestyle and the Coach Eye app to monitor students' movements and techniques. This demonstrates that physical educators effectively incorporate technology to enhance learning and engagement. In summary, the composite mean indicates that strategies and resources for individual and dual sports are highly

utilized, suggesting that physical education instructors are well-prepared, providing necessary reading materials in advance and successfully meeting the intended learning outcomes.

Table 5. Utilization of Strategies and Resources in Individual and Dual Sports

Items	Male		Female	
	Mean	VI	Mean	VI
1. Provide Wii Sports- Tennis that may contribute to achieve a healthy lifestyle.	3.67	HU	3.62	HU
2. Motivate the students to participate in Coach Eye app to monitor their movements and techniques.	3.64	HU	3.65	HU
3. Share information on the proper equipment, rules and procedure that will promote safety when engaged in practice/play individual and dual activities.	3.59	HU	3.68	HU
4. Allow students to provide fair and honest skill specific feedback to a partner relative individual and dual game.	3.63	HU	3.56	HU
5. Create lead-up games that promote working with partners to achieve common goal.	3.59	HU	3.51	HU
6. Provide a conducive facility for individual and dual sports that will help students perform well.	3.49	MU	3.48	MU
7. Provide equipment and materials needed to help students play specific sports like badminton and table tennis.	3.41	MU	3.49	MU
8. Ensure the safety of the students by explaining and demonstrating the proper procedure before playing sport.	3.69	HU	3.72	HU
9. Provide lecture notes for proper guidance in rules and regulations of a certain sport.	3.64	HU	3.53	HU
10. Conduct post evaluation on the proper execution as basis for the improvement on the skills of the student.	3.64	HU	3.68	HU
11. Expose the students to various tasks such as umpire or referee in specific individual and dual sports.	3.44	MU	3.47	MU
Composite Mean	3.59	HU	3.58	HU

HU = Highly Utilized MU = Moderately Utilized

Table 6. Utilization of Strategies and Resources in Team Sports

Items	Male		Female	
	Mean	VI	Mean	VI
1. Provide drills that stimulate cooperating with team members.	3.64	HU	3.50	HU
2. Engage the students to varied team building activities.	3.47	MU	3.71	HU
3. Let each member of the group share his/her observation and feedback with the team to improve the team's performance.	3.49	MU	3.32	MU
4. Provide fundamental movement skills that will increase the participation of the students in team sports.	3.64	HU	3.59	HU
5. Create a qualify class atmosphere wherein the students are allowed to deal with conflicts directly and openly.	3.44	MU	3.41	MU
6. Provide appropriate facilities for team sports that will help students perform well.	3.40	MU	3.50	HU
7. Provide equipment and materials needed to help students play team sport like basketball and volleyball.	3.54	HU	3.47	MU
8. Ensure the safety of the students by explaining and demonstrating the proper procedure before playing group game.	3.63	HU	3.62	HU
9. Provide handouts for male and female students for proper understanding of the rules and regulations of specific team sports like volleyball.	3.51	HU	3.47	MU
10. Conduct post evaluation on the proper execution as basis for the improvement on the skills of the student.	3.44	MU	3.62	HU
11. Provide lead-up activities that will increase interest and ability to play games.	3.51	HU	3.41	MU
12. Expose the students to various task serving as Coach, Trainor and Referee in specific team sports	3.40	MU	3.44	MU
Composite Mean	3.51	HU	3.50	HU

HU = Highly Utilized MU = Moderately Utilized

2.4. Team Sports

The final physical education course, PE 104, focuses on team sports, where students engage in sports such as basketball and volleyball. This course promotes social interaction, teamwork, and collaboration. It also helps students develop life skills like persistence, patience, and the value of practice, which can be applied beyond the playing field.

As shown in Table 6, male and female respondents highly value drills promoting teamwork and cooperation. This indicates that physical educators effectively use team drills to develop skills and foster collaboration. Overall, the composite mean shows that strategies and resources in team sports are highly utilized, with instructors finding ways to address challenges and meet the course's learning outcomes.

3. Differences in the Assessments of Male and Female PE Teachers

The assessments of male and female teachers regarding using strategies and resources in physical education courses—such as physical fitness, rhythmic activities, individual and dual sports, and team sports—were compared. Table 7 presents the differences in these assessments.

There are no significant differences between male and female physical educators in their assessments of strategies and resources across physical fitness, rhythmic activities, individual and dual sports, and team sports. Both genders follow the syllabus, use creative and effective teaching methods, and work collaboratively despite limited facilities. These findings reflect the educators' commitment to providing a positive learning experience and fostering physical literacy in students, with room for further improvement.

Table 7. Difference on the Assessment of the Utilization of Strategies and Resources in PE Courses

PE Courses	Sex	Mean	t-value	p-value	Decision on Ho	Verbal Interpretation
Physical Fitness	Male	3.67	0.681	0.498	Failed to Reject	Not Significant
	Female	3.63				
Rhythmic Activities	Male	3.65	-0.051	0.960	Failed to Reject	Not Significant
	Female	3.65				
Individual and Dual Sports	Male	3.59	0.041	0.968	Failed to Reject	Not Significant
	Female	3.58				
Team Sports	Male	3.51	0.087	0.931	Failed to Reject	Not Significant
	Female	3.50				

4. Issues and Concerns in Gender Mainstreaming in Physical Education

Gender mainstreaming aims to promote equality but faces challenges in universities, particularly physical education. Table 8 highlights that the main concern is students' self-confidence, with perceived motor competence affecting self-esteem, especially among female students, limiting their participation in activities.

The respondents identified several challenges in gender mainstreaming in physical education, including students' self-perception, motivation to participate, individual differences, and class scheduling. While issues like gender-sensitive activities, sports dominance, and male student dominance were seen as minor concerns, physical educators are addressing them through diverse activities and a gender-sensitive environment. Overall, the integration of gender mainstreaming is challenging, but physical educators are making efforts to adopt gender-responsive strategies and practices in the curriculum.

Table 8. Issues and Concerns in Gender Mainstreaming in Physical Education

Items	Weighted Mean	Verbal Interpretation
1. Self-confidence development in PE	3.70	Strongly Agree
2. Self-perception towards participation in varied physical activities	3.67	Strongly Agree
3. Individual differences of students	3.65	Strongly Agree
4. Schedule of PE classes	3.63	Strongly Agree
5. Motivation to participate in physical activities	3.57	Strongly Agree
6. Interest of students to varied PE activities.	3.46	Agree
7. Inclusion of activities that are gender sensitive	3.40	Agree
8. Sports-dominated learning activities	3.39	Agree
9. Dominant number of male students in a class	3.38	Agree
10. Perceived high competence level among boys	3.38	Agree
11. Gender sensitive PE environment	3.36	Agree
12. Dominant masculine activities in PE	3.19	Agree
13. Occurrence of stereotyping in situations in PE	3.19	Agree
14. Integration of gender inequality and inclusion in PE curriculum, structures and practices	3.14	Agree
15. Priority funding for male sports	3.11	Agree
Composite Mean	3.42	Agree

5. Responsive-Based Activities

The researcher developed responsive activities to address key issues in physical education, such as limited space for fitness testing, costume shortages for dance, lack of equipment for individual and dual sports, and insufficient exposure to coaching and officiating roles. Solutions included gender-sensitive fitness assessments requiring little space, costume-free dance activities focusing on locomotor skills, and equipment-free sports drills for badminton and table tennis. Additionally, activities were created to expose students to coaching and officiating roles, fostering leadership and creating a supportive PE environment for open discussions.

DISCUSSION

The study reveals that physical education instructors at the university are committed to gender-responsive teaching, using non-stereotypical activities and promoting equality. While gender-sensitive topics like women's rights are addressed moderately, there is room for improvement in their integration into class orientations. Physical educators consistently assess students' fitness and health, ensuring adaptations for those with medical concerns.

This study found that the gender policy in physical education at Batangas State University is still moderately implemented (mean = 3.47). Strategies and resources have been highly utilized by both male (mean = 3.67) and female (mean = 3.63) faculty, indicating a commitment to gender-responsive teaching. There were no significant differences in ratings between male and female lecturers regarding teaching strategies, indicating similar perspectives regarding gender mainstreaming. This is due to the Lack of binding policies: Gender mainstreaming in PE still relies on individual initiatives without strict policies and consistent monitoring (Gråstén & Kokkonen, 2022). Second, Gender stereotypes in sport: Despite efforts, PE remains dominated by competitive masculine values, which inhibits the active involvement of female students (Gerdin & Pringle, 2023). Third, Lack of teacher training: PE teachers still face challenges integrating more gender-inclusive teaching strategies due to a lack of professional training (Stride et al., 2018).

This study's results align with those of Valley & Graber (2017), who found that despite gender policies in PE, classroom structures often remain unfair to female students due to male dominance in sports. In contrast, Delextrat et al. (2020) found that in some countries, gender policies in PE are more advanced with the integration

of inclusive activities; this study shows that at Batangas State University, the policies are still in a moderate stage. [Murphy, Dionigi, & Litchfield \(2014\)](#) highlighted that despite increasing female students' participation in PE, they still feel marginalized in competition-based activities. [Jabeen \(2017\)](#) also supports this, mentioning that gender bias in sports discourages women from participating in male-dominated physical activities. [Ananga \(2021\)](#) points out that a more effective gender-responsive pedagogy requires changes in evaluation methods and PE curriculum, which remains a challenge in the context of this study.

In courses like PE 101 (physical fitness), PE 102 (rhythmic activities), PE 103 (individual and dual sports), and PE 104 (team sports), educators focus on safety, skill development, and teamwork. However, exposure to roles like coaching and officiating is limited, as the primary goal is teaching fundamental skills.

Despite progress, challenges remain in fully mainstreaming gender in physical education, including addressing students' self-perception, motivation, and individual differences. Continued collaboration and clearer guidelines are needed to improve gender inclusivity in the curriculum.

The implication of the findings for PE teachers is to develop more inclusive learning approaches, such as differentiated instruction that considers the needs of male and female students and implementing gender-sensitive assessments to ensure that students' skills are not assessed based on gender-biased standards.

The implications for the government are to integrate gender mainstreaming in PE teacher training so that they have the skills to adapt the curriculum inclusively, to form a more explicit policy on gender-responsive PE and conduct periodic evaluations regarding the implementation of this policy, and to provide more equitable facilities and resources for female students in PE so that they get equal opportunities to develop in sports.

Limitations of the study

This study was only conducted at Batangas State University, so the results cannot be generalized to all universities in the Philippines or other countries. This study only used quantitative questionnaires, without deeper exploration through qualitative methods such as interviews or classroom observations, which can provide deeper insights. Future research directions are Conducting a longitudinal study to see the long-term impact of gender mainstreaming in PE, Using mixed methods with in-depth interviews to understand further teachers' and students' perspectives on gender in PE, and Comparing the results of this study with other universities to see variations in the implementation of gender policies in PE.

CONCLUSIONS

The study shows that gender policies in physical education are moderately implemented, with room for improvement. While resources and strategies are widely used, sports-related content needs more focus. There were no significant differences between male and female educators' assessments. The main concerns include students' self-confidence, self-perception, and individual differences. The proposed responsive activities can help address these issues in the curriculum.

ACKNOWLEDGMENTS

The researcher would like to thank the administrative staff, Physical Education teachers, and instructors for their moral assistance and cooperation in providing the researcher with relevant data for the study.

DATA AVAILABILITY

The author affirms that all data generated or analyzed during this research is included in this published article. Additionally, all primary and secondary sources, as well as the data supporting the findings of this research, are publicly available at the time of submission.

FUNDING

This research did not receive external funding.

CONFLICT OF INTEREST

The author officially certifies that there are no conflicts of interest with any party with respect to this research.

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