Book of Abstracts

UNIVERSITY OF THE PHILIPPINES CEBU
GORORDO AVENUE, LAHUG, CEBU CITY

5-7 NOVEMBER 2025

20th Quadrennial World Congress of International Association of Physical Education and Sport for Girls and Women

IAPESGW

ICSSPE

SPORT MANAGEMENT COUNCIL OF THE PHILIPPINES

SWEEP

TREEWOODS

RACE

20th QUADRENNIAL WORLD CONGRESS OF INTERNATIONAL ASSOCIATION OF PHYSICAL EDUCATION AND SPORT FOR GIRLS AND WOMEN

5 – 7 November
University of the Philippines Cebu, PHILIPPINES

Equity in Action: A Global Dialogue on the Advancement of Women and Girls in Physical Education and Sport Innovation

THEME: Equity in Action: A Global Dialogue on the Advancement of Women and Girls in Physical Education and Sport Innovation.

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ORGANIZER – Geraldine Bernardo (Philippines)

IAPESGW PRESIDENT – Rosa Diketmüller (Austria)

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SPORT MANAGEMENT COUNCIL OF THE PHILIPPINES

International Association of Physical Education and Sport for Girls and Women (IAPESGW)

Founded on a shared commitment to equity, empowerment, and excellence, the International Association of Physical Education and Sport for Girls and Women (IAPESGW) stands at the forefront of advancing opportunities for women and girls in physical education, sport, dance, and physical activity worldwide. With a rich legacy of collaboration across continents, IAPESGW continues to nurture leadership, research, and advocacy that shape inclusive and evidence-based practices in the global sport and education landscape.

Guided by its mission to facilitate growth and development through international networks, IAPESGW provides a dynamic platform for educators, researchers, coaches, and advocates to engage in meaningful exchange and professional development. The organization promotes innovative research and educational initiatives that strengthen leadership and inform policy, ensuring that girls and women everywhere have access to quality opportunities in movement, health, and sport.

Anchored in its vision, IAPESGW envisions a world where all girls and women enjoy full participation in physical activity, leading to improved health, confidence, and wellbeing. By fostering scientifically grounded understanding and quality education, the association works toward empowering women to live balanced lives and to make lasting contributions to their communities and societies.

As IAPESGW gathers in Cebu, Philippines in 2025, the conference serves as a vital space for dialogue and collaboration in the Asia-Pacific region, amplifying local and global voices committed to gender equity and empowerment through sport and movement. It celebrates the strength and diversity of women and girls while reaffirming IAPESGW's core values that access, opportunity, and inclusion are fundamental rights, and that through collective action, we can build a world where every girl and woman can realize her full potential.

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Maria Theresa Barcena
Diane Cabardo
AASS, BSS BPE & PE Program Faculty

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Welcome Message

Professor Rosa Diketmüller
President, IAPESGW

Mabuhay and a warm welcome to all!

It is with great pleasure and heartfelt anticipation that I welcome you to the 2025 IAPESGW World Conference, here in the vibrant and culturally rich city of Cebu, Philippines.

On behalf of the International Association of Physical Education and Sport for Girls and Women (IAPESGW), I extend my deepest gratitude to our hosts and organizing partners in the Philippines for their generous hospitality and unwavering commitment to advancing the values we hold dear.

This World Congress is more than an academic gathering—it is a vital space for collaboration, reflection, and action. It is where scholarly inquiry meets advocacy, where research informs practice, and where we forge lasting bonds that transcend borders.

I warmly invite all delegates to actively participate in this global platform:

- Engage deeply in scholarly discourse—share knowledge, challenge ideas, ask critical questions, and share your insights.
- Present and publish your research—whether in physical education, sport pedagogy, policy, or advocacy, your work contributes to a growing body of knowledge that strengthens our shared mission.
- Expand your professional network—connect with fellow educators, coaches, scholars, and leaders who share your passion for empowering girls and women through sport and physical activity.
- Strengthen our shared advocacies—let this congress be a launchpad for initiatives that champion inclusion, equity, and well-being across all communities.

The Philippines offers us a unique context where tradition, resilience, and innovation intersect. Cebu, in particular, welcomes us with open arms and a spirit of community that mirrors the values of IAPESGW. It is our hope that this setting will inspire new perspectives, deeper understanding, and meaningful partnerships.

Let us use this congress not only to showcase what we have achieved but also to envision what we can build together—across disciplines, cultures, and generations.

Once again, thank you for being here and for all that you contribute to our global movement. May this conference spark transformative conversations, enduring friendships, and renewed energy for the work that lies ahead.

Welcome to Cebu. Welcome to IAPESGW 2025. Let us learn, lead, and lift each other—together.

Welcome Message

Hon. Olivia "Bong" Coo
Commissioner, Philippine Sports Commission

Good day, everyone!

It is with great pride and joy that I welcome all of you to the IAPESGW World Congress on Women in Sport, here in beautiful Cebu City.

On behalf of the Philippine Sports Commission and the Filipino sporting community, thank you for joining us in this important gathering dedicated to advancing women through sport.

My own story, like many of yours, began with a dream and a determination to prove that women belong on every stage—including the world's biggest sporting arenas. As a young athlete, I had to overcome doubt, limited opportunities, and the expectations of what women could or could not do. Yet every challenge only strengthened my belief that sport is one of the most powerful tools we have for empowerment.

Bowling gave me medals and recognition, yes—but more than that, it gave me purpose. It taught me discipline, resilience, and the courage to keep striving, even when the odds were against me. And it showed me how sport can open doors not only for individuals, but for generations of women who come after us.

That is why, today, as a Commissioner of the Philippine Sports Commission, my advocacy has always been to make sure no woman or girl is left behind in sport. We work to create spaces where women can lead, compete, coach, and inspire—where their contributions are valued equally and their voices heard clearly.

This Congress is a celebration of that shared mission. It brings together passionate women and men from across the world—educators, athletes, scholars, and changemakers—who believe, as I do, that sport can transform lives and communities.

As we learn from one another over the next few days, may we also remember that the work we do is deeply personal. It is about breaking barriers, nurturing dreams, and shaping a future where every girl knows that she, too, can stand tall—strong, capable, and proud.
Welcome to Cebu. Welcome to the Philippines. And thank you for continuing to champion women in sport.

Mabuhay tayong lahat!

Welcome Message

Leo B. Malagar
Chancellor, UP Cebu

Distinguished guests, advocates of equity, and champions of women and girls, good day. On behalf of the University of the Philippines Cebu, it is my honor to welcome you to the 20th Quadrennial World Congress of the International Association of Physical Education and Sport for Girls and Women.

More than a convergence of experts and educators, this gathering is a reaffirmation of a universal truth—that sport, at its essence, is not merely about victory, but liberation. It is the language of freedom, the choreography of equality, and the heartbeat of resilience.

Here in the Philippines, and particularly in Cebu, we know that movement is life. We have danced after disasters, risen after storms, and rebuilt after tremors. Each time, we moved not only our bodies, but also our spirit as a people.

Long before medals and records, there were women who moved mountains quietly—our teachers, our athletes, our mothers, and our mentors who turned every obstacle into a stage of endurance and grace. To advance women in sport is not a small reform; it is a revolution of the human spirit. It is to reclaim the field, the classroom, and the arena—not only as places of performance, but as sanctuaries of equality. For every girl who has been told she is too fragile, sport teaches strength. For every woman excluded from the table, sport teaches leadership. And for every community left unseen, sport teaches the world to watch—not with pity, but with respect.

Here in UP Cebu, we affirm what this Congress stands for: that equity is not charity—it is justice; that inclusion is not tokenism—it is transformation; and that empowering women in sport is not a solitary goal, but an act of nation-building. When a woman runs, she carries a community forward. When a girl lifts herself up, she lifts a generation. And when institutions open doors for her, they open the future itself.

Even now, barriers remain—old mindsets, unequal access, silent discrimination. We must break them not only in policy but in practice. We must not only teach women to play; we must also teach society to be fair. This Congress must be more than a meeting of minds; it must be a movement of hearts. Let us build a global solidarity where girls are no longer footnotes in the history of sport, but authors of their own triumphs.

To our guests from around the world, thank you for bringing your expertise, your stories, and your solidarity to our shores. May you find in Cebu not only warmth and hospitality, but also conviction—the conviction that women and girls deserve not permission, but power. May this Congress remind us that the strength we seek in sport is the same strength we must live by in society: the strength to be fair, the courage to be kind, and the wisdom to stand for what is right. Equality is not a finish line— it is a race we must keep running, together.

On behalf of the University of the Philippines Cebu, I welcome you not as guests, but as partners in the continuing struggle to make the world a fairer, freer, and more humane place for all women and girls.

Daghang salamat. Welcome to UP Cebu—your home for courage, compassion, and change. Padayon!!!

Welcome Message

Geraldine Go Bernardo
Chairperson, Local Organizing Committee
Founder, Sport Management Council of the Philippines

Mabuhay and welcome to the Philippines!

It is my distinct honor to welcome you to the 20th Quadrennial World Congress of the International Association of Physical Education and Sport for Girls and Women (IAPESGW), here in Cebu, Philippines.

My journey began as an athlete, where I discovered how sport shapes not only physical strength but also confidence and character. Over the years, as a women sports leader and organizer of various conferences and sport-for-development projects, I have witnessed how inclusive opportunities can transform lives and communities.

Cebu was chosen as this year's venue precisely for its spirit of diversity and openness. It represents the essence of what this Congress stands for — a space where everyone, regardless of gender, culture, or background, is invited to take part in the shared mission of empowering women and girls through sport.

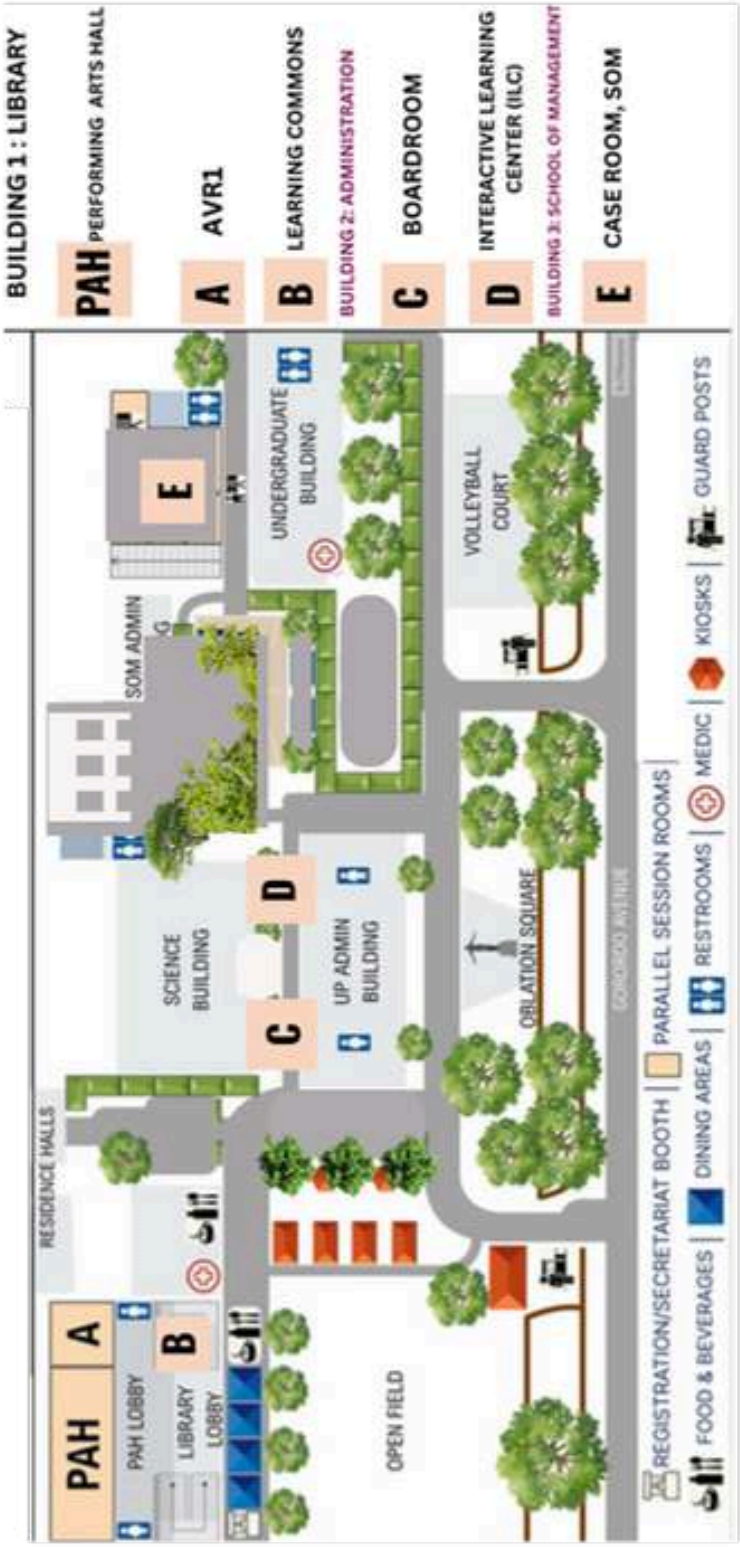
Let this gathering remind us that advancing women in sport is not the task of women alone, but a collective endeavor. Whether you are a man or woman, coach or educator, athlete or policymaker — each of us can help women discover their superpower through sport.

May the discussions and collaborations over the coming days inspire us to build a world where inclusion is not an aspiration, but a standard.

Welcome to IAPESGW 2025. May our time together in Cebu inspire enduring collaboration and a renewed sense of purpose in advancing opportunities for women and girls in sport worldwide.

Maraming salamat, and let's make herstory—together.

UP CEBU VICINITY MAP



UNIVERSITY OF THE PHILIPPINES CEBU
GORORDO AVENUE, LAHUG, CEBU CITY

CONFERENCE PROGRAMME | DAY 1 & DAY 2

2025 IAPESGW Conference Programme Structure Rev. 2028-11-04 · Note: Day 1 and Day 2 time schedule differences

TIME / VENUE	NOVEMBER 6, 2025 THURSDAY	NOVEMBER 7, 2025 FRIDAY
Registration	**Registration starts @ 7:30 AM** UP Cebu Performing Arts Hall	**Registration starts @ 7:30 AM** UP Cebu Performing Arts Hall
Emcees	Asst. Prof. Ryan Daniel R. Dablo	Dr. Aurelio P. Vilbar
8:15–9:00 AM **UP Cebu – Performing Arts Hall**	**OPENING CEREMONY** Doxology and Flag Ceremony Dance Number **Dr. Rosa Diketmüller** IAPESGW, University of Austria **Welcome Remarks by: Atty. Leo B. Malagar** UP Cebu **Inspirational Talk** **Mary Joy Tabal, OLY** City of Mandaue	
9:00–9:45 AM **UP Cebu – Performing Arts Hall**	**KEYNOTE 1 · Dr. TANSIN BENN** UNESCO Inclusive Policy Lab **Equity in Action – Building a Global Mindset**	**KEYNOTE 4 · Dr. WALTER HO** Tokyo Gakugei University **Moving the Needle – Gender and the Transformative Issue in Quality Physical Education (QPE)**
9:45–10:30 AM **UP Cebu – Performing Arts Hall**	**KEYNOTE 2 · Dr. ROSA LÓPEZ DE D'AMICO** Libertador Experimental Pedagogical University **Active, Able, Empowered: Advancing Best Practices in P.E. for Girls and Women**	**KEYNOTE 5 · Dr. ANNETTE HOFMANN** ICSSPE **From Tradition to Digitalization: Inclusion and Future Challenges of Sport and Physical Activity for Girls and Women**
10:30–10:45 AM	Coffee Break + Brain Break (Indayugan)	Coffee Break + Brain Break (Gimme Hope)

CONFERENCE PROGRAMME | KEYNOTES & PANEL SESSIONS

TIME / VENUE	NOVEMBER 6, 2025 THURSDAY	NOVEMBER 7, 2025 FRIDAY
10:45 AM–11:30 AM **UP Cebu – Performing Arts Hall**	**KEYNOTE 3** **Dr. MARIA LUISA GUINTO** University of the Philippines Diliman **Whole Lives, Whole Bodies:** Reclaiming Well-Being in PE and Sport for Girls and Women	**KEYNOTE 6** **Dr. SELINA KHOO** University of Malaya **Her Move: Community Innovations in Physical Activity for Girls and Women**
11:30 AM–12:15 PM	**PANEL SESSION 1** Venue: UP Cebu – Performing Arts Hall **Safe Spaces, Strong Voices:** Building a culture of protection in Girls' and Womens' Sport **Moderator:** Dr. Rosa Diketmüller **Panel:** Dr. Wirdati Radzi — IFSAT / University of Business & Technology Rose Mae Lanticse — SafeSport Philippines	**PANEL SESSION 2** Venue: UP Cebu – Performing Arts Hall **Training HER Potential:** Developmentally Appropriate Strategies for Girls and Women in Sport **Moderator:** Asst. Prof. Jay Nathan T. Jore **Panel:** Maryam Koushkie Jahromi — Physiology, Shiraz University Dr. Marla Frances Mallari — Nutrition and Hydration, University of the Philippines Diliman
	PANEL SESSION 3 Venue: UP Cebu – Audio Visual Room **Playing for Peace:** Gender-responsive Sport for Peace and Society **Moderator:** Geraldine Bernardo **Panel:** Atty. Sha Elijah Dumama-Alba — BTA Parliament Noli Ayo — MindanaoPeace Games	**PANEL SESSION 4** Venue: UP Cebu – Audio Visual Room **Redesigning the Game:** Inclusion and Adaptation of Sport Practices and Policy **Moderator:** Dr. Beatriz Ferreira **Panel:** Dr. Rhoel Dejaño — Cebu Sports Commission Dr. Usha Sujit Nair — National Sports University

CONFERENCE PROGRAMME | AFTERNOON SESSIONS & CLOSING

TIME / VENUE	NOVEMBER 6, 2025 THURSDAY	NOVEMBER 7, 2025 FRIDAY
12:15–1:15 PM	**LUNCH BREAK**	**LUNCH BREAK**
1:15–3:15 PM	**Parallel Oral Presentations / Organized Symposia** *(Please see separate abstract schedule.)*	**Parallel Oral Presentations / Organized Symposia** *(Please see separate abstract schedule.)* **Parallel Lecture Workshop** **How to Digitize Sports** by Tin Ferrera — RaceYa! Venue: UP Cebu Audio Visual Room **Strength & Conditioning Considerations for Female Athletes** by Pio de Solon — Epic Performance and Fitness Venue: UP Arts and Science Hall
3:15–3:30 PM	**COFFEE BREAK**	**COFFEE BREAK**
3:30–5:00 PM **UP Cebu Performing Arts Hall** **UP Cebu Arts and Sciences Hall** **UP Cebu Interactive Learning Center**	**PARALLEL WORKSHOPS** **Japanese Movement Dance** by Roka Iida Jumonji University **Wheelchair Dance Workshop** by Eliana Ferreira, Federal University of Juiz de Fora (UFJF), with the assistance of Paralympian Joey Maglasang **Dance Therapy** by Albert Dimarucut University of the Philippines Diliman	**CONFERENCE DECLARATION** Venue: UP Cebu Performing Arts Hall **Facilitator: Dr. BEATRIZ FERREIRA** **Resource Persons: IAPESGW Board** **Race to 2030: Strategies to Advancing SDG 5 for PE and Sports** **Awards / Closing Ceremony**
5:30 PM	**IAPESGW Gala Night until 8:00 PM** Book launch, Awards, Cultural Performance	

WORKSHOP SCHEDULE | MAGNUM SPORTS COMPLEX

November 6, 2025 ONLY · Thursday

TIME / VENUE	NOVEMBER 6, 2025 THURSDAY
12:00–1:15 PM	**Lunch Break** then Shuttle Service from UP Cebu leaves @ 1:15 PM → Magnum Sports Complex
Call time **1:30–5:00 PM**	**Shuttle Time Teacher Course (Badminton)** by Ian Gil Piencenaves *BadmintonWorldFederation* **Venue:** Magnum Badminton Court
	TATLUHAN NA! An introduction to another side of basketball: 3X3 by Mikey Cabahug *PBA 3x3* **Venue:** Magnum Basketball Court

VENUES **Magnum Badminton Court · Magnum Basketball Court**

KEYNOTE SPEAKER

IAPESGW

20th Quadrennial World Congress of International Association of Physical Education and Sport for Girls and Women

Equity in Action – Building a Global Mindset

DR. TANSIN BENN

UNESCO Inclusive Policy Lab

Tansin has had a distinguished career in teaching and research in physical education, sport, and dance, with a focus on equality and cultural diversity. She served as a professor at the University of Birmingham, UK, mentoring students up to the PhD level in physicality, education, and community work. Alongside her academic career, she has been deeply involved in volunteer work—supporting artistic gymnastics, engaging with international networks such as ICSSPE and IAPESGW, and teaching movement to older adults through a charity. Since retiring in 2012, she has remained active, publishing a commissioned biography in 2022, completing case studies in Oman, documenting IAPESGW's recent history, and representing the organization in UNESCO's feasibility study for the Global Observatory for Women and Sport. Her lifelong contributions have earned her numerous honors, including the Muslim Women's Sport Foundation's Outstanding Contribution Award, a Leverhulme Research Fellowship, the USA Women's Sport Foundation International Research Award, and ICSSPE's Phillip Noel-Baker Award.

SYNOPSIS

What does it take to turn equity from an aspiration into a lived reality? In this keynote, Dr. Tansin Benn, a globally respected scholar and leading voice in inclusive physical education, explores how a global mindset can foster inclusion in sport and education. Drawing from her extensive international experience, Dr. Benn presents practical strategies and real-world examples that demonstrate how equity can be embedded in policy and practice. She highlights the importance of cultural understanding, empathy, and critical awareness in addressing structural inequalities across diverse contexts. Participants gained fresh perspectives on their roles as agents of change and leave with actionable insights to advance equity within their own institutions and communities.

KEYNOTE SPEAKER

IAPESGW

20th Quadrennial World Congress of International Association of Physical Education and Sport for Girls and Women

Active, Able, Empowered: Advancing Best Practices in P.E. for Girls and Women

DR. ROSA LÓPEZ DE D´AMICO

Universidad Pedagógica Experimental Libertador (UPEL–Maracay), Venezuela

She is a professor at UPEL–Maracay and a Coordinator of the Research Center EDUFISADRED. Her research focuses on physical education, gender, sport policy, management, culture, and comparative studies. She has published over 78 refereed papers, 40 books, 74 book chapters, and led 35 research projects, presenting across five continents. She received Venezuela's highest university research award (CDCHT) and national scientific honors in 2007, and internationally, the ICHPER-SD Gold Medal of Honor (2006). She was Director of ReseaPedagógica Experimental Libertador (UPEL–Maracay), Venezuela, and Coordinator of the Research Center EDUFISADRED. Board Member of ICSSPE. Her consultancies include UNESCO's Quality Physical Education project (2016) and Venezuela's national teacher training program (2014–2019). She is currently National Coordinator for English as a Foreign Language at UNEM and Advisory Council member of Universidad Autónoma de Nuevo León–FOD, Mexico. She is also an invited professor at the Russian International Olympic University.

SYNOPSIS

Physical Education (P.E.) is vital in empowering girls and women—supporting their physical health, confidence, and leadership.

In this keynote, Dr. Rosa López de D´Amico, a global leader in gender equity and physical education, shares insights on advancing inclusive and transformative practices in P.E. Drawing from international experience and grounded in cultural sensitivity, Dr. López de D´Amico highlights innovative strategies that break barriers and engage diverse learners.

She will showcase how gender-responsive teaching, physical literacy, and student leadership can create environments where girls and women thrive. With practical examples from across regions, this session offers tools for educators, policymakers, and advocates to foster more inclusive, equitable P.E. experiences. Framed within the dynamic context of the Asia-Pacific, the keynote inspires participants to reimagine P.E. as a powerful space for girls and women to become active, able, and empowered—on the field, in the classroom, and life.

KEYNOTE SPEAKER

IAPESGW

20th Quadrennial World Congress of International Association of Physical Education and Sport for Girls and Women

Whole Lives, Whole Bodies: Reclaiming Well-Being in PE and Sport for Girls and Women

DR. MARIA LUISA GUINTO

University of the Philippines - Diliman

Maria Luisa " Marissa" Guinto is a Professor at the Department of Sports Science of the College of Human Kinetics of the University of the Philippines, Diliman. As one of the forerunners of sport psychology in the country, she is a founding member of the Association of Sport and Exercise Psychology in the Philippines (ASEPP) and the inaugural Chairperson of the Sport and Exercise Psychology Special Interest Group (SEP-SIG) of the Psychological Association of the Philippines (PAP). A licensed Philippine psychologist and a registered practitioner of the International Society of Sport Psychology (ISSP), she serves as the Vice-President for Membership of the Asian South-Pacific Association of Sport Psychology (ASASP) Managing Council, Board Secretary of the International Association of P.E. and Sports for Women and Girls (IAPESGW), and Scientific Advisory Board Member of The Foundation of Global Community Health (GCH). As the current co-Editor-in-Chief of the International Sports Studies (ISS),her research engagements involve applied sport psychology, mental health and well-being, women in sport, spirituality, and sport for psychosocial interventions.

SYNOPSIS

As performance continues to dominate the culture of Physical Education (PE) and sport, the well-being of girls and women becomes secondary. In this keynote, Dr. Maria Luisa Guinto—a leading Filipino sport psychologist—calls for a shift in focus toward holistic care and psychological resilience. Drawing from her vast experience in mental health and athlete support, Dr. Guinto highlights the unique pressures girls and women face in sport, including body image struggles, societal expectations, and gender stereotypes.

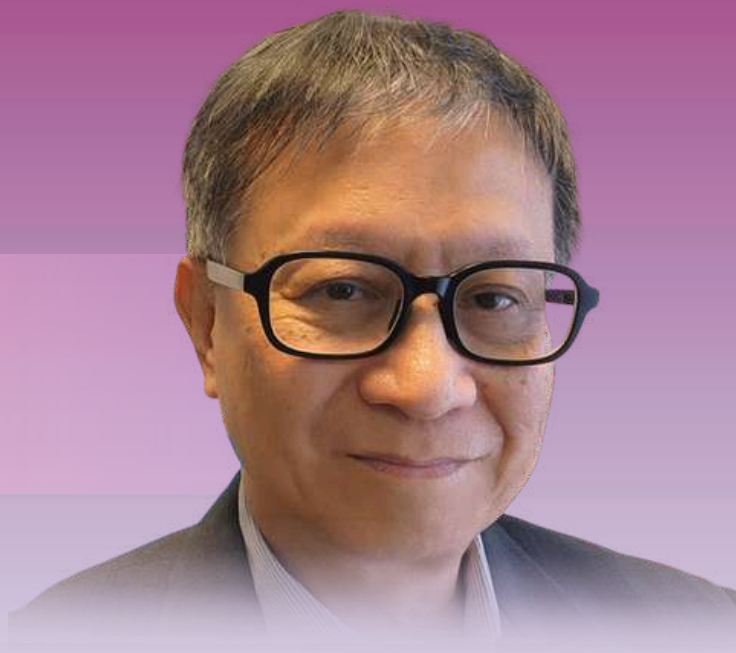
She presents evidence-based strategies to foster environments that prioritize emotional well-being, confidence, and sustainable performance. Framed within the broader push for equity in sport, this keynote offers practical tools for educators, coaches, and leaders to create inclusive, nurturing PE spaces.

Participants will leave with a renewed understanding of how reclaiming well-being not only enhances performance but empowers girls and women to thrive—both on and beyond the playing field.

KEYNOTE SPEAKER

IAPESGW

20th Quadrennial World Congress of International Association of Physical Education and Sport for Girls and Women



Moving the Needle – Gender and the Transformative Issue in Quality Physical Education

DR. WALTER HO

Tokyo Gakugei University

He is an active researcher and has successfully conducted several global projects. Currently, he is the principal investigator of the global research work in Quality Physical Education (QPE). He had 12 years of working experiences in Hong Kong SAR as a PE teacher and Sport / Curriculum Development Officer in Sports Development Board and Curriculum Development Institute.

SYNOPSIS

Gender remains a pivotal and transformative issue in shaping the quality and impact of Physical Education (PE). In this keynote, Dr. Walter Ho, a respected scholar and advocate for gender equity, examines how traditional norms continue to influence PE practice and access.

He highlights how gender-responsive and inclusive approaches can shift the narrative—promoting equitable participation, enhancing physical literacy, and challenging persistent stereotypes. Drawing from global models and research, Dr. Ho offers a roadmap for creating quality PE environments where all learners can thrive, regardless of gender.

With an emphasis on curriculum design, teacher training, and policy advocacy, the session calls on educators, researchers, and leaders to recognize and act on gender as a key driver of meaningful, inclusive, and empowering physical education.

This keynote aims to inspire collective action toward a more equitable future in PE for learners worldwide.

KEYNOTE SPEAKER

IAPESGW

20th Quadrennial World Congress of International Association of Physical Education and Sport for Girls and Women

From Tradition to Digitalization: Inclusion and Future Challenges of Sport and Physical Activity for Girls and Women

DR. ANNETTE HOFMANN

ICCSPE

Professor of Sports Studies at the Ludwigsburg University of Education in Germany, she is the President of the International Council of Sport Science and Physical Education (ICSSPE). Her research spans sport pedagogy and the intersections of sport and culture, with particular focus on physical education, sexualized violence, e-sports, and outdoor education. Her main research interests include gender and sport, intercultural influences on sport, and the history of skiing. Professor Hofmann has authored four monographs, edited 24 books, and published more than 200 scholarly articles. Her research has earned her numerous awards and honors.

SYNOPSIS

Dr. Annette Hofmann's keynote explores how evolving technologies are transforming participation and access in women's sports. Representing the International Council of Sport Science and Physical Education (ICSSPE), Dr. Hofmann examines how traditional barriers—such as gender stereotypes, cultural expectations, and limited opportunities—are being redefined through digital innovation, from virtual training platforms to online advocacy movements.

She highlights both the promise and pitfalls of this digital shift: while it can empower women and girls through greater visibility and access, it may also widen inequalities where digital literacy or infrastructure is lacking.

Dr. Hofmann calls for inclusive policies, cross-sector collaboration, and education-driven approaches that ensure digital transformation supports, rather than replaces, human connection and community in sport.

Her address urges collective action to sustain equitable growth for women in sport worldwide.

KEYNOTE SPEAKER

IAPESGW

20th Quadrennial World Congress of International Association of Physical Education and Sport for Girls and Women

Her Move: Community Innovations in Physical Activity for Girls and Women

DR. SELINA KHOO

UNIVERSITY OF MALAYA

Selina Khoo is a professor at the Faculty of Sports and Exercise Science, Universiti Malaya. She has led and participated in numerous multi-disciplinary and multi-country research with collaborators in Asia, Africa, Australia, Europe, and South America.

SYNOPSIS

How can communities ignite lasting change in physical activity participation for girls and women? In this keynote, Dr. Selina Khoo, a leading advocate and researcher in inclusive health promotion, explores how grassroots innovations are transforming access to movement for women across diverse cultural and socio-economic contexts.

Drawing on real-world initiatives from Southeast Asia and beyond, Dr. Khoo highlights how community-led programs—rooted in local knowledge, collaboration, and gender sensitivity—are breaking barriers to participation.

From inclusive design to culturally relevant activities, she emphasizes the power of listening to girls and women as co-creators of active spaces. This keynote showcases scalable models that promote joy, safety, and sustainability in physical activity programming.

Dr. Khoo invites educators, practitioners, and policymakers to rethink top-down approaches and champion community-driven solutions that make movement more accessible, equitable, and empowering for every girl and woman—wherever her starting point may be.

CONFERENCE CONVENOR

IAPESGW

20th Quadrennial World Congress of International Association of Physical Education and Sport for Girls and Women

Race to 2030: Strategies in Advancing SDG 5 in Sport and Education

DR. BEATRIZ FERREIRA

Board of Directors, IAPESGW

SYNOPSIS

With the 2030 deadline for the Sustainable Development Goals fast approaching, SDG 5—Achieving Gender Equality—remains a pressing global priority. This high-level panel brings together IAPESGW presidents Tansin Benn, Darlene Kluka, Rosa López de D'Amico and Rosa Diketmüller to explore how sport and education can accelerate progress toward gender equality.

Panelists will share proven strategies, policy innovations, and grassroots practices from different regions advancing SDG 5 through inclusive physical education, leadership development, and gender-transformative programs. The discussion will critically examine barriers to implementation and highlight how intersectional, rights-based approaches can foster long-term systemic change.

With insights from decades of global advocacy, research, and institutional leadership, this session offers inspiration and practical action. Attendees will leave with a deeper understanding of how to align sport and education initiatives with SDG 5—and join the race toward a more equal, empowered future for women and girls.

GUEST SPEAKER

IAPESGW

20th Quadrennial World Congress of International Association of Physical Education and Sport for Girls and Women

DR. MARY JOY TABAL, OLY

She is the First Filipina Marathon Olympian and a Philippine National Record Holder in the marathon. A true icon in long-distance running, she is a six-time MILO Marathon Queen and the current MILO Marathon Record Holder.

Representing the Philippines with pride, she has earned gold and silver medals at the SEA Games and competed in the Asian Games.

Beyond her athletic achievements, she holds a Doctorate in Public Administration and currently serves as the Officer-in-Charge of the Mandaue City Sports Office, where she continues to inspire and lead in sports development and public service.

PANEL 1

SAFE SPACES, STRONG VOICES: BUILDING A CULTURE OF PROTECTION IN GIRLS' AND WOMENS' SPORT

DR. ROSA DIKETMÜLLER

UNIVERSITY OF AUSTRIA

MODERATOR

DR. WIRDATI RADZI

IFSAT / UNIVERSITY OF BUSINESS & TECHNOLOGY

PANELIST

ROSE MAE LANTICSE

SAFESPORT PHILIPPINES

PANELIST

Creating safe, inclusive, and empowering environments in sport is essential to the well-being and success of women and girls. Our panelists will explore how a culture of protection can be built and sustained in sport systems worldwide.

Drawing from their diverse regional and professional contexts, the panelists will address key issues such as safeguarding policies, survivor-centered approaches, accountability structures, and the role of education in prevention.

Through dialogue and shared experience, this session amplifies the voices of women leading change at grassroots, national, and international levels. Participants will gain practical insights into building athlete-centered, respectful, and protective sport environments—where girls and women not only feel safe but are empowered to speak, lead, and thrive.

PANEL 2

TRAINING HER POTENTIAL: DEVELOPMENTALLY APPROPRIATE STRATEGIES FOR GIRLS AND WOMEN IN SPORT

ASST. PROF. JAY NATHAN T. JORE

UNIVERSITY OF THE PHILIPPINES CEBU

MODERATOR

DR. MARLA FRANCES MALLARI

(NUTRITION AND HYDRATION)
UNIVERSITY OF THE PHILIPPINES DILIMAN

PANELIST

DR.MARYAM KOUSHKIE JAHROMI

(PHYSIOLOGY)
SHIRAZ UNIVERSITY

PANELIST

Maximizing the performance and well-being of girls and women in sport requires training approaches that are both evidence-based and developmentally appropriate.

This expert panel features Dr. Maryam Koushkie, who will discuss key physiological considerations unique to female athletes across the lifespan, and Dr. Marla Frances Mallari, who will highlight the crucial role of nutrition and hydration in supporting health, recovery, and performance.

Together, they will explore how tailored strategies—grounded in science and sensitive to hormonal, metabolic, and developmental changes—can optimize training, reduce injury risk, and empower athletes to reach their full potential.

This session aims to dispel myths, address gaps in current practices, and provide actionable insights for coaches, educators, and sport practitioners working with female athletes. Attendees will have a stronger understanding of how to support the holistic development of girls and women in sport—by training her potential, not just performance.

PANEL 3

PLAYING FOR PEACE:
GENDER-RESPONSIVE SPORT FOR PEACE AND SOCIETY

GERALDINE BERNARDO

SPORTPHIL

MODERATOR

NOLI AYO

MINDANAO PEACE GAMES

PANELIST

ATTY. LAI ALBA

BTA PARLIAMENT

PANELIST

Sport has long held the power to bridge divides, foster dialogue, and promote social cohesion—but for it to truly contribute to peace, it must be inclusive and gender-responsive.

This timely panel explores how sport can be intentionally used to challenge inequality, empower women and girls, and build more peaceful, just societies. Drawing from diverse contexts, panelists will share case studies and initiatives where sport has been harnessed as a tool for conflict resolution, community healing, and social transformation.

The discussion will highlight the importance of inclusive leadership, culturally sensitive programming, and policy frameworks that center the needs and voices of women and girls. Whether in post-conflict zones, marginalized communities, or everyday school settings, sport can be a platform for resilience and change.

This session invites educators, practitioners, and advocates to reimagine sport as not only a game—but a pathway to peace, equity, and collective empowerment.

PANEL 4

REDESIGNING THE GAME: INCLUSION AND ADAPTION OF SPORT PRACTICES AND POLICY

DR. BEATRIZ FERREIRA

ICCSPE/IAPESGW

MODERATOR

DR. RHOJEL DEJANO

CEBU SPORTS COMMISSION

PANELIST

DR. USHA SUJIT NAIR

NATIONAL SPORTS UNIVERSITY

PANELIST

True inclusion in sport begins with reimagining systems, spaces, and strategies to ensure equitable access for all.

This powerful panel brings together Dr. Cindy Sit, a leading expert in adapted physical activity and inclusive policy, and Adeline Dumapong, the Philippines' first Paralympic medalist and a champion for disability rights in sport.

Together, they will explore the intersection of policy, practice, and lived experience in shaping adaptive sport environments that celebrate diversity and ability. From inclusive physical education to elite para-sport, this session will highlight global frameworks, local innovations, and the urgent need for rights-based approaches in sport development.

Panelists will discuss barriers to participation, the role of advocacy, and the impact of representation in reshaping mindsets and opportunities.

Attendees will gain valuable perspectives on designing sport systems that are not just accessible—but empowering—for individuals with disabilities. It's time to redesign the game—so everyone can play.

PARALLEL WORKSHOP

FACILITATORS

IAN GIL PIENCENAVES

DEVELOPMENT OFFICER - BADMINTON
ASIA BADMINTON WORLD FEDERATION

SHUTTLE TIME TEACHER COURSE

MIKEY CABAHUG

FORMER PBA 3X3 PRO PLAYER
FOUNDER OF THE CROSSOVER 3X3 LEAGUE 3X3 CHAMPION FOR SBP CENTRAL VISAYAS

3X3 BASKETBALL

CHRISTINE FERRERA

FOUNDER AND CEO OF RACE YA!

DIGITIZATION OF SPORTS

PIO GERARDO SOLON

UNIVERSITY OF THE PHILIPPINES
TECHNICAL PANEL FOR SPORTS AND EXERCISE SCIENCE-COMMISSION ON HIGHER EDUCATION

STRENGTH & CONDITIONING CONSIDERATIONS FOR FEMALE ATHLETES

DR. ALBERTO DIMARUCUT

UNIVERSITY OF THE PHILIPPINES DILIMAN

DANCE THERAPY

ROKA IIDA

IAPESGW JAPAN

JAPANESE MOVEMENT DANCE

DR. ELIANA LUCIA FERREIRA

FEDERAL UNIVERSITY OF JUIZ DE FORA (UFJF)
WITH THE ASSISTANCE OF **PARALYMPIAN JOEY MAGLASANG**

WHEELCHAIR DANCE

MASTERS OF CEREMONY

ASST. PROF. RYAN DANIEL R. DABLO

HIGH SCHOOL PROGRAM
COLLEGE OF SOCIAL SCIENCES, UP CEBU

DAY 1

DR. AURELIO P. VILBAR

MASTER OF EDUCATION PROGRAM,
COLLEGE OF SOCIAL SCIENCES, UP CEBU

DAY 2

PARALLEL SESSIONS MODERATORS

ANNABELLE G. MAGLASANG
PARALLEL SESSION 1A-1

FERNAND G. BERNARDEZ
PARALLEL SESSION 1B-1

JAN VINCENT ONIPA
PARALLEL SESSION 1B-2

ERICKA MAE E. MELENDRES
INVITED SYMPOSIUM 1

MA. ALENA N. MACASIL
INVITED SYMPOSIUM 1

LEANDHRA ALLYSON D. BIONGCOG
INVITED SYMPOSIUM 2

MAGNOLIA A. LAUS
PARALLEL SESSION 2A-1

FRANCIS LUIS M. TORRES
PARALLEL SESSION 2B-1

JOAN GRACE E. PACRES
PARALLEL SESSION 2B-2

KENNETH JAY B. GARIANDO
PARALLEL SESSION 2B-3

EUGENE L. OCTAVIANO
PARALLEL SESSION 3A-1

KIM P. BONDOC
PARALLEL SESSION 3B-1

GELYN S. PURACAN
PARALLEL SESSION 4A-1

DEMIE XYZA F. RENDON

JAE MARI D. MAGDADARO

GLENN M. ARLANZA

NIÑO Y. YBAÑEZ

Equity in Action - Towards a Global Mindset: Reflections

Dr. Tansin Benn

Keynote Speaker

Former Professor, University of Birmingham
President IAPESGW 2009 – 2013
Executive Board member 2005 – 2017.

Dr Tansin Benn's view is that a global mind-set is essential to enabling us to contribute to making 'Equity in Action' a reality through all areas of physical education, sport, dance, and physical activity. It is a concept that contains characteristics essential to a person being able to see the world as others see it, to engage humanely, celebrate difference, to recognise disadvantage, and to find ways to make a positive difference in the world at macro and/or micro levels. They are reflected in many of her international colleagues around the world.

People who have a global mind-set are motivated and able to make a positive difference in the lives of others. How do people acquire such characteristics? Dr Tansin will propose that they are learned through life experiences, unexpected opportunities, and how individuals choose to respond to such moments.

The presentation will be illustrated through reflections on personal life experiences that have made a difference locally and globally. For example, Dr Tansin's long history with IAPESGW was central to her awareness and understanding of people in different situations. This included her role in the development of the recent Global Observatory for Women and Sport and an update.

As a researcher, much of Dr Tansin's time has been focused on working with Muslim women in the field of physical education and sport to improve inclusion in the UK and beyond. Other examples will come from a life in teaching, coaching, advocacy, the arts, and, currently, her teaching and research in community charity work for the well-being of older women.

Finally, the concept of a global mindset will be revisited with recommendations on key actions we can all take to help us develop, or continue, the path towards a global mindset. That way, we can remain part of 'Equity in Action' throughout our lives.

Beyond Performance: Reclaiming Well-Being in PE and Sport for Girls and Women

Dr. Maria Luisa Guinto
Keynote Speaker
University of the Philippines, Diliman

As performance continues to dominate the culture of Physical Education (PE) and sport, the well-being of girls and women often remains overlooked. This keynote calls for a paradigm shift that redefines success beyond medals and metrics.

Drawing from over three decades of experience in athlete support, teaching, and research, Dr. Guinto underscores the urgent need to prioritize holistic well-being, mental health, and empowerment as integral to the sport experience.

She examines the unique psychological and sociocultural pressures that girls and women encounter in sport—ranging from body image concerns and gender stereotypes to societal expectations of perfection and endurance.

These factors not only shape participation and performance but also influence identity, confidence, and long-term engagement in active living. Through the lens of Sustainable Development Goals (SDGs)—particularly SDG 3 (Good Health and Well-Being), SDG 4 (Quality Education), and SDG 5 (Gender Equality)—the keynote highlights how inclusive, gender-responsive, and well-being-centered approaches can transform PE and sport environments.

Dr. Guinto presents evidence-based frameworks and practical strategies for educators, coaches, and sport leaders to create psychologically safe, nurturing, and equitable spaces. She demonstrates how reclaiming well-being as a central goal enhances both individual flourishing and collective performance.

Ultimately, the keynote invites participants to reimagine PE and sport as platforms for empowerment—where girls and women not only perform but thrive, leading the way toward a culture of care, inclusion, and sustainable excellence.

Keywords: gender equity in PE and sport, holistic athlete care, psychological well-being, safe spaces in sport, sustainable performance

Beyond Performance: Reclaiming Well-Being in PE and Sport for Girls and Women

Dr. Rosa López De D´Amico

Keynote Speaker

2025 IAPESGW World Congress | Philippines

Physical Education (P.E.) is vital in empowering girls and women—supporting their physical health, confidence, and leadership. In this keynote, Dr. Rosa López de D´Amico, a global leader in gender equity and physical education, shares insights on advancing inclusive and transformative practices in P.E. Drawing from international experience and grounded in cultural sensitivity, Dr. López de D´Amico highlights innovative strategies that break barriers and engage diverse learners.

She will showcase how gender-responsive teaching, physical literacy, and student leadership can create environments where girls and women thrive. With practical examples from across regions, this session offers tools for educators, policymakers, and advocates to foster more inclusive, equitable P.E. experiences.

Framed within the dynamic context of the Asia-Pacific, the keynote inspires participants to reimagine P.E. as a powerful space for girls and women to become active, able, and empowered—on the field, in the classroom, and in life.

Moving the Needle – Gender and the Transformative Issue in Quality Physical Education

Dr. Walter Ho
Keynote Speaker
Tokyo Gakugei University

Women's rights is a vital issue for community and social development. The widespread of concernsenhance the active constitutional activities to guarantee the equality and equity development between both genders. The practice seems to be the common norms of government nowadays to establish different legislative actions for equality development in education, fair opportunities for career choice, and policies to improve the welfare, health care, education, and job opportunities for women. Such advancement indicates a different perspective for women to share the economic prosperity, independence in their social life and contributions to the society. More women are joining the workforce and choose the career of teachers in physical education. Although there is no specific data to indicate the numbers of women in this teaching profession, individual studies and country reports reflect the preferred choice of women in teaching at primary education and less in the teaching work of physical education in secondary education or higher institute. This situation may suggest the fact of few female teachers to serve as role models and the encouragement of entrenched gender stereotypes within approaches in teaching the subject. The extend and impact of such circumstances in learning of physical education is yet to be known. This presentation adopts the data from the QPE research in 2020 and the hierarchical framework of the 8 dimensions in QPE to discuss the possible scenarios in the development of Quality Physical Education (QPE). The 2020 QPE research had the participation of 5680 professionals in physical education from Asia, Latin America, South America, the Middle East, Africa, and Europe to answer a questionnaire in QPE. Female professionals comprised 42% of the total, and male professionals accounted for 57%.The study consisted of eight dimensions with four related to the teaching and learning of sport skills and cognitive development, social norms and cultural practice and habitual behavior in physical activities. There were two dimensions related to the quality in teaching and use of facilities. The last two dimensions have the relationship to government input and teacher training. The data from Latin America indicated a higher mean score in each dimension by men. While in Europe, there was no evidence of significant differences between men and women in response to QPE questions. In Africa, there were significant differences for women in dimensions of training and governmental input, issues in gender, religious and cultural development and habit in physical activities. While in Asia, significant difference was observed for female professionals in the dimension of training opportunities. The data portraited a picture of masculine dominance in learning, interaction and education for students while female teachers indicated a tendency towards the developmental issues in physical education. There have been attempts to solve this issue by taking different measures.The introduction of co-education classes for physical education, curriculum change, the adoption of different pedagogical approaches in teaching physical education, the emphasis of team works, and collaborative learning seems to be possible solutions to promote the fair education opportunities for both gender in QPE. While conducting all these innovative works in fair opportunities in physical education, the real challenges come from the perception of masculine culture and the existence of a compromising practice when a career decision is needed. To support female professionals in physical education, it is essential to address the different structural and cultural issues, including religious norms, professional etiquette, workplace environment, policies on equal pay, and the role of unions in advocating for women's rights. Without the consideration of these factors, genuine progress in the development of QPE still remains out of reach.

Keywords: Feminist Movement, Professionals in Physical Education, Quality physical Education

From Tradition to Digitalization: Inclusion and Future Challenges of Sport and Physical Activity for Girls and Women

Dr. Annette R. Hofmann

Keynote Speaker

International Council of Sport Science and Physical Education (ICSSPE)

Developments in girls' and women's sport can be analyzed against the barriers to gender equality identified by McDonagh and Pappano (2008). In their work, Playing with the boys: Why separate is not equal in sports, they argue that organized sport remains a system in which the male body is treated as superior, resting on three historical myths they term the "three Is," dating back to the nineteenth century: female inferiority, the assumption that women are inherently weaker athletes than men; injury, the belief that women must be protected from harm in competition; and immorality, the view that certain athletic movements—and direct comparisons of women's and men's performance—are improper. This gender-segregated system made it difficult for women to participate in many sports, and access was often granted only after years of struggle, with examples across nearly every sport— the women's Olympic marathon, for instance, was not introduced until 1984. This keynote traces how these "three Is" have shaped the history of women's sport and remain visible today. It examines the development and inclusion of women in Olympic sport and asks whether genuine gender equity now exists or whether meaningful differences persist. It then turns to physical activity for girls and women more broadly, addressing current challenges identified by UNESCO (2024), including unequal access to digital and online spaces, exposure to online harassment, and the rapid rise of e-sports — developments that raise new questions about inclusion and equity going forward.

Keywords: Women and Sport, Olympic History, Discrimination, Digitalization, E-Sports

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Her Move: Community Innovations in Physical Activity for Girls and Women

Dr. Selina Khoo
Keynote Speaker
2025 IAPESGW World Congress | Philippines

How can communities ignite lasting change in physical activity participation for girls and women? In this keynote, Dr. Selina Khoo, a leading advocate and researcher in inclusive health promotion, explores how grassroots innovations are transforming access to movement for women across diverse cultural and socio-economic contexts.

Drawing on real-world initiatives from Southeast Asia and beyond, Dr. Khoo highlights how community-led programs—rooted in local knowledge, collaboration, and gender sensitivity—are breaking barriers to participation. From inclusive design to culturally relevant activities, she emphasizes the power of listening to girls and women as co-creators of active spaces.

This keynote showcases scalable models that promote joy, safety, and sustainability in physical activity programming. Dr. Khoo invites educators, practitioners, and policymakers to rethink top-down approaches and champion community-driven solutions that make movement more accessible, equitable, and empowering for every girl and woman—wherever her starting point may be.

Training HER Potential: Harnessing Female-Specific Exercise Physiology for Optimal Development in Sport

Maryam Koushkie Jahromi
Professor of Exercise Physiology , Department of Sport Sciences, Shiraz University, Iran

While core exercise physiology principles apply universally, girls and women exhibit distinct physiological characteristics that profoundly influence training adaptation, performance, and health. This presentation highlights key sex-based differences—such as hormonal fluctuations across the menstrual cycle, variations in substrate metabolism, muscle fiber type distribution, thermoregulatory responses, and recovery kinetics—and their practical implications for coaching and programming. These differences are not deficits but biological realities that, when understood and respected, can enhance athletic development and well-being.

The session emphasizes developmentally appropriate strategies across the female lifespan: from prepubescent girls, through adolescence marked by rapid hormonal and structural changes, to adult athletes navigating menstrual cycle phases, pregnancy, and postpartum return-to-sport, and into perimenopause and beyond. Ignoring these factors can lead to suboptimal performance, increased injury risk (e.g., ACL tears, RED-S), and early dropout from sport. Conversely, individualized, physiology-informed training fosters resilience, confidence, and long-term participation.

Current research supports periodizing training around hormonal phases, adjusting load and recovery based on individual responses, and prioritizing energy availability to support both performance and health. This presentation translates evidence into actionable guidelines for coaches, educators, and sport scientists, moving beyond outdated “male-as-default” models. By centering female physiology in program design, we create environments where girls and women thrive—not in spite of their biology, but because of it. Training HER potential means recognizing that equity in sport begins with understanding and applying sex-specific science. This session empowers stakeholders to implement inclusive, effective, and empowering practices that unlock the full athletic and health potential of every girl and woman in sport.

Controversies in Female Athletes' Sportswear: From Skirts to Full Body Suits in Gymnastics

Dr. Annette R. Hofmann
Ludwigsburg University of Education
Germany

The sport dresses worn by female athletes continue to be a subject of debate—not only among sports officials but also in the media and the general public. These discussions go beyond functionality, often touching upon the sexualization of athletes in an attempt to make sports more appealing to a predominantly male audience. Many sports maintain dress regulations that can be traced back to historical norms and traditions. (Artistic) Gymnastics serves as a particularly illustrative example.

In the early days of this activity, female gymnasts were required to wear long garments that fully covered their legs and to some extend arms. Over the decades, these outfits evolved into shorter, form-fitting leotards that have become standard today. However, at the European Championships in 2021, the German national team drew public attention by choosing to wear full-body suits—an option permitted under the regulations of the International Gymnastics Federation (FIG).

In interviews, the gymnasts explained their choice as a deliberate statement promoting autonomy and inclusivity in athletic attire. Their intention was not only as step to prevent sexualization of their bodies, but to demonstrate that every gymnast should have the freedom to decide whether to wear short or long suits to feel comfortable.

One aim was to raise awareness among younger athletes. This paper examines the evolution of female sportswear, with a specific focus on gymnastics. It will also incorporate the perspectives of young artistic gymnasts, gathered through interviews, to shed light on their opinions and experiences regarding sports attire.

Keywords: women, sportswear, gymnastics, long body suits

Quality Physical Education and Work Practices in Inclusion

Symposium Convenor:
Walter Ho
Tokyo Gakugei University
Japan

The desire to have meaningful learning through physical education has continued to be attended due to the intrinsic contributions to students' growth physically, mentally, and socially. There was the proposal of Quality Physical Education (QPE) from UNESCO in 2015, and inclusion was included in the policy guidelines.

It covers the three perspectives of gender equality, disability and minority groups. The guidelines indicated the importance of curriculum flexibility and adjustments to cater the different individual needs in the inclusive approach. The purpose is to ensure the availability and benefits of physical education for everyone to achieve quality development. In addition to this, a flexible approach to school organization and pupil assessment is required.

Such flexibility allows for the development of a more inclusive pedagogy, shifting the focus from teacher-centred to child-centred, and embracing more diverse learning styles. Although there is the proposal of such understanding, the ways to achieve the target will be subject to the social, cultural and educational practice of a country.

The international research team from ISCPES launched the QPE research in 2010 and went through different phases to identify the 8 dimensions in QPE development. These 8 dimensions embraced with 4 dimensions on the learning of skills and cognitive development, social and cultural values and exercises habits. There are another 2 dimensions indicated the importance of quality in teaching and use of facilities.

The last 2 dimensions mentioned about the government input and training opportunities. This symposium invites researchers to describe of what they understand in these 8 dimensions towards the development of inclusive policy in their country and give examples of the practice and arrangement in schools. The idea is to bring us with the opportunity to discuss the ways and how far in achieving the target of concerns in the equality works of QPE development.

Keywords: Quality Physical Education, Inclusive Education, Works and Practice, Policies and Strategic Development in Inclusion

Research in Quality Physical Education and Inclusion Policy

Walter Ho
Tokyo Gakugei University
Japan

Physical education is an important subject for all students, and participation in the learning is a fundamental right for every student. When the United Nations Educational, Scientific, and Cultural Organization (UNESCO) called for the development of Quality Physical Education in 2015, ensuring an inclusive approach was the center of this proposed work.

Such an inclusive initiative is expected to be the principle for creating an equitable educational environment for every student, regardless of their background, identity, or physical circumstances. The UNESCO document encouraged attention to the development of flexible curricula, community partnership, and effective pedagogical strategies in classroom learning. There are two main approaches to support such actions planning.

One of the approaches focuses on establishing equal terms that support educational rights and quality education for both genders. The second stipulates measures for reducing discrimination against specific groups.

This approach implies giving extra attention to issues safeguarding women's rights. In places where there is insufficient development of educational opportunities for females, intentional consideration of such issues in policymaking and program interventions appears to be the appropriate strategy for dismantling barriers and ensuring equal access to educational opportunities. This presentation shares the findings from the QPE research work initiated by the International Society for Comparative Physical Education and Sport (ISCPES).

Examples are included to illustrate the different inclusive polities by countries. The purpose is to arouse the advanced thoughts of what should be the next steps in enhancing the development of an equitable learning environment for all students.

Keywords: Quality Physical Education, Inclusive Policy, Equitable Learning Environment, Policy Implementation

Quality Physical Education (QPE) in India - Dimensions and Inclusive Policy Pathways

Usha Sujit Nair
National Sports University
India

With more than 1.4 billion people and over 260 million children enrolled in schools, India represents one of the world's largest education systems where the challenge of ensuring Quality Physical Education (QPE) is both urgent and complex.

Guided by the National Education Policy (NEP) 2020, India has begun embedding physical literacy and holistic development within its educational framework, aligning with UNESCO's call for inclusive and equitable learning opportunities.

This presentation contribution reviews India's progress and challenges through the eight QPE dimensions identified by UNESCO and ISCPES, skill learning, cognitive development, social and cultural values, exercise habits, teaching quality, facilities and resources, government input, and training opportunities. While initiatives such as Samagra Shiksha, Fit India, and Khelo India have institutionalised daily activity and community participation, implementation remains uneven across regions.

Persistent shortages of qualified Physical Education Teachers (PETs), gender imbalance in staffing, and infrastructural deficits restrict consistent delivery. Institutions such as LNIPE and the National Sports University have enhanced teacher preparation under NCTE standards, yet sustained professional development and monitoring are essential to realise QPE goals. A cross-cutting concern across all dimensions is gender inclusion.

Social norms, safety constraints, and limited facilities continue to restrict girls' participation, calling for gender-responsive curricula, safeguarding mechanisms, and leadership opportunities for women in physical education. India's experience thus adds a vital perspective to the symposium's global dialogue on translating the eight QPE dimensions into inclusive, gender-responsive, and contextually grounded educational policy.

Keywords: Quality Physical Education (QPE); NEP 2020; Gender Inclusion; Teacher Education; Physical Literacy; Policy Implementation

Looking at Quality Physical Education (QPE) in Venezuela: Teacher's Training Support

Rosa López de D'Amico
Universidad Pedagógica Experimental Libertador
Venezuela

In the latest publication related with the eight dimensions identified in the QPE research (Ho, 2025), there is a chapter in which it is explain how QPE is perceived by the Venezuelan teachers working in the field. The results are not negative in spite of the fact that it is a country that has been going through a negative impact in its economy due to an imposed sanction, blockade and intensive psychological pressure.

Of the eight factors associated with the QPE, in the Venezuelan results the highest average is for the Quality Teaching of Physical Education (QTPE). This might be connected with continued professional development program that provides opportunities for teachers in service to be updated.

This is quite interesting if compared with the latest global survey of physical education, The Global State of Play (UNESCO & Loughborough University, 2024) in which, only 33% of countries reported providing in-service training and continuing professional development (CPD) to their physical education staff every five years.

In this presentation it will be shared two projects related with CPD that are been developed in Venezuela. The first one is the training of PE teachers though graduate and postgraduate programs in all the states of the country, for teachers in service and new comers. The second one is a digital program for teachers in service working in the different levels of the Basic Education structure Teachers National Training Program (PNFD).

To improve the quality of physical education, increase student engagement and educational outcomes, more investment must be made in the professional development and equitable deployment of specialized physical education teachers.

Keywords: Quality Physical Education, Inclusive Education, Continued Professional Development, Teacher Training.

Fluid Balance and Women's Football Penalty Kicking Accuracy

Justine Danielle Agabin and Marla Frances T. Mallari
College of Human Kinetics, University of the Philippines, Diliman

Introduction: The hot outdoor environment and prolonged high-intensity activity of football exacerbate dehydration in players, which then impairs both physical endurance and decision-making for successful skill execution in the game. This study aims to fill the lack of research on dehydration of female athletes situated in South East Asia through penalty kick target shooting.

Objectives: This study aims to investigate the impacts of dehydration on football performance. (1j To determine baseline football tactical-technical performance in the euhydrated state through a penalty kick target shooting; (2j To investigate the effect of dehydration on football tactical-technical performance through a penalty kick target shooting.

Methodology: Baseline euhydrated weight was averaged for three consecutive days, indicated by a USG of < 1.025. After establishing a baseline, weights were calculated with baseline weight as Euhydrated, and Dehydrated body weight (BW) reduced by 2-3% for water weight loss. Each participant underwent two trials. One in EUT (Euhydrated Trial) and another in DET (Dehydrated Trial).

BW, USG, blood pressure, and T&RH (temperature and relative humidity) were then recorded. Participants warmed up, then followed a sequential 15 penalty kick target order. Results and Discussion: Data was expressed in mean and standard deviation, tested through repeated measures t-test with a significance level ($p < 0.05$). Shooting success rate showed a significant difference ($p < 0.001$) between EUT and DET. BW for EUT and DET was significant at ($p < 0.001$). T&RH was also significantly different at ($p=0.004$) and ($p=0.008$), respectively.

Despite possible effects of T&RH on performance, the timing of the trial was scheduled during the morning training of players who are acclimatized. Each trial took <5 minutes, which reduces or neglects the effects of T&RH.: Conclusion: Dehydration at 2-3% impairs penalty kicking accuracy of female athletes. This emphasizes the importance of hydration strategies for cognitive performance,e crucial in team sports.

Keywords: Hydration, dehydration, football, cognitive performance, penalty kicks

Exploring the Beverage Intake Behavior and Pre-practice Hydration Status of Collegiate Student Athletes

Ellene Arceo and Marla Frances T. Mallari
University of the Philippines Diliman - College of Human Kinetics

Introduction: With the rising concern of global temperature increase, hydration becomes more essential to athletes. However, they still begin their practice hypohydrated, which increases the risk of significant dehydration that may lead to poor performance and injuries. This poses a greater concern for female athletes since they are at higher risk for nutritional deficiencies, making them more susceptible to illnesses and injuries.

Objectives: The objectives of this study were (1) to determine whether collegiate student-athletes consume the recommended amount of beverages daily, (2) if there is a significant relationship between beverage intake behavior and pre-practice hydration status, (3) if there is a significant difference in beverage intake behavior between and pre-practice hydration status of male and female collegiate student-athletes, and (4) if the beverage intake behavior and pre-practice hydration status have improved over the years.

Methodology: Eighty collegiate student-athletes (46.25% male; 53.75% female) from five different teams answered the Beverage Intake Questionnaire and provided a spot urine sample to assess their beverage intake behavior and pre-practice hydration status, respectively. Data were collected approximately an hour before their training proper. Results and Discussions: Overall, participants (2.492 ± 1.338 liters) do not meet the recommended daily fluid intake. There was no significant correlation ($r = 0.172$, $p < 0.05$) between the Average Daily Beverage Intake and USG of the participants. Male (2.795 ± 1.431 liters) and female (2.232 ± 1.209 liters) student-athletes showed a significant difference in hydration status ($p = 0.015$), but this difference did not result in a significant difference in USG levels. Male collegiate student-athletes increased their daily fluid intake from 2016 (2.183 ± 1.532) to 2024 (2.795 ± 1.431), while female collegiate student-athletes decreased from 2016 (2.590 ± 0.970) to 2024 (2.232 ± 1.209). Conclusion: Collegiate student-athletes have insufficient daily beverage intake, while 50% still had a euhydrated pre-practice hydration status. Although significant differences were found in beverage intake behavior between male and female athletes, no such difference was evident in their pre-practice hydration status. These findings suggest that specific interventions are required to enhance collegiate student-athletes' beverage intake behavior and pre-practice hydration practices, which may help alleviate the significant difference of male and female participants in beverage consumption.

Keywords: collegiate student-athletes, beverage intake behavior, pre-practice hydration status, gender difference

The Effect of Fish Oil Supplementation on the Simple Reaction Time of Collegiate Varsity Athletes: Implications for Female Sports Performance

Maria Ceil Deniz D. Lacson and Marla Frances T. Mallari
University of the Philippines Diliman - College of Human Kinetics

Introduction: A growing body of research has focused on the potential neuroprotective and cognitive-enhancing effects of fish oil (FO) supplements, which contain omega-3 fatty acids. Findings from these studies have been expanded and applied to the neuromuscular function of sports and athletes. However, female athletes remain underrepresented in supplementation research, despite evidence suggesting that sex-based physiological factors, particularly the interaction between estrogen and DHA, may influence omega-3 metabolism and neural uptake.

This study explored the effects of fish oil supplementation on the simple reaction time (SRT) of collegiate varsity athletes and considered its implications for advancing female athletic performance. Objectives: This study aimed to 1) assess the physical and cognitive effects of a four-week, 1000 mg/day omega-3 supplementation on the reaction time of varsity athletes, (2) identify any significant changes in reaction time from baseline to post-test, and (3) explore possible sex-based differences in responsiveness to supplementation.

Methodology: Thirty athletes were randomly assigned to the fish oil or placebo group. Participants' SRT was measured pre- and post-intervention through ReactionX Training Lights. Metrics included average reaction time (speed/consistency) and correct hits or counts (accuracy). Data were analyzed through paired and independent sample t-tests using SPSS and Jamovi, with a focus on female performance outcomes. Results and Discussion: Among female athletes, the fish oil group showed a significant improvement in reaction time from baseline (p = 0.003, d = 1.01), indicating a large and meaningful effect. Compared with the female placebo group, the female FO group also achieved higher post-test accuracy (p = .022). Across sexes, males demonstrated faster post-test reaction times (p = .035). However, females exhibited a greater relative improvement from their baseline with a large effect size,suggesting a strong adaptive response to supplementation.

Conclusion: Fish oil supplementation significantly improved reaction time in collegiate varsity athletes, with a notably strong adaptive response among females. While males exhibited faster overall post-test times, females displayed larger performance gains, reflecting sex-specific responsiveness to supplementation–potentially influenced by estrogen-DHA interactions. These findings highlight the potential of omega-3 supplementation to enhance female athletic performance and reinforce the need for more gender-focused research.

Keywords: omega-3 polyunsaturated fatty acids (PUFA), eicosapentaenoic acid (EPA), docosahexaenoic acid (DHA), neuromuscular function, simple reaction time, estrogen-DHA interactions

Effects of Self-Myofascial Release on Leg Power of Female Collegiate Softball Players

Jeriel L. Manalo, Marla Frances T. Mallari, Christian Wisdom M. Valleser
University of the Philippines – College of Human Kinetics

Introduction: Leg power is an important physiological characteristic for athletes in Softball and can be observed using the reactive strength index (RSI) from a drop jump test. Powerful movements may cause muscular damage, which is the reason why some athletes and coaches use specific self-myofascial release (SMR) techniques on Myofascial Trigger points (MTrPs) for acute recovery. Literature suggests it is an intervention with positive acute effects if done under certain protocols.

Objectives: The objective of this study is to determine the effects of a deep SMR with 4- and 10-minute rest intervals. Methodology: Female softball players were randomly assigned to either a control (CON) with no intervention or a specific SMR intervention (LB) using a crossover research design. A paired t-test was used to examine the effects of CON and LB treatments on RSI. Results and Discussion: This study showed some similarities with current literature, which suggests its potential as a protocol for SMR and acute recovery.

The physiological effects on recovery, pain tolerance, and range of motion, and SMR variable manipulation may be further investigated through the manipulation of several variables. Other instruments more sensitive to changes in leg power may also be used for better validity and reliability.

Conclusion: There is no significant difference between the intervention treatments in the study using a 30-second SMR with 4 and 10-minute rest intervals for leg power. There is also no significant difference between 4 and 10-minute rest intervals between treatments. This study suggests that timing of SMR does not matter as tested on female Softball players.

Keywords: Self-myofascial release, leg power, drop jumps, reactive strength index, softball

Prehabilitation on Knee Function, Quadriceps Strength, and Proprioception Of Female Competitive Basketball Players

Melecio M. Pena III and Marla Frances T. Mallari
University of the Philippines Diliman College of Human Kinetics

Introduction. Preoperative rehabilitation, termed as prehabilitation (PreHab) is the scientific process of enhancing the functional ability of patients to counteract immobilization and deconditioning pre- and post-surgery, resume functional levels, and return to sport (RTS). The goals of ACL prehabilitation pre-ACL reconstruction (ACLR) include the improvement of knee range of motion, lower limb strength (quadriceps femoris), and knee proprioception and balance. Prehabilitation has been incorporated in strengthening and conditioning programs globally, but has not been integrated widely locally. There is a scarcity of evidence of prehabilitation; hence, this research was conducted.

Objective. To describe the impact of six weeks of prehabilitation pre-ACLR, in terms of knee function (Modified Cincinnati knee score), quadriceps strength in torque (fixed hand-held dynamometer), and proprioception (Sharpened/Tandem Romberg Test) in female competitive basketball players, compared with no prehabilitation. Methods. In this case series, two female competitive basketball players with a unilateral, partial ACL tear underwent a six-week prehabilitation program of therapeutic modalities and exercises adopted from Cunha and Solomon (2022).

The training included knee function, quadriceps strength, and proprioception and encompassed therapeutic modalities and exercises to increase joint range of motion, strength, balance, and proprioception, and decrease swelling and inflammation. Moreover, two female competitive basketball players with a unilateral, partial ACL tear underwent active range of motion exercises for six weeks, but no prehabilitation.

For statistical analysis, this study used mean and standard deviation for demographic profile, and the Wilcoxon signed-ranked test, the Mann-Whitney U Test, and Cohen's d effect size (non-parametric tests) for outcome measures. Results. After six weeks, the prehabilitation group pre-ACLR presented with a significant increase in knee function, quadriceps strength, and proprioception. Between groups, there is a statistically significant difference in the physiologic outcomes, improving knee function, quadriceps strength, and proprioception. Conclusion: Prehabilitation yields a profound impact in knee function, quadriceps strength, and proprioception.

Keywords: prehabilitation, anterior cruciate ligament injury, knee function, quadriceps strength, proprioception.

From Stereotypes to Subversion: Critical Discourses on Gender, Power, and Women's Empowerment in Philippine Sport

Ma. Alena Novillo-Macasil
University of the Philippines Cebu

Sport has long served both as a venue for reproducing gender hierarchies and as a space for contesting them. Narratives in journalism, commentary, or athletes' personal accounts shape how women in sport are represented and how they assert agency within gendered contexts. This study critically examines how discursive constructions of Filipina athletes both reinforce and resist patriarchal norms while advancing women's empowerment in sport.

Grounded in intersectional and decolonial feminist perspectives, it recognizes that women's experiences in Philippine sport are mediated by overlapping structures of gender, class, religion, and colonial legacies that continue to influence national ideals of femininity and strength.

This framework foregrounds Filipina athletes as knowledge producers who challenge Western-centered paradigms and reclaim narratives rooted in local histories and cultural values. Using narrative inquiry and critical discourse analysis, the study investigates media portrayals alongside athletes' self-representations drawn from interviews, biographies, and digital platforms.

It asks: (1) How do media texts reproduce gender stereotypes about women athletes? (2) In what ways do women athletes' narratives resist or subvert these stereotypes? (3) How does this interplay between reproduction and resistance contribute to broader women's empowerment in sport? Case studies include Olympic gold medalist Hidilyn Diaz, members of the Philippine women's football team (the Filipinas), and athletes from grassroots and university levels.

Analyses reveal tensions between conformity and resistance, illustrating how Filipina athletes navigate identity, visibility, and authority in male-dominated spaces. The study underscores the transformative power of narrative in challenging entrenched ideologies and calls for gender-sensitive media practices, inclusive pedagogy, and equitable sport policies.

Keywords: women athletes, gender roles, sports narratives, feminist theory, media discourse, empowerment, Philippines

Understanding Filipina Women's Low Participation in Arnis as a Self-Defense Practice

Joan Grace E. Pacres
University of the Philippines Cebu
Philippines

The idiom "different strokes for different folks" aptly reflects the diversity of martial arts choices across populations. Despite arnis being the national martial art and sport, many Filipino women tend to prefer karate, judo, or taekwondo as their self-defense methods.

Guided by gender theory and cultural sport studies, this mixed-methods study examined Filipino women's attitudes, awareness levels, experiences, perceived barriers, and sociocultural contexts to explain why arnis remains less preferred among them.

Data were collected through a structured survey of 200 female Filipino employees working the graveyard shift in Cebu-based BPO companies, complemented by 15 semi-structured interviews with selected participants.

Findings reveal intersecting factors such as limited awareness of arnis empty-hand techniques, perceptions of danger associated with weapon-based practice, lack of female instructors, logistical inaccessibility, and enduring gendered cultural norms that discourage women's engagement in combat-based physical activity. These results underscore the need to reframe arnis as both a culturally rooted and gender-inclusive discipline.

Policy-based interventions are recommended, including curriculum design, public awareness and visibility campaigns, instructor development programs for women, and community outreach to broaden participation. This study contributes to the advancement of Sustainable Development Goals (SDGs) 4 (Quality Education), 5 (Gender Equality), and 10 (Reduced Inequalities) by promoting equitable access to culturally meaningful physical education and self-defense opportunities.

Keywords: gender equity, inclusive education, cultural sustainability, empowerment through sports, women's participation in martial arts

Explaining the Participation and Motivation of Women in Esports

Glenn M. Arlanza
University of the Philippines Cebu
Philippines

Esports, or competitive video gaming, has rapidly evolved into a global industry, featuring professional players, large-scale tournaments, and international audiences. While esports attracts millions of participants worldwide, it remains a space where gender disparities persist.

Women remain underrepresented in the rapidly growing field of esports despite its increasing global visibility and professionalization. This study aimed to investigate the factors motivating women's participation in esports.

To supplement the limited data on women, a narrative literature review was conducted to synthesize current studies on women's participation and motivation in esports. Databases such as Google Scholar, PubMed, Scopus, and Web of Science were searched using keywords including "women in esports," "gender and gaming," "motivation in esports," and "female participation barriers.".

Findings indicate that traditional gender norms, masculine gaming culture, and online harassment continue to hinder women's inclusion and sense of belonging in esports communities. Content analysis revealed motivational differences between genders: women primarily engaged in esports to build friendships, relieve stress, and enhance well-being, whereas men were more driven by competition and performance-based enjoyment.

These insights highlight the importance of developing gender equality initiatives, inclusive gaming spaces, and educational campaigns that empower women and promote safer, more equitable participation in esports. Future policies and programs should integrate gender-sensitive approaches to foster diversity and representation within the esports industry.

Keywords: women, participation, motivation, esports, gender equality, inclusion.

Examining the Interplay of Coaching Leadership Styles, Motivation, and Anxiety: Insights from Filipino University Student-Athletes

Ma. Patricia T. Malquisto, Jomar C. Cabuquin, Joel A. Alfarero
Eastern Visayas State University, Tacloban City
Leyte, Philippines

The Philippines' deep-rooted passion for sports underscores the importance of identifying coaching leadership styles thatstrengthen coach-athlete relationships and foster achievement and motivation in athletes. This study examined the associations between coaching leadership styles, motivation, and anxiety among Filipino university student-athletes at a public state university in Leyte Province, Philippines.

Employing a quantitative, descriptive cross-sectional, andcorrelational design, the study surveyed 108 student-athletes. Results revealed a statistically significant but weak positive association between coaching leadership and student-athlete motivation ($r_s = 0.304$, $p = 0.001$), suggesting that athletes who perceive their coaches as effective leaders exhibit higher motivation levels.

However, no significant association was found between coaching leadership and student-athletes' anxiety ($r_s = -0.026$, $p = 0.793$) or between student-athletes' anxiety and motivation ($r_s = -0.157$, $p = 0.106$). These findingshighlight the complexity of anxiety, shaped by performance pressures, competition intensity, and personal expectations.

While no single leadership approach universally applies, developing a nuanced understanding of diverse coaching styles is essential for cultivating optimal coach-athlete dynamics that enhance motivation and performance.

Keywords: Anxiety; Coaching Leadership Styles; Motivation; Student-athletes; Sports

A Tentative History of the UP Fighting Maroons Women's Varsity Teams

Eloisa May P. Hernandez
UP Center for Women's and Gender Studies
University of the Philippines Diliman

The University of the Philippines, a founding member of the University Athletic Association of the Philippines (UAAP), has a rich history of women's varsity teams. Established in 1938, the UAAP initially featured sports like basketball, baseball, football, swimming, track and field, and volleyball, with the latter being the only sport for women.

Over time, sports like table tennis, tennis, chess, judo, fencing, and taekwondo were added, although women's events were not always included in the early years. Today, the UAAP boasts eight member schools competing in over 20 events, with women's events in all sports except baseball, which is exclusively for men, while softball is exclusively for women.

The UP Fighting Maroons is one of only four UAAP member schools, along with Ateneo de Manila University, De La Salle University, and the University of Santo Tomas, that have teams in all women's sports.

From a single UP Women's Volleyball Team in the inaugural UAAP Season, the UP Fighting Maroons now have 400-450 women student-athletes out of around 850 student-athletes. This presentation aims to provide a tentative history of the formation, inclusion, performance, and growth of the UP Fighting Maroons women's varsity teams.

Keywords: Sports History, Women in Sports, Collegiate Sports, Gender in Sports, Student Athletes

Developing a Module on Gender-Informed Coaching Practices for UP Varsity Coaches: Reflections of a Former Student-Athlete Turned Gender Researcher

Bea Quintos
UP Center for Women's and Gender Studies
University of the Philippines Diliman

The presentation reflects on the process of developing a module on gender inequality and sports as part of the UP Center for Women and Gender Studies' series on mentoring UP women's varsity coaches.

The module, which changed over the course of delivering the 3-day workshop to the coaches, posed the question, "Given the distinct historical development of women's sports, the particular needs of female athletes, how might coaching practice/s change to be more responsive to current needs?" It combined perspectives from women's sports history, gender mainstreaming literature, and the lived experiences of the coach-participants in UP Diliman.

Keywords: Coaching Women, Women in Sports, Collegiate Sports, Gender in Sports

Gendered Perspectives in University Sports: Insights from UP Women's Varsity Athletes and Their Coaches

Cynthia Grace C. Gregorio and Marie Aubrey J. Villaceran
UP Center for Women's and Gender Studies
University of the Philippines Diliman

Introduction: This germinal study explores the gendered dynamics of university sports by examining the lived experiences of women varsity athletes at the University of the Philippines Diliman alongside the perceptions of their male coaches. It highlights challenges, imbalance of power, and emerging strategies in fostering a more inclusive, equitable, and gender-responsive sport environment.

Objectives: (1) To enhance institutional support for women athletes by determining barriers to their performance and well-being as students and athletes. (2) To equip coaches with the tools and perspectives needed to foster a positive, inclusive, gender-sensitive environment for women athletes.

Methodology: :Perception data based on lived experiences across academic, athletic, psychological, and social domains of women athletes were gathered to assess how these impact their athletic performance and overall well-being. Findings were validated through a focus group discussion with representative varsity women athletes. To complement this, a mentoring workshop for coaches was conducted to surface their perspectives on their athletes and coaching practices. Perceptions from the women athletes and the coaches were compared, and based on the identified gaps, the coaches crafted institutional recommendations aimed at creating an inclusive, safe, and enabling sport environment.

Results and Discussion: Using an intersectional feminist lens, women athletes' experiences reveal how institutional power dynamics produce academic strain, limited support, and burdensome financial aid. Gendered structures in sport perpetuate gender-insensitive coaching, exclusionary practices, and microaggressions. Poor coach-athlete communication marginalizes athletes. Acknowledging these gaps, coaches began reflecting on their role in sustaining inequities and expressed an intent to shift toward more inclusive, gender-responsive, and empathetic coaching philosophies.

Conclusions: These findings highlight the urgent need for a more gender-responsive, inclusive, and athlete-centered approach to university sports in creating a safe, inclusive, and empowering environment that supports the overall development of women varsity athletes.

Keywords: Coaching Women, Women in Sports, Collegiate Sports, Gender in Sports

Care-centered Coaching: The UP Women's Football Team Experience

Andres Gonzales
Head Coach, UP Women's Football Team
University of the Philippines Diliman

Introduction: This presentation outlines the best practices developed and implemented by the coaching staff of the University of the Philippines Women's Football Team (UPWFT) to promote the holistic development and empowerment of its athletes. The UPWFT's strong team culture and shared values fosters a sense of belonging and mutual support among athletes. **Objective:** To share gender-responsive and athlete-centered coaching practices that promote the holistic development, empowerment, and well-being of women varsity athletes, using the UP Women's Football Team as a model for inclusive, values-driven sports leadership.

Methodology:
The presentation draws from over a decade of grounded coaching experience with the UP Women's Football Varsity Team (UPWFT), supported by a reflective, practice-based approach. The methodology integrates the following components: practice-informed insights, athlete feedback mechanism, gender-responsive coaching practice, participatory leadership and empowerment, and reflective coaching practice.

Results and Discussion: The implementation of gender-responsive, athlete-centered practices within the UP Women's Football Varsity Team has resulted in significant positive outcomes in terms of athletic performance and the well-being of athletes. These results emphasize the effectiveness of a coaching philosophy that prioritizes empathy, well-being, and empowerment of athletes over a predominantly performance-driven approach.

Conclusions: This study demonstrates that a gender-responsive and development-focused coaching framework can significantly enhance both individual and team outcomes. By attending to the unique needs of women athletes—physical, emotional, and social—the UPWFT not only produces strong competitors but also fosters future-ready women leaders. These best practices may serve as a model for other sports programs seeking to integrate inclusive, empowering, and sustainable approaches to women's athletic development.

Keywords: Coaching Women, Women in Sports, Collegiate Sports, Gender in Sports, Women's Football

Indigenous Games: Identity, Diversity, and Inclusion

Maria Beatriz Rocha Ferreira

International Association of P.E. & Sport for Girls and Women
Brazil

This talk explores Indigenous Games as cultural and educational platforms that reaffirm identity, celebrate diversity, and promote intercultural dialogue.

Particular focus is given to the inclusion of women, highlighting how traditional practices open spaces for rethinking gender roles and expanding inclusive participation in community and educational contexts.

Extracurricular School Activities and Equal Opportunities

Maria Dolores González Rivera

Universidad de Alcala
Spain

This presentation examines how extracurricular physical activities in schools can serve as a strategic platform to promote gender equity and inclusion. Drawing on program examples and school-based experiences, it highlights how diverse movement practices enable both girls and boys to participate equally, disrupt traditional gender roles, and expand pathways for engagement in sports and movement culture.

Dance and People with Intellectual Disabilities

Maria Dinold

University of Vienna
Austria

Focusing on the Ich bin O.K. association, founded in 1979 by Katalin Zanin, this presentation examines how dance education, the innovative “dance assist” training program, and the performances by the Ich bin O.K. Dance Companypromote inclusion and gender equality. The program’s model of “Art for Change” illustrates how creative practices strengthen social competencies while ensuring equal opportunities for self-expression among people with intellectual disabilities

Wheelchair Dance: Challenges and Achievements

Eliana Lucia Ferreira

Federal University of Juiz de Fora
Brazil

This presentation examines the evolution of wheelchair dance as both a recreational and competitive practice, with a special emphasis on its artistic, cultural, and athletic dimensions.

Emphasis is placed on the role of the Brazilian Confederation of Wheelchair Dance in fostering visibility, organizing events, and advancing gender-inclusive participation.

Barriers and opportunities will be discussed, particularly in relation to representation and access for women with disabilities in dance and sport.

Effects of the Indayugan Dance Routine on the Physical Fitness of Female College Students

Jennifer T. De Jesus
Central Luzon State University
Philippines

This study examined the effect of the INDAYUGAN dance exercise routine on the health-related physical fitness of female college students enrolled in a state university in Nueva Ecija, Philippines.

INDAYUGAN is a culturally based exercise routine that artfully blends traditional Filipino folk and ethnic dances with formal exercise routines, all choreographed to lively local music.

A quasi-experimental design was employed, involving two distinct groups: a control group that underwent a traditional curriculum and an experimental group that practiced the INDAYUGAN dance routine for eight weeks. To measure the efficacy of the intervention, participants' levels of health-related physical fitness were assessed both before and after the intervention.

The data collected were compared using a paired sample t-test to quantify within-group variations and an independent sample t-test to assess between-group outcomes. A pre-test comparison between the experimental and control groups revealed no significant differences in health-related physical fitness, thereby validating their comparability at baseline.

In the post-test, the experimental group was found to have significantly greater improvements across various aspects of health-related physical fitness than the control group. These findings confirm that the INDAYUGAN dance fitness routine is an effective exercise routine for developing the health-related physical fitness of students.

Keywords: Indayugan, female, dance exercise, physical fitness, good health, and well-being

Grace in Motion: Modeling Successful Dance Movement Instruction among Older Japanese Women

Roka Iida[1], Anri Tanaka[2], Satsuki Tada[3], Misato Kawakami[4], Itsuka Tamaki[5] and Eriko Hosokawa[6]
[1]Jumonji University, [2]Tokoha University, [3]Teikyo University, [4]Senshu University, [5]Tokai University, [6]Saitama University
Japan

Amidst a growing dance population in Japan, where leisure activities contribute to high life expectancy and reduced disability, this study identifies qualities of successful Dance Movement (DM) instructors, an original genre taught at the Japan Association of Physical Education for Women. This research aims to extract the core elements of a successful lifelong DM instruction model by interviewing instructors aged 60 to 80 about their backgrounds and definitions of success. By clarifying these aspects, the study seeks to assist aspiring instructors and those managing their classes. To extract key elements and conditions, we conducted semi-structured interviews with five purposively sampled DM instructors. The participants provided informed consent, and their confidentiality was ensured. We used text mining to quantitatively analyze the qualitative data, providing a novel complement to traditional thematic analysis. A member-checking session was also conducted three months later to validate the findings. Text mining of the interview data revealed keywords such as "living," "treasure," and "support," which collectively point to a reciprocal empowerment between instructors and participants. Challenges, such as the "Lehman-Shock" and "COVID-19" pandemic, highlighted the importance of health maintenance. Perceived benefits of DM included improved "health" (mental well-being), "companionship" (social bonds), and "walking" (physical autonomy). The success model was characterized by a positive and persistent outlook, with keywords like "smile," "capable," and "continue." These findings demonstrate how they navigate complex challenges by building community and resilience. A successful model for older Japanese women instructors in lifelong DM is associated with a vision of "walking together with companions, smiling." It involves overcoming economic difficulties and treating dance as a "treasure," which fosters camaraderie and supports the physical and mental health of both instructors and students. These findings align with SDG3 and underscore how being an older woman shapes the path to becoming a successful instructor.

Keywords: Dance movement, Lifelong learning, Active aging, Embodied pedagogy of Health, Women in sport and movement

Life as a Dancer and Mother: Japanese Dancers' Career Perspectives Before and After Childbirth

Adachi Shiho
Japan Women's College of Physical Education (JWCPE)
Japan

Previous research on women's careers post-childbirth in Japan has largely focused on work-life balance policies. However, little is known about how women in dance reflect on their careers in the context of motherhood. This study aimed to understand how Japanese female dancers perceive their dance careers before and after childbirth and child-rearing.

An interview-based qualitative study was conducted with four participants: two dancers in their 30s with 3-year-old children, a dance artist in her 50s with two adolescent children, and a dance teacher in her 40s with two children aged 7 and 10. Although in-depth case studies often focus on a single participant, we selected four participants with diverse backgrounds to explore a range of career trajectories.

Narrative coding was used to identify key themes in participants' life stories, while outline diagrams mapped career transitions over time. Findings revealed three main themes: (1) minimal career planning before childbirth, (2) a shared recognition of the positive effect that parenting can have on an artistic life, and (3) a tendency to reframe challenges as opportunities to reassess values and work styles.

The study suggests that dancers adapt their careers not through fixed plans but by navigating life transitions with flexibility and introspection. These insights inform broader conversations on mental health, sustainability, and gender-sensitive support for performing artists. Further research using quantitative methods could validate these themes and support the development of informed arts policies and practices.

Keywords: career transition, female dancers, motherhood, performing arts, Japan

More Than a Workout: Exploring Fitness as Leisure among Filipino Female College Students

Michael E. Santos, Narciso L. Salazar, and Adonis Voltaire M. Villanueva
Central Luzon State University Philippines

Background: Fitness as a leisure activity has become increasingly significant among female college students, serving not only physical but also emotional and psychological functions. In the Philippine context, however, the intersection of leisure, gender identity, and wellness remains underexplored. Socio-cultural norms, body image ideals, and gendered expectations often shape how young women access and interpret fitness activities, highlighting the need for contextually grounded inquiry. Methods: This qualitative study employed a phenomenological approach to explore the lived experiences and motivations of twelve Filipino female college students who regularly engaged in fitness activities. Semi-structured interviews were conducted, and thematic analysis was used to examine the data, guided by Self-Determination Theory and Feminist Leisure Theory.

Results: Four key themes **emerged:** (1) fitness as a path to emotional and mental wellness, (2) motivations rooted in agency and self-improvement, (3) negotiating body image and gendered expectations, and (4) empowerment through physical mastery and community. Participants described fitness as deeply personal and transformative. One student shared, "Lifting weights made me feel powerful in a way I never expected—it's more than looking good; it's about taking control of myself."

Such insights revealed how leisure-based fitness cultivates identity, resilience, and a sense of autonomy. Conclusion: For Filipino female college students, fitness as leisure is more than a physical pursuit—it is a gendered, meaningful experience that fosters empowerment, emotional regulation, and self-determined growth. The results highlight the need for inclusive, supportive fitness environments that address the holistic needs of young women in higher education.

Keywords: gender empowerment, fitness and leisure, female college students

Exploring the Experiences of Female College Students with Low Motivation in Physical Education

Jonar T. Martin, Enrico Manalad, Adonis Voltaire Villanueva, Narciso Salazar, Joseph Adriel Vergara, and Allan Antalan
Central Luzon State University Philippines

Low motivation among women college students toward Physical Education (PE) is a concern that continues to be persistent, resulting in disengagement and limited participation. This study explored the lived experiences of women college students in a state university in the Philippines with low motivation toward Physical Education (PE) classes using a descriptive phenomenological approach.

Twelve women college students with low motivation in PE voluntarily participated in the study. Data was collected using a semi-structured interview and analyzed using thematic analysis. The results revealed that the participants typically viewed PE as disengaging, repetitive, and emotionally uncomfortable.

PE was perceived as a mere academic requirement rather than a meaningful or enjoyable experience. The women students cited experiencing boredom from the repetitive actions and emotional discomfort from being overly self-conscious.

They also faced other issues, like gender-based exclusion, lack of support from teachers, discomfort with wearing PE-uniforms, and limited privacy when changing.

Furthermore, the participants contributed concrete examples of how the PE experience could be improved, including diversifying physical activities, options that matches students interests, promoting teacher sensitivity and encouragement, allowing flexible uniform options, and increasing emotional and physical safety in PE spaces. This study underscores the importance of developing an environment that is more inclusive, sensitive, and student-centered to foster greater motivation and participation among women students in PE.

Keywords: female, low motivation, challenges, gender equity, good health and well-being

Embodied Pressures: Body Image Concerns in Physical Education among Female College Students

Antonette Roxainne Y. Roque, Jeronie Baltazar, Sharon Baltazar, and Jonar T. Martin
Central Luzon State University (CLSU), Pampanga State Agricultural University (PSAU)
Philippines

Introduction: Body image concerns continue to be a significant issue for female college students in Physical Education (PE) which intensify feelings of self-consciousness and emotional distress related to body image. This study aimed to understand the lived experience of female college students concerning body image within PE classes at a state university in the Philippines.

Methodology: This qualitative phenomenological study was participated by ten (10) female college students with personal experiences of body image concerns while engaging in physical education. Semi-structured interviews were conducted to gain insights into how they perceive their bodies, the challenges they face, and the social factors during PE activities. The data were analyzed using Braun and Clarke's (2006) six phase thematic analysis framework.

Results and Discussion: The study revealed key themes across three dimensions: (1) self-perception, (2) environmental factors, and (3) social influences. The key themes for self-perception are: (a) mixed emotions toward their bodies, and self-conscious during physical activities. The themes for the environmental factors include: (1) uniform-related discomfort, (2) teasing, and (3) insecurity in PE spaces. The themes for the social influences are: (1) peer judgment, (2) comparison, and (3) instructor behavior.

These concerns affected students' engagement, their confidence, and their performance in PE. The underscore how self-concept, environment, and social dynamics within PE spaces contribute to body image struggles among female students.

Keywords: female, body image, challenges, quality physical education, good health and well-being

Transforming Gender-Equitable PE Facilities in Philippine Junior High Schools

David Christian D. Pascual
De La Salle University Philippines

Background: While gender equality is a stated goal of Philippine education policy, physical education (PE) and sports facilities in junior high schools remain structurally unequal. These spaces often reflect and reinforce gender norms that disadvantage girls and female students, limiting their participation, safety, and agency in PE contexts.

Objectives: This study investigates how PE and sports facilities in junior high schools promote or hinder gender equality for girls and identifies inclusive practices that can transform physical environments into equitable learning spaces.

Methods: A qualitative case study approach was conducted across four junior high schools in Laguna using purposive sampling. Participants included 20 female students (ages 13–15, Grades 7–9) and 8 PE teachers. Data were collected through 28 semi-structured interviews, facility audits using a validated inclusivity assessment tool (Santos, 2023; content validity and inter-rater agreement established), and document analysis. Thematic analysis guided interpretation using Braun and Clarke's reflexive framework. Ethical safeguards included IRB approval, student assent, parental consent, and confidentiality measures.

Results: Four major themes appeared: (1) Prioritized access for boys' sports limited girls' opportunities; (2) Inadequate privacy and safety infrastructure led to discomfort, with 70% of girls reporting concerns about changing spaces; (3) Facilities were perceived and used as male-dominated zones, with one student stating, "The gym feels like it belongs to the boys, not us"; and (4) Student-led initiatives demonstrated agency and demand for inclusive reform. Despite policy rhetoric on inclusion, physical spaces often reproduce exclusionary norms. However, small, student-driven innovations offer pathways to gender-responsive transformation.

Conclusion: This study proposes a framework for transforming PE facilities based on feminist pedagogy, inclusive design, and participatory planning. It affirms the value of applying validated assessment tools to school environments and contributes to SDG 4 and SDG 5 by promoting equitable, inclusive, and empowering PE for all genders.

Keywords: gender equity, physical education, inclusive facilities, junior high school, Philippines

Training Sport and Physical Activity Professionals from a Gender Perspective

María Dolores González Rivera
Biomedics Science Department,
Universidad de Alcalá Spain

Sport and physical activity (SPA) professionals play a fundamental role in the proper development of physical activity, and its benefits depend on the people who work in physical activity and sport professions. The aim of this study was to analyze the initial and continuing training of SPA professionals from a gender perspective in the region of Madrid.

Data were collected from a representative sample of 400 SPA professionals (102 women and 298 men) in the Madrid region. Multistage probability sampling was used to select the participants. An existing questionnaire was used to collect the data, namely PROAFIDE. Face-to-face interviews were conducted by 1 trained interviewer. To recruit the participants, a multistage probabilistic sampling approach was implemented, and a random sampling was carried out.

There are no major gender differences in the initial qualification of these professionals, although women are less likely to have a university degree (43.3%) than men (48.8%) and to have vocational training (26.8% women; 28.1% men). However, women are more frequent than men in secondary education (27.8% women; 22.1% men) and primary education (2.1% women; 1% men).

With regard to continuing training, although there are no major differences, women are more likely than men to have attended official master's courses (1.5% women; 0.7% men) and to have participated in working groups (2.5% women; 1.1% men), while men are more inclined to have attended continuing training courses (48.6% women; 47.2% men) and congresses (13.5% women; 16.4% men).

Initial training needs to be improved for both men and women to provide quality physical and sporting activities for the population. Sports organizations should offer training experiences and adapt to the needs of women, promoting more working groups, congresses and courses that better meet these needs.

Keywords: Qualification, Continuing training, Professionals, Sport and physical activity

Fatigue Monitor Tool: Correlation and Comparison of Male and Female Rugby Players

Pierosario Giuliano and Laura Baracchetti
University Parthenope, Naples, Italy (DiSMMeB)
Italy

Cumulative fatigue highlights the need for gender-informed load management in modern coaching. Study aims to assess the utility of fatigue monitoring protocol to determine if a player is approaching a 'red zone' condition and to present the gender-differences in using the same approach. Methods included a subjective assessment of specific dimensions readiness (dRIs) and an objective evaluation of the readiness (RDs) with strength and range of motion tests. dRIs were collected via a four-questions Google Form, covering: fatigue upon waking up, muscle soreness (MS), sleep quality, and mood using a five-point Likert scale.

RDs consists of three field tests: the adductor squeeze test (AST) for maximal force, sit and reach test (SRT) for hamstring extensibility, and knee to wall test (KTW) for ankle ROM. 16 male and female athletes were tested over 4 consecutive days after the match day (MD): MD+2, MD-3, MD-2. Pearson's correlation coefficient was calculated to measure the relationship between the dRIs and RDs. Results indicated no significant dRIs differences in females.

In males, exhibited significant differences in fatigue levels from MD to MD+2, M-3, and MD-2 ($P=0.004$, $p<.001$, $p<.001$ respectively), and in MS from MD to MD-3, MD-2 ($p<0.010$, $p<.001$ respectively), as well as between MD+2 to MD-2 ($p<.001$) and MD-3 to MD-2 ($p=0.020$). In RDs, monitoring a significative difference in AST was found in females between MD and MD+2 ($p<.001$), with no notable change in males.

Between the groups, the dRIs displayed significant differences in on MD ($p=0.006$). Weak but significant correlated between dRIs and RDs, especially AST ($r=0.107$ $p<.05$) and SRT ($r=0.202$ $p<.001$). Conclusion: dRIs appears less suitable in females, strongly influenced by the menstrual cycle, while in males they reflect the expected pattern. Although, RDs seem limited in detecting fatigue, they remain useful tools for assessing readiness with differences in ROM and strength.

Keywords: fatigue, Monitoring, gender-differences, injury prevention, performance

The Filipino Lesbian and Gay Physical Education Teachers' Lived Experiences of Identity Management

Heildenberg C. Dimarucot
Department of Professional Program, College of Human Kinetics,
Polytechnic University of the Philippines, Sta. Mesa Manila
College of Human Kinetics, University of the Philippines Diliman

Despite ongoing efforts to foster inclusivity in education through global and local frameworks and anti-discrimination policies, many lesbian and gay (LG) Physical Education (PE) teachers continue to face systemic discrimination and heteroprofessionalism.

Consequently, they employ various identity management (IM) strategies (e.g., passing, covering, explicitly/implicitly coming out, etc.), but any choice they make has a high cost. There is then a need to objectively find the best ways they can perform their gender role without compromising their health and pedagogy.

Thus, this study inquired about the unique lived experiences of LG PE teachers through an interpretative phenomenological lens. Specifically, this study shed light on (1) the way/s these teachers manage their queer identity in dealing with their students, colleagues, and supervisors; (2) their motivations for choosing it/them; and the impact of it/these on their well-being and their pedagogical practices. Interviews were conducted with two millennial gay and lesbian PE teachers from a Manila university with at least two years of teaching experience.

Thematic analysis was used to find significant patterns in their narratives. Reflexivity, member checking, and audit were implemented to ensure the trustworthiness of the analysis. The results revealed that the LG PE teachers often use the passing and covering strategies for fear of revealing their identities, affecting their relationship with colleagues and students, and losing their jobs and reputation.

The microaggressions and open discrimination they experienced caused stress, anxiety, and isolation. However, having some supportive colleagues and supervisors gave them solace. While their IM strategies do not affect the quality of their curriculum delivery, they somehow affect their rapport with students. The findings may contribute to the formulation of a more inclusive policy that will make universities healthier and liberating spaces for queer PE teachers and students as well.

Keywords: Gender, Identity, Well-being, Discrimination, Physical Education

A Feminist Perspective on Sport Psychology: Experiences of Women Practitioners in the Philippines

Michele Joan Dalman Valbuena
Silliman University
Philippines

Introduction: The number of women entering sport psychology has grown alongside increasing female participation in sport (Curvey et al, 2022). However, the field remains shaped by hypermasculine and heteropatriarchal norms that reinforce gender equities (Chu, Bachmeier & Mair, 2022; Curvey et al, 2023).

Research has shown that women athletes and professionals continue to experience limited resources, visibility and recognition (Vaquero-Cristobal et al, 2024). However, most discourses remain grounded in male perspectives or Western, Caucasian contexts, such as North American accounts of women's career experiences (Roper & Polasek, 2020). Little is known about women sport psychologists in the Global South, and none have been documented in the Philippines from a feminist perspective

Objectives: This study explored the challenges faced by women practitioners in delivering psychological services to athletes and their perspectives on the relevance of a feminist framework in sport psychology practice. Methodology: Five Filipino women practitioners responded via text or audio to two guiding questions concerning professional challenges and the role of a feminist framework in their work. Responses were thematically analyzed. Results and Discussion: Findings reveal persistent gendered dynamics in practice: (1) male athletes often displayed hypermasculinity, while female athletes were more emotionally expressive; and (2) while both male and female athletes were conscious about physicality, females experienced greater body image issues.

Across participants, there was a consensus on the importance of incorporating a feminist framework to better understand how cultural constructions of gender shape athletes' experiences. Conclusion: This study contributes to feminist sport psychology by amplifying the voices of women practitioners in the Philippines. While reflecting global trends (Curvey et al., 2022; Curvey et al., 2023; Chu et al., 2022), the findings underscore the need to adapt Western feminist perspectives to Filipino cultural values to develop a more holistic understanding of athletes and to advance gender equity in sport.

Keywords: athlete well-being, feminist sport psychology, Filipino culture, gender equity, women practitioners

Creative Learning in Rhythm-Based Dance: The Role of Co-education in PE

Itsuka Tamaki[1], Akane Yamazaki[2], Chikako Kakoi[3]

[1] Tokai University

[3] National Institute of Fitness and Sports in KANOYA, Japan

In Japan, the National Curriculum Guidelines have historically assigned martial arts to boys and dance to girls in physical education (PE). Curriculum reforms in 2008 required all students to engage in all PE domains, and the 2017 revision mandated co-educational classes. Rhythm-based dance, first introduced in 1998, has achieved a high implementation rate.

However, when teachers rely on preset choreography, it can be challenging to realize the intended learning goals. This study investigated how to promote creative learning in rhythm-based dance without using predetermined choreography and examined how co-education influences this process. A rhythm-based dance class was conducted with students from X University, Y University, and Z University (students from the Faculties of Education and Physical Education).

Over the course of two class sessions, students worked in mixed-gender groups. Reaction papers—including multiple-choice and open-ended items—were collected and analyzed using simple aggregation and the KJ method (affinity diagramming). Creative learning was assessed through observed performances, student reflections, and peer interactions.
Findings revealed three key themes: (1) Enjoyment—students expressed positive attitudes toward co-education and dancing without fixed choreography; (2) Diversity of Movement—gender-based cultural differences enriched the variety of movement styles; (3) Collaboration—shared improvisational activities fostered natural communication and cooperative creation, even among peers who rarely interacted.

These results suggest that co-education supports creative, culturally responsive learning in dance, aligning with embodied and relational learning frameworks. Encouraging improvisation and student-led creativity in rhythm-based dance enables learners to experience the intrinsic value of dance while challenging traditional gender roles in PE. Co-educational settings enhance movement diversity and foster collaboration among students of varied backgrounds and personalities. This approach has global relevance for gender-inclusive and creative pedagogy in non-competitive physical activity.

Keywords: Dance Education, Physical Education, Gender Equity, Creative Pedagogy, Inclusive Education

Body Image Perception and Concerns of Female College Students in Swimming

Princess B. Soriano and Enrico Manalad
Central Luzon State University (CLSU)
Philippines

Physical Education swimming classes put students in a place of high bodily visibility, which can heighten body image issues for female students in college. In the case of the Philippines, body image concerns related to swimming classes are complicated by sociocultural norms, peer influence, and limited privacy in educational swimming lessons, which encourage students to become uncomfortable or disengaged from participation.

The purpose of this study was to assess female students' perceptions of their bodies in swimming classes, investigate factors that make them uncomfortable, and solicit recommendations for potential solutions. The study employed a qualitative phenomenological research design, interviewing twelve female students using semi-structured questions focused on body image perceptions, emotions related to their swimming experience, and interactions with other students. Interview data were analyzed using Braun and Clarke's (2006) thematic analysis.

The results showed that student body image was greatly mediated by feelings of self-consciousness, insecurity, and self-worth predicated on performance. Four main themes emerged from analysis: anxiety towards physical appearance, peer comparisons and pressures, emotional vulnerability and shame, and gender or modesty discomfort.

Young women provided recommendations for the swimming experience, which included the potential benefits of more modest swimwear, encouragement that removed the focus from their bodies, and strategies for skill-focused learning. The study highlights that body image issues related to swimming in PE stem from women's self-image, peer interactions, and sociocultural norms of gender and modesty.

Body image issues must be addressed, as failing to address them might lead to decreased participation, increased emotional distress, and impaired ability to learn, and supportive practices have the potential to create confident learners who develop a healthier body image and learning experience.

Keywords: swimming classes; body image; sociocultural norms

Psychological Determinants of Dual-Domain Excellence: A Karateka's Academic-Athletic Achievement

Sandra T. Torres and Maria Luisa Guinto
College of Human Kinetics/University of the Philippines Diliman (UPD) Philippines

Introduction: Dual-career athletes face unique psychological challenges in balancing elite sport performance with academic excellence, particularly female athletes in traditionally male-dominated martial arts. This case study examines the psychological determinants that enabled a Filipino female karateka to achieve elite performance in both sport (Southeast Asian Games gold medals) and academics (summa cum laude honors), using established sport psychology frameworks.

Methodology: A single-case study methodology, employing in-depth interviews with the athlete, her coaches, and family members, was supplemented by analysis of competition records and academic transcripts. Thematic analysis, utilizing Braun and Clarke's framework (2006), was applied to the interview data.

Results: Three primary psychological themes were generated: (1) intergenerational achievement motivation---driven by the desire to match parental accomplishments in respective domains; (2) cross-domain skill transfer---analytical problem-solving abilities from mathematics enhanced tactical karate performance, while martial arts discipline strengthened academic focus; and (3) culturally-informed grit---perseverance characterized by Filipino cultural values of perseverance, inner strength, honor for family and country.

Results suggest that pursuing a dual career, when supported by appropriate family structures and cultural values, can create synergistic psychological benefits rather than competitive demands. Conclusion: This case demonstrates how family influence, cultural values, and cross-domain skill transfer can facilitate exceptional dual achievement.

Further research should investigate these mechanisms across larger samples and diverse cultural contexts to develop culturally responsive sport psychology support interventions for dual-career athletes.

Keywords: dual-career athletes, achievement motivation, cultural sport psychology, female martial artists

Motivation and Struggle: A Qualitative Look at Athletes' Rehabilitation Journeys

Frank Lu Jing-Horng, Chiu Yu-Hui and Chiu Yi-Hsiang
Chinese Culture University
Taiwan, Province of China

Rehabilitation is critical for injured athletes; yet adherence is shaped by how they perceive its effectiveness, access resources, and manage emotional and motivational challenges. This study explored how injured athletes interpreted individual and contextual factors influencing their compliance with the medical prescriptions and sustained engagement in rehabilitation, with attention to gendered experiences.

Guided by grounded theory (Glaser & Strauss, 1999), we conducted semi-structured interviews with six injured athletes, four coaches, and four athletic trainers (with equal representation of genders). Participants were recruited from competitive sport settings. Open and thematic coding were used to generate categories and key concepts capturing the adherence process, while examining how gender shaped participants' experiences and perspectives. Three interrelated processes were

identified: (a) initial appraisal of injury and compensatory behaviors; (b) internalized motivation and cognition reconstruction; and (c) tensions between personal motivation, interpersonal relationships, and social expectations. Adherence to rehabilitation was found to be a dynamic process, influenced by injured athletes' initial appraisal of the resource loss, perceived rehabilitation effectiveness, and the availability of social support. Although similar patterns were observed across genders, women more frequently described pressures linked to relational expectations, while men emphasized performance identity and return-to-play urgency.

Across genders, social support and perceptions of resource loss significantly influenced adherence but manifested differently in the narratives. The results extend prior research by revealing how gendered norms and expectations shape injured athletes' psychological and social dynamics during rehabilitation. They offer actionable insights for practitioners, highlighting the value of early identification of motivational barriers, context-sensitive interventions, and gender-sensitive approaches to support both women and men in recovery from injury.

Keywords: cognitive appraisal, grounded theory, rehabilitation adherence, sport injury psychology, social support

Case Study for the Recruiting of (Young) Female Players for the German Baskteball League

Christa Zipprich
Institut für Sportwissenschaft, Leibniz Universität Hannover Germany

The situation of basketball, especially of Women's Basketball in Germany will be explained and it is concluded, that it plays the role of a 'sleeping beauty'.

The highlight by winning the gold medal at the Olymic Games 2024 in the 3x3 tournament is not able to cover the problems in the everyday work. The Women's Basketball League in Germany only consists of ten teams for the season 2025/2026. In particular his paper will focus on the initiatives the Turn-Klubb Hannover, one of these teams, developed in order to gain players for their squad.

Interviews with leading persons within the section reveal two main columns: 1. Discover and develop young players - The objective is to show them that it is an achievable goal to become a professional athlete.

Here several ideas are realized like the cooperation with primary schools (offering basketball workshops in the afternoon); talent empowerment; takeover of practice sessions by leading players; crowdfunding to employ more and better coaches for the children's teams. 2. Recruiting new players.

The objective is the humane interaction in the everyday (training) life. Players are willing to join this club because it offers more than money, performance, and discipline. A newly signed player says that she is very excited about the atmosphere and culture at this club and can hardly wait to play in the arena with her teammates.

The FIBA Women's Basketball World Cup 2026 will take place in Berlin, Germany which might help to make women's basketball visible.

Keywords: Women's Basketball, talent development, recruiting players

Gender Diversity in Grassroots Sport: An Empirical Multilevel Perspective

Birgit Braumüller
German Sport University Cologne (GSU), Sociology and Gender Studies, Dep. Diversity Research
Germany

I**ntroduction:** Gender diversity has emerged as a critical issue in organized sports, particularly in light of prevailing structures based on binary gender norms and segregation. These frameworks inadequately reflect the realities of individuals who identify as trans*, inter*, non-binary, or otherwise outside cisnormative gender categories (collectively referred to as tin+ persons).

Objectives: This study offers an empirically grounded analysis of gender diversity in European grassroots sports, drawing on Cunningham's (2012) multilevel model to examine (1) the experiences of tin+ individuals (micro level), (2) inclusion measures implemented by sport organizations (meso level), and (3) stakeholder perceptions of gender diversity (macro level).

Methodology: Data derive from several Erasmus+ projects conducted between 2018 and 2024 employing quantitative online surveys and, in one case, supplementary focus group discussions. The samples vary across gender identities, sports disciplines, organizational roles, and national contexts.

Results and Discussion: Findings indicate that tin+ individuals consistently report heightened vulnerability to discrimination, exclusion, and marginalization in grassroots sports. These risks are mirrored in the perceptions of relevant stakeholders, who acknowledge gender diversity as an under-addressed issue. Despite increasing awareness, most inclusion strategies remain narrowly focused on binary gender, neglecting broader gender identities.

Conclusion: The results underscore the enduring influence of heteronormative and binary gender constructs deeply embedded in sports culture (Krane, 2019). This hinders the translation of awareness for diversity into concrete inclusive practices, structural reforms, and welcoming environments.

To meet its commitment to inclusion and equitable participation, grassroots sports must expand its understanding and implementation of gender-inclusive measures.

Keywords: gender identity, diversity, grassroot sports, inclusion, multilevel model

Evaluation of Eating Disorders in High Performance Combat Sports Athletes

Rosolina D'Amico López
Research center EDUFISADRED, Venezuela.

Objective: To evaluate eating disorders in high-performance athletes in combat sports belonging to the Venezuelan national team at the National Institute of Sport between February and September 2023.

Methods: This research is descriptive, non-experimental, cross-sectional field research. It was carried out with high-performance combat sports athletes who compete classified according to their body weight (boxing, wrestling and judo), between 18 and 30 years old, who are part of the National Team of their sport and want to participate in the study.

The SCOFF questionnaire was used, which is a dichotomous survey of 5 questions, as well as the EAT-26 which was used for the risk assessment of ED with a self-administered survey type instrument with closed questions with Likert-type scaling. The statistical analysis of the data was carried out using the SPSS® Program for subsequent descriptive interpretation.

Results: The SCOFF instrument showed 32.4% positive for ED, with no statistically significant difference between genders. Only one of the participants tested positive for ED using the EAT-26 instrument, which suggests a greater sensitivity of the SCOFF instrument for detecting possible new cases. No significant differences were found between the risk of developing eating disorders and specific sports.

Keywords: Well-being, Health, Eating disorder (ED), EAT-26, SCOFF, Combat sports.

The Appearance of Shame in Physical Education through the Voices of Female Students

Marietta Leitgeb

University of Vienna

Austria

Shame has been identified as a recurring experience in Physical Education (PE), often triggered by teachers or peers (Klinge & Wiesche, 2017). These studies also suggest that age and gender shape how students perceive and respond to shame, yet female students' voices remain underexplored.

This study aims to deepen the understanding of how shame is experienced and perceived by female students in PE and to inform more shame-sensitive educational practices. Through a phenomenological approach, shame is conceptualized as an ambivalent phenomenon: it may be externally visible—through lowered gaze or blushing—or concealed behind coping mechanisms (Partridge & Elison, 2010).

A two-stage design was employed. First, a phenomenological vignette study investigated how shame manifests in PE lessons, with vignettes based on intercorporeality (Merleau-Ponty, 2009). The vignettes were drawn from experiential protocols and subsequently validated through resonance readings with fellow researchers (Agostini et al., 2024). Second, vignette-based interviews with female students aged 13 – 19, explored how they perceive and recall shame, including inaccessible, yet shame-prone, spaces such as the dressing rooms.

Findings include validated vignettes and key themes, such as appearance or skill acquisition, which highlight the diverse ways girls encounter and negotiate shame. Rather than a universal formula, the study calls for teachers to develop heightened sensitivity to these experiences, enabling them to recognize and appropriately manage student's individual experiences of shame.

Keywords: Embodiment, Phenomenology, Inclusive Education, Shame, Well-being

More than Just a Game: Understanding the Motivational Factors and Retention behind Female Volunteerism in Nonprofit Basketball Coaching

Ira T. Caburnay, Ma. Delrose M. Duran, Joshua Aaron P. Mayrina, and Maria Luisa M. Guinto
University of the Philippines Diliman (UPD)
Philippines

Volunteers serve an essential role, especially in nonprofit sports organizations, yet the recruitment and retention of volunteer coaches remain a significant problem. This study aims to explore and understand the motivational factors that encourage female coaches to volunteer and engage in a nonprofit basketball organization and determine the factors that contribute to their continuous involvement and retention.

Data collection methods include semi-structured virtual interviews to accommodate participants' schedules and geographic dispersion across Metro Manila. This qualitative study is guided by the Functional Approach to Volunteer Motivation from the arrangement of the themes to the analysis. Four returning coaches participated in the study.

The results showed that volunteers were motivated by 5 out of 6 functions: values alignment, social, understanding, career, and self-enhancement. It also highlights values alignment as the most significant function for the volunteers.

Further, two new motivational themes were identified: (1) women empowerment and (2) intergenerational transmission of sports.

Keywords: community engagement, empowerment thru sport, gender equity, inclusive coaching, sport volunteerism

Bounce the Norm: Volley Bounce as an Inclusive Game in Physical Education

Nestor T. Cuevas Jr. and Sachie D. Medina
Mindanao State University - Iligan Institute of Technology Philippines

This study developed and evaluated Volley Bounce, an innovative team sport designed to address skill disparity, limited resources, and large class sizes in Physical Education (PE). Grounded in the ADDIE model, a mixed-methods approach combined surveys to measure acceptability and playability with interviews to enrich evaluation.

Participants were 279 second-year college students enrolled in the PED014 subject, playing in mixed-gender groups to examine inclusivity. Volley Bounce featured simplified mechanics, smaller teams of three, and a reduced playing area—adaptations that lowered technical barriers, increased engagement among less-skilled players, and encouraged equitable participation among girls, boys, and non-binary students.

Quantitative results showed high ratings for facilities and equipment (M = 4.52), playability (M = 4.41), officiating (M = 4.33), and rules and regulations (M = 4.21). Qualitative analysis identified three themes: (1) Accessibility and Inclusivity, (2) Engagement and Enjoyment, and (3) Teamwork and Communication. Findings demonstrate that Volley Bounce is effective, engaging, and inclusive, making it a promising addition to PE curricula. Minor rule refinements are recommended to enhance clarity and inclusivity.

This study highlights the value of gender-responsive, culturally relevant sport innovations in promoting equity, active participation, and quality learning in PE, particularly in under-resourced settings.

Keywords: Adapted games, gender-responsive pedagogy, inclusive game, instructional innovation, volley bounce

Beyond the Baseline: Opportunities and Challenges for Women in Philippine Basketball

Edwin Barber, Delmark Aseron, Gabrielle Mikaela Bernales, and Joanna Franquelli
University of the Philippines Diliman
Philippines

Basketball has long been dominated by men at both local and global levels, resulting in ongoing gender disparities in visibility, institutional support, and access to opportunities. Although initiatives by global bodies like the Fédération Internationale de Basketball (FIBA)—including "Her World, Her Rules" and "Basketball for Good"—seek to promote gender inclusivity, these efforts remain inconsistently applied across national contexts.

In the Philippines, where basketball enjoys broad cultural popularity, women continue to be significantly underrepresented across roles such as players, coaches, and referees. This research focuses on gender-specific challenges within basketball, addressing a notable gap in existing literature which tends to generalize sport without delving into discipline-specific norms and dynamics (Anderson et al., 2016; Cooky & Antunovic, 2020; Pape, 2020).

Out of the Philippines' population of 109 million, only 164 women are active and licensed basketball players under FIBA, with just 56 and 4 recognized as coaches and referees, respectively (FIBA, 2020). Using Connell's Gender Regime Theory (as cited in Adriaanse & Schofield, 2013), the study interrogates how institutional structures reinforce traditional gender roles that assign dominance to men while limiting female participation.

Connell (2009) identifies four components— symbols, power relations, gendered labor division, and interindividual dynamics—which frame the analysis of cultural and systemic barriers. The study employs a descriptive quantitative research approach, utilizing retrospective data from the 2020 Women in Basketball Survey Report. The dataset includes all 224 identified Filipino women basketball stakeholders, allowing full-sample analysis for robust statistical representation.

This comprehensive use of FIBA's dataset enhances the validity of findings and offers an empirical foundation for shaping inclusive policies and practices. The study ultimately advocates for reforms that challenge gendered norms and improve participation equity in Philippine basketball.

Keywords: women in Philippine basketball, gender equity, gender gap, gender roles, sporting opportunities

Empowering Female College Students Through Collegiate Physical Education Basketball: Impacts on Physical Fitness, Team Cohesion, and Self-Confidence

Jumel C. Miller
Central Luzon State University (CLSU)
Philippines

Introduction: Grounded in liberal feminism and multicultural students, this study investigates how participation in collegiate Physical Education (PE) basketball programs enhances fitness, fosters team cohesion, and boosts self-confidence among female college students. It explores how sports can serve not just as a physical outlet but also as a platform for empowerment and resistance against gendered expectations in athletic spaces.

Methodology: A mixed-methods design was employed with 60 female college students (aged 18–22) who were enrolled in a semester-long PE basketball course. Skill-related fitness components—agility, endurance, and coordination—were assessed through standardized fitness test: Pro-Agility {5 – 10 – 5} Test, Cooper 12 – minute run test, and Alternate Wall Toss Test was administered before and after the 6-week intervention.

A Group Environment Questionnaire (GEQ) and Rosenberg Self-Esteem Scale used to measure self-confidence and team cohesion, while focus group discussions explored lived experiences and were analyzed thematically.

Results: The findings revealed notable improvements in agility ($p<0.01$), endurance ($p<0.05$), and coordination ($p<0.01$). The questionnaire results indicated an increase in self-confidence and perceived team cohesion. Three significant experiences were identified through thematic analysis: empowerment through movement, strengthen social belonging, and challenges to gender stereotypes in sports.

Conclusion: Participating in a systematic PE basketball program promotes female students' overall development by enhancing their physical, mental, and social well-being. Beyond its physical benefits, basketball challenges the notion that it is a male-dominated sport and provides opportunities for women to reclaim a place within athletic competition. From a feminist perspective, such programs promote female empowerment by fostering inclusion and engagement. The integration of inclusive team sports like women's basketball in tertiary PE and institutional events such as intramurals and state-level competitions is a big leap in gender equity and holistic development across educational and athletic contexts.

Keywords: Quality physical education, gender equality, reduced inequalities, health and well-being.

Barbelistang Pinay: A Study of Female Bodybuilders in the Philippines

Jacklyn Judith B. Junio
National University
Philippines

Muscular women in the Philippines often elicit strong reactions, even from other women, yet the experiences of female bodybuilders remain underexplored. This study seeks to explore and understand the motivations, challenges, and transformations of Filipina bodybuilders who pursue the sport at both amateur and professional levels.

Using an ethnographic case study design, data were collected from four female bodybuilders through interviews, participant observation, and photovoice. Thematic analysis revealed three major domains at: (1) Motivation, shaped by Influence and Empowerment; (2) Challenges and Difficulties, including the Management of Personal Needs, experiences of social withdrawal and stigma; and (3) Transformation, encompassing shifts in Self-Image and identity, sport and lifestyle, pursuit of the ideal Perfect Body, and Movement toward a meaningful life.

Findings suggest that bodybuilding empowered participants by affirming physical changes in their bodies andinspiring them to uplift and support other women. However, these empowering outcomes were also accompanied by persistent stereotyping, as they challenged dominant cultural expectations of femininity in the Philippines.

Despite such stigmatisation, the women emphasised that the positive outcomes of bodybuilding —confidence, empowerment, and community—outweigh the negative judgments they encountered. This study contributes to feminist and sport studies in the Philippines by highlighting the embodied experiences of women in a male-dominated sport.

It underscores the need to broaden societal perspectives on women's physicality and strength, as well as to provide more inclusive spaces in sport where diverse female identities can thrive.

Keywords: Challenging Gender Stereotypes, Empowerment and Well-Being, Female Bodybuilding, Gender Equity in Sport, Inclusive Sport Participation

Strength in Struggle: The Lived Experiences of Employed Female Powerlifters

Charlene Raye C. Tugade
Adventist University of the Philippines
Philippines

This study explored the lived experiences of 10 employed Filipina powerlifters, examining their motivations, challenges, coping strategies, and the values gained through the sport. Using a phenomenological approach guided by Colaizzi's seven-step method, narratives were drawn from athletes working both from home and on-site.

Findings revealed that powerlifting is fueled by peer support, personal fulfillment, and holistic wellness. Athletes draw strength from their gym communities, gain accomplishment in competition, and maintain physical and mental well-being through training.

Yet, they faced intertwined obstacles such as physiological (fatigue, menstrual discomfort), psychological (self-doubt, pressure), social (gender stereotypes), and logistical (work-training conflicts). To overcome these, they employ self-regulation, seek peer encouragement, and practice work-life balance strategies, transforming powerlifting into both an outlet and a source of empowerment.

Three key values emerge: discipline, extending into career and life management; confidence, built by excelling in a male-dominated sport; and grit, fostering perseverance through setbacks. These findings highlight the resilience and empowerment of employed Filipina powerlifters and call for supportive environments from sports psychologists, coaches, and employers.

By centering women's voices in strength sport, this study advances gender equality, challenges stereotypes, and affirms athletic dedication as integral to well-being and professional life.

Keywords: Filipina powerlifters, gender equity in sport, resilience, empowerment, work-life regulation

Lived Experiences of LGBTQ+ College Student-Athletes in the Sports Development Program

Michael Custodio Mabalay
Central Luzon State University
Philippines

Lesbian, gay, bisexual, transgender, queer, and plus (LGBTQ+) student-athletes encounter various challenges while participating in sports including discrimination, stereotypes, and non-inclusion.

This study investigated the experiences of LGBTQ+ college student-athletes from a sports development program at a state university in Nueva Ecija, Philippines, and the challenges they faced and their proposed solutions using a qualitative phenomenological approach.

Seven participants were interviewed using semi-structured questions and the data were analyzed using Braun and Clarke's (2006) six-phase approach to thematic analysis. Overall findings showed three (3) dimensions which were (1) experiences, (2) issues and concerns, and (3) recommendations.

With respect to experience, the participants indicated they developed their identity, social integration in sports with acceptance and recognition of identity, as well as the idea of never giving up. Their issues and concerns were issues related to the acceptance of inclusivity, issues of opportunity, and respect for their gender identity as well as having resilience via participation.

Recommendations regarding the promotion of inclusivity via policy, awareness, and gender-sensitive learning for the sports development program was expressed. The results were used to create recommendations for the Sports Development Program to deal with systemic issues related to discrimination, stereotyping, exclusion, and a lack of representation.

Ultimately, the study underscores the importance of creating inclusive, fair, and supportive sports systems that reduce bias, enhance student well-being, and promote full engagement of LGBTQ+ athletes.

Keywords: LGBTQ+, student-athletes, lived experiences, gender equity. good health and well-being

Navigating Gendered Experiences in Swimming Physical Education among Women

Haynes Angelo Narciso
Central Luzon State University
Philippines

Swimming, as a core component of Physical Education (PE), provides opportunities for skill development, confidence building, and holistic well-being. However, for many women, participation in swimming PE is shaped by complex gendered dynamics involving body image concerns, cultural expectations, access to appropriate swimwear, and feelings of exposure or vulnerability.

These factors continue to influence the quality and inclusiveness of their experiences. This study aims to explore and describe the lived experiences of women in swimming physical education, focusing on how gender-related factors impact their participation, engagement, and sense of belonging in aquatic learning environments.

A descriptive phenomenological approach was used to capture the authentic voices and experiences of female college students who have participated in formal swimming PE classes.

Participants were selected through purposive sampling. In-depth, semi-structured interviews were conducted and analyzed using Colaizzi's method, which enabled the identification of significant statements and emergent themes. Ethical standards including voluntary participation, confidentiality, and informed consent were strictly observed.

Analysis revealed four central themes: (1) Vulnerability and Exposure, highlighting discomfort with swimwear and public perception; (2) Adaptive Resilience, showcasing coping strategies and personal growth; (3) Systemic and Cultural Barriers, including lack of supportive facilities and gendered norms; and (4) Empowerment Through Mastery, where skill development led to increased self-confidence. These findings reveal the intersection of gender and pedagogy in shaping women's swimming PE experiences.

This study underscores the need for gender-responsive practices in PE curricula, emphasizing inclusive aquatic instruction, body-positive environments, and culturally sensitive teaching strategies to support women's participation in swimming education.

Keywords: Gendered Experiences, Aquatic Pedagogy, Women in Sport

Fight Like A Girl: A Phenomenological Study of Gender Performativity among Filipina Muaythai Athletes

Pearl Anne D. Managuelod
University of the Philippines, Diliman
Philippines

This research examines how Filipina Muay Thai athletes navigate and negotiate female gender identity within a hypermasculinized sport. Using Judith Butler's theory of gender performativity and Sikolohiyang Pilipino, the study explores how athletes reconcile the cultural expectations of being mahinhin (modest), mahiyain (shy), and mahina (weak) with the aggression and dominance required in Muay Thai.

A phenomenological approach guided in-depth interviews and participant observation with five athletes aged 18–35. The study combines feminist theory with indigenous Filipino values, such as kapwa (shared identity) and pakikiramdam (relational sensitivity). Findings reveal multiple socialized pathways into the sport—from pakikisama (peer bonding) to intergenerational legacy—and show how athletes reject softened training, demand equal treatment, and navigate uneven recognition.

They reconstruct the dalagang Pilipina ideal, merging tapang (grit) with grace, often performing toughness in the ring while expressing femininity outside it. Athletes reframed injuries as proof of legitimacy and used gendered comments as motivation, proudly asserting kaya ng babae (women can do it too).

Family, female representation in the sport, and grassroots initiatives were cited as pivotal in participation and engagement. The author's insider-advocate role provided deeper autoethnographic insights into institutional gaps in gender equity.

The study advances feminist sport studies on identity construction within Asian cultural frameworks (specifically Southeast Asia) and global discourse on gender equity in sports. It offers new frameworks for understanding women's empowerment and the reclaiming of gender stereotypes within society.

The findings call for sports environments that are inclusive, culturally grounded, and responsive, through coach education, grassroots development, and policy implementation, to foster gender equity in Muaythai.

Keywords: gender performativity, gender equity in sport, Filipina athletes, Southeast Asian

Local Games of a Philippine Coastal Town: Impact on Well-being

Ma. Zenia C. Dulce[1], Rowena C. Cardenas[2], Joel A. Alfarero[3], Leonora A. Dirain[4], Jackyline A. Pobre[5], Jocelyn Ann C. Luna[6], Leander Louis O. Oguin[7]

[1,5] and [7] University of the Philippines Tacloban College
[3] Eastern Visayas State University
[2,4] and [6] Department of Human Kinetics, College of Arts and Sciences

In a coastal barangay of Tanauan, Leyte, games are played by children and young adults alike, with the sea serving as a playground. More than being leisurely activities for the youth in the community, these local games also help enhance players' physical skills, psychosocial wellness, and overall well-being.

However, the act of playing and engaging in games among children in the area may vanish over time. Factors affecting these include the relocation of residents, tide embankment installation, calamity, and even the pervasiveness of online gaming. Hence, this qualitative study was done to investigate how these local games can have an impact on the overall wellbeing of an individual.

Also, it aimed to determine the qualities and skills exhibited by the players to win a particular game and to identify the socio-cultural practices and values evident in the performance of the games. Anchored on three thematic theories, namely, response and adaptation, cognitive behavior, and social interaction, this study validated the observations made on the performance of the games by conducting an interview among selected residents. Insights about the games were elicited from experienced players.

For the nine (9) selected games, photo and video documentation was done. Findings suggest that local games help in nurturing young children and in improving their life skills. Communities therefore, must support in propagating the culture of play by promoting, preserving and reviving their games.

Moreover, communities must prepare children in hurdling life's challenges by letting them actively participate in games to safeguard their well-being.

Keywords: response and adaptation, cognitive behavior, social interaction, wellness, skills, well-being

Empowerment or Hegemonic Subservience? Female Bodybuilding in the Developing World

Airnel Abarra
Hungarian University of Sport Science
Budapest, Hungary

The socio-economic and socio-cultural position of a particular athlete affects their concept of empowerment and fulfillment, especially in the sporting world, which might include different factors in empowerment, identity, and hegemony within a particular sport subculture. Bodybuilding, which is a non-mainstream sport in developing countries shows this dynamic, especially in the training, coaching, and engagement in fitness and physique sports by women.

Through this study, we investigate how female bodybuilders in developing countries shape their identity, ideals, and goals for their body and health, amidst gender relations that are different from 'Western' contexts. The case studies of female professional bodybuilders in the developing countries reflect diverse narratives of female bodybuilders and we looked at these through the lens of identity and cultural relativism.

The results from semi-structured online interviews with 15 participants from various Asian countries show the interplay between the empowering nature of bodybuilding through the transformation of the body of participants, yet the community and the subculture of the discipline show some instances when they need to obey certain norms set by their coaches and their community. It can also be questioned if their situations really empower them, given that most of the gatekeepers in the sport are men.

This includes how acceptable their bodies are within their subculture. Thus, it can provide a better perspective on how athletes in a sport and subculture like bodybuilding process their situations which can be empowering or conforming for its female participants.

Keywords: Bodybuilding, female, empowerment, subservience, developing world, gender

A Meta-Synthesis of Discrimination against Women in Sports Coaching Positions

Allyzza Diwata J. Villaluz, Gerelyn S. Tidoy, Edgelyn C. Tan, Kryssa B. Ygaña and Kevin R. Sumayang
Visayas State University (VSU)
Philippines

This study synthesized qualitative evidence on how women coaches experienced gender-based discrimination and how these experiences shape their leadership opportunities, professional identities, and career progression in sport. Guided by Braun and Clarke's (2006) thematic analysis framework, a qualitative meta-synthesis was conducted.

Using Publish or Perish to identify sources across OpenAlex, Google Scholar, Scopus, Semantic Scholar, Crossref, and ResearchGate, 1,360 papers were screened, and ten peer-reviewed qualitative studies met the inclusion criteria. All studies focused on the lived experiences of women coaches across various sports contexts and competitive levels, and were critically appraised using the CASP checklist to assess methodological rigor and credibility.

Five overarching themes were generated: (1) gender bias and discrimination, (2) work–life balance and family responsibilities, (3) emotional labor and gendered expectations, (4) visibility and representation challenges, and (5) systemic barriers and calls for change.

Findings revealed that women coaches encounter persistent structural exclusion, gender stereotyping, and limited career advancement opportunities while navigating emotional and cultural expectations tied to traditional gender norms. Despite these constraints, many demonstrate resilience and agency through advocacy, mentorship, and gender-responsive practices within sports organizations.

This study highlights the importance of implementing gender-responsive policies, promoting equitable leadership pathways, and undertaking institutional reforms to promote empowerment and sustainable change. It contributes to the theoretical and practical understanding of gender inequality in sport coaching and informs strategies for inclusive sport governance.

Keywords: gender equity, gender discrimination, sport leadership, stereotyping, women coaches

Shaping the Self: How Social Media Reconstructs Adolescent Body Image

Charlene Raye C. Tugade
Adventist University of the Philippines
Philippines

Adolescence is a sensitive developmental stage where body image concerns are intensified by social comparison and identity formation. This systematic review explored the significant influence of social media on adolescent body image, analyzing both its risks and emerging benefits. A total of 50 studies were included, with literature collected during the COVID-19 pandemic (2021) and updated post-pandemic (2025).

Only studies published from 2017 onward were reviewed. While the review imposed no cultural or geographical limitations, most studies originated from Western contexts due to greater research volume in those regions. Findings consistently show that exposure to idealized, filtered, and heavily curated images contributes to increased body dissatisfaction, low self-esteem, and disordered eating which are seen in both male and female adolescents, however significantly more pronounced in females.

Sociocultural factors such as peer comparison and internalization of media ideals emerged as central factors in shaping body image. Despite these risks, positive trends like the body positivity and "fitspiration" movements were found to support healthier perceptions of body image, encouraging exercise, self-care, and appreciation of body diversity. This review emphasized that social media is a double-edged sword—both reinforcing harmful beauty standards and offering platforms for empowerment and support.

Media literacy education, along with active guidance from parents, educators, and healthcare professionals, is crucial in mitigating adverse effects. Future studies should continue exploring gender-specific impacts, include more diverse cultural perspectives, and refine interventions that harness social media's constructive potential.

Keywords: adolescents, social media, body image, body dissatisfaction, media literacy, body positivity

Not Just a Game: Exploring Gendered Experiences of Female Students in College Volleyball Classes

Allan F. Antalan
Central Luzon State University
Philippines

Introduction: Volleyball is a staple in the Physical Education (PE) curriculum in many higher education institutions in the Philippines. However, many female students often encounter challenges that hinder their participation, learning, and enjoyment of the sport. This study explored the lived experiences, barriers, and suggestions of female college students enrolled in volleyball classes at a state university in the Philippines.

Methodology: A descriptive phenomenological design guided this qualitative inquiry. Semi-structured interviews were conducted with ten female students who had completed or were enrolled in volleyball classes. Data were analyzed using Braun and Clarke's (2008) six-phase thematic analysis framework, which involved (1) familiarization with data, (2) generating initial codes, (3) searching for themes, (4) reviewing themes, (5) defining and naming themes, and (6) writing the report to surface core themes that highlight the factors shaping their experiences.

Results and Discussion: Findings revealed three key themes that captured the students' gendered experiences in volleyball class: (1) feelings of inadequacy and self-doubt, (2) embarrassment and fear of judgment, and (3) perceived gender inequity and exclusion. Reported challenges included physical discomfort and limited participation opportunities. To address the challenges, participants suggested more inclusive and equitable class participation, gender-sensitive teaching strategies, and improved support structures to foster a safe, more empowering learning environment.

Conclusion: Findings highlight the emotional, physical, and social barriers that female students face in PE volleyball classes. Addressing these barriers requires intentional efforts to create inclusive, respectful, and student-centered PE environments. Participants recommended practical interventions such as equitable team assignments, smaller team sizes for women, improved equipment access, and the adoption of gender-responsive pedagogies to enhance engagement, skill development, and overall well-being.

Key words: Female students, inclusive pedagogy, gender equity, good health and well-being, quality physical education

Beyond Access: A Capability-Based Review of Gender Justice in Philippine Sports

Concordia Marie A. Lagasca-Hiloma[1] and Jan Michael Vincent F. Hiloma[2]

[1] Isabela State University-Cauayan City Campus
[2] Isabela State University-Echague Campus
Philippines

Purpose / Objectives: This scoping review examined which capabilities sports in the Philippines provides or denies to Filipino girls and women and identified the valued functionings that flow from those capabilities. Using Amartya Sen's capability approach, it evaluates whether current sport structures achieve capability justice. Nature and scope: Studies published in English from 2000 to 2024 (N=40) met Population–Concept–Context criteria (i.e., Filipino females, sport-related capabilities, and Philippine settings). Sixty percent focused on secondary schools, thirty percent on universities and ten percent on community clubs. Volleyball, basketball and football dominated in the review while rural contexts, indigenous games and para-sport were rarely examined.

Methodology: Using Arksey and O'Malley's (2005) six-stage scoping-review framework, searches were conducted across ten academic databases and grey-literature portals. 83 records were initially screened, with 40 being included in the review while 43 were excluded for irrelevance or duplication. Data were charted for study design, sport context, capabilities, functionings and conversion factors, then thematically mapped to Sen's capability domains.

Results: Findings show that stable participation in sports expanded capabilities for bodily health, confidence, affiliation and, where curricula allowed free play, leisure for Filipino females. These freedoms translated into various functionings such as heightened vitality, public-speaking confidence and school retention. Conversely, safety and recognition were frequently constrained by harassment, facility scarcity and media bias. It was also found that gender stereotyping narrowed genuine sport choice. Intersectional disadvantages compounded constraints for rural and LGBTQ+ athletes.

Conclusion: Filipino girls and women gain clear physical, psychological and social benefits from sport, yet capability justice remains partial. Structural inequities in facilities, media visibility, and cultural norms limit the conversion of opportunities into real freedoms. Implications to theory and practice: The review extends Sen's framework to a Southeast-Asian sport context and underscores that leisure and voice are not merely outcomes of participation —they are core freedoms that must be safeguarded as primary capabilities. Equal facility funding, gender-responsive coaching, balanced media coverage and capability-based monitoring are recommended to transform latent sport opportunities into lived freedoms for all Filipino girls and women.

Developing a Rubric for Contact Improvisation in Physical Education with Democratic Competencies

Maaya Fukumoto
Ochanomizu University
Japan

In Japan, dance is part of the physical education curriculum, focusing on creation, performance, and appreciation. Meanwhile, amid questions about the relationship between choreographers, dancers, and audiences in the art scene, Contact Improvisation (CI) was founded in 1972 in the United States. This form emphasizes interaction and awareness, expected to embody democracy and challenge the dominant gender images.

(Albright 2018). This study explores the development of a CI learning program from the perspective of learning about democratic competencies, thereby contributing to peace in a global society. The research methods included a literature review of Contact Quarterly (1975–1990) and the Reference Framework for Competencies for Democratic Culture, Volumes 1–3 (2018). With the approval of the ethics committee, pilot research was conducted using action research methods on four volunteer junior high school girls (90 minutes/4 sessions).

The results of the study suggest that 63 CDC descriptors, spanning 14 competence models incorporated within the Attitudes, Skills and Knowledge, and Critical Understanding frameworks, can be acquired through CI learning within a school setting. The author believes that the experiences of 'moving and being moved' and 'supporting and being supported' in CI foster the attitudes of respect, empathy, and tolerance, and cultivate the listening and observation skills. In action research, the CI material "Climbing" and the self-assessment rubric designed with the perspectives of CDCs descriptors were implemented.

This rubric was deemed to have 'sufficient specificity to identify weaknesses that need to be improved and strengths that need to be developed' (Council of Europe, 2018:62). It can be concluded that CI learning contributes to global citizenship education by fostering clusters of CDCs through direct interaction with others. The author suggests that this rubric model is effective in assessing CI learning even for diverse groups of learners.

Keywords: Contact Improvisation, Democratic Competencies, Embodied Citizenship, Assessment Framework

Perceptions of Sprinting Training Programs among Female Student-Athletes and Coaches in Central Luzon Higher Education Institutions

Enrico P. Manalad
Central Luzon State University (CLSU)
Philippines

The needs of female student-athletes are distinct, necessitating gender-responsive approaches in sprinting training. This study assessed the status of sprinting training programs in Central Luzon higher education institutions (HEIs) from the perspectives of female student-athletes and coaches/trainers, and compared their perceptions.

A total of 110 female student-athletes and 41 coaches/trainers from 12 state colleges and universities completed a validated evaluation questionnaire measuring planning, motivation, controlling, and evaluation.

Results indicated that both groups rated the sprinting training program as "very good" across all dimensions, with coaches/trainers providing slightly higher ratings than student-athletes.

No significant differences were found between the two groups' perceptions, suggesting general alignment in views of program implementation. While findings indicate sufficient implementation, slightly lower ratings from student-athletes highlight opportunities for refinement.

To advance gender-responsive sport practice, HEIs are encouraged to integrate continuous dialogue, periodic assessment, and inclusive decision-making into sprinting training programs, thereby empowering female athletes and coaches as equal partners in performance and well-being.

Keywords: quality education, gender equality, good health and well-being

Lived Experiences, Challenges, and Inclusive Pathways for LGBTQ+ Women in College Physical Education in the Philippines

Haynes Angelo Narciso, Jennifer De Jesus, Jonar Martin, Jumel Miller, Enrico Manalad, Allan Antalan, and Michael Santos

Institute of Sports, Physical Education and Leisure Studies, College of Education, Central Luzon State University
Philippines

Introduction: In higher education, Physical Education (PE) spaces often reinforce fixed gender roles, neglect a range of identities, and emotionally uncomfortable environments for LGBTQ+ students. This study analyzed the lived experience in PE class of women college students who are part of the LGBTQ+ community. Additionally, it investigated the challenges they encountered and the solutions they provide to promote an inclusive PE environment.

Methodology: A descriptive phenomenological approach was utilized for this study to capture the essence of lived experiences. Seven (7) self-identified LGBTQ+ women from a state university were recruited through referral sampling and participated in semi-structured interviews. Data was collected through semi-structured interviews conducted in accordance with ethical guidelines. Data was analyzed using thematic analysis.

Results and Discussion

The findings revealed that LGBTQ+ women college students experience in a complicated way. Enjoyment from PE often integrates with emotional discomfort related to a non-inclusive environment. The major themes identified were emotional discomfort, gender role expectations, identity concealment, and the desire for affirming spaces. The key themes for challenges encountered were institutional, pedagogical, and social in nature. Recommendations shared by students included a gender-inclusive curriculum, safer and inclusive physical spaces, supportive school culture, anonymous feedback mechanism, and more flexible PE practices.

Conclusion: The results indicate that the experience of LGBTQ+ women in college PE consists of enjoyment and emotional discomfort, contingent upon exclusionary practices and gender norms. These findings in college suggesting a need for alternative PE design that is inclusive, affirming and responsive to varied gender identities. The study has several implications for educators, curriculum designers, and school administrators by encouraging gender-sensitive approaches, welcoming environments, and flexible practices that promote equity and well-being for all students, aligning with global commitments such as the United Nations Sustainable Development Goals, particularly SDG 3 (Good Health and Well-being), SDG 4 on quality education, and SDG 5 on gender equality.

Keywords: LGBTQ+ women, gender identity, inclusive pedagogy, SDG 3 (Good Health and Well-being), SDG 4 (Quality Education), SDG 5 (Gender Equality)

Sport-Related Empowerment for Migrant Youth: Participatory Action Research in Sweden and Uganda

Comfort Ankunda
Malmö University (MAU)
Sweden

Introduction and Aim: Sport-for-development initiatives are increasingly used to promote social inclusion for people with migration backgrounds, yet participant influence remains limited. Building on the view that integration through sport requires empowerment and active participation (Arnoldsson et al., 2019; Fundberg, 2017), this study uses a Participatory Action Research (PAR) approach to explore and enhance empowerment and integration for girls and young men with migration backgrounds.

Methods: Fieldwork took place with a refugee-led organization in Kampala, Uganda, and a sport-for-development organization in southern Sweden. Methods included photovoice, story-dialogue, group discussions, workshops, and collaborative program design. Participants were refugee girls and boys in mixed-gender football (Uganda) and girls (mainly dance, some football/basketball) and boys (football/basketball) in Sweden. The approach reflects democratic principles promoted by critical Sport for Development scholars (Schulenkorf et al., 2016; Darnell et al., 2018).

Results and Discussion: In Uganda, girls reported increased confidence, stress relief, and inspiration from a female footballer, while boys adapted play to include more girls. Girls became more vocal and took leadership roles. In Sweden, participants felt empowered through decision-making, proposing more sports activities and training. Girls valued challenging boys; boys enjoyed mixed-gender teams and questioned stereotypes. Nonetheless, gender, religious, and cultural constraints persisted, highlighting the need for further gender-focused interventions.

Conclusions: Across both contexts, PAR-facilitated activities fostered gender awareness, leadership, and agency. Embedding democratic participation and shared decision-making in sport-for-development programs can advance empowerment for girls and young men with migration backgrounds.

Keywords: sport, empowerment, participation, inclusion, integration

The Role of Sports Participation on the Development of Leadership Qualities among Young Filipino Women Leaders

Rowena B. Bayachan, Jeremy Ivan G. Aspiras, Desserie C. Benedicto, and Jan Michael Vincent F. Hiloma
Isabela State University-Echague Campus

Introduction: Leadership development is a critical area of study, especially in understanding how extracurricular activities like sports contribute to personal growth. Sports participation provides a unique platform for cultivating essential leadership skills, particularly among women in educational settings.

Objectives: This study examined the role of sports participation on the development of leadership qualities among young Filipino women leaders at a state university in Northern Philippines. Specifically, the study analyzed the relationship between the sports involvement and key leadership qualities of women leaders (N=79) across various organizations in the university.

Methodology: The study employed a descriptive-correlational research design, utilizing structured questionnaires to gather data for analysis.

Results and Discussion: Findings of the study revealed that there is a significant positive correlation between sports participation and interpersonal skills as well as communication skills. Meanwhile, no significant correlations were found for decision-making or problem-solving skills. Likewise, individual/dual sports showed a significant positive impact on interpersonal skills. Interestingly, team/mixed sports had no significant association with any leadership qualities. Lastly, for participants with executive roles, results of the study showed that sports participation correlated significantly with interpersonal and communication skills.

Likewise, for those with communication-related roles, a significant correlation was observed only for communication skills while no significant correlations were found for respondents in finance and service-related roles. Insights from the study show that sports participation significantly enhances the interpersonal and communication skills of women leaders, particularly those involved in individual/dual sports and holding executive or communication-related roles. However, the findings indicate limited influence of sports participation on decision-making and problem-solving skills, highlighting the need for complementary developmental interventions to nurture these areas.

Conclusion: These findings suggest that structured sports programs can serve as a powerful tool for fostering leadership skills among women, especially in educational settings. By integrating sports into leadership development initiatives, institutions can empower women leaders with essential relational and communicative abilities.

Gender Equality and Women's Empowerment in Graduate Physical Education Programs

Michael E. Santos[1], Lorna A. Espeso[2], and Lino C. Reynoso[3]

[1]Central Luzon State University, [2]Emilio Aguinaldo College, [3]Emilio Aguinaldo College
Philippines

Background: Gender equality and women's empowerment are central to Philippine higher education reforms, yet limited research has examined how women in graduate Physical Education (PE) programs navigate academic and social barriers. Gender and Development (GAD) mandates, persistent inequities remain, especially in male-dominated fields like PE.

Purpose: This study explored the lived experiences of women enrolled in Master of Arts (MA) and Doctor of Philosophy (PhD) programs in PE in the Philippines, with the goal of identifying challenges, sources of empowerment, and directions for institutional reform.

Methods: A qualitative multiple-case study design was employed with fifteen participants (2 MA, 13 PhD), all female. Data were collected through semi-structured interviews and program document review. Reflexive thematic analysis (Braun & Clarke, 2006) guided coding and theme development, ensuring both individual voices and shared experiences were highlighted.

Results: Five themes emerged: (1) balancing academic demands and personal responsibilities, particularly for doctoral students managing family roles; (2) gendered experiences in PE programs, including stereotypes and undervaluing of research on women and girls; (3) leadership and representation, highlighting limited access to leadership positions but valuing female mentors; (4) empowerment through mentorship and peer support, where institutional mentorship and peer networks sustained persistence; and (5) future pathways and institutional change, including advocacy, gender-sensitive curricula, and stronger GAD implementation.

Conclusion: Women in graduate PE programs display resilience and agency but face systemic barriers that hinder full participation and leadership. Institutional reforms such as mentorship programs, equitable leadership pathways, and consistent enforcement of GAD policies are critical to advancing gender equality and women's empowerment in Philippine higher education.

Keywords: gender equality; women's empowerment; physical education; graduate studies; mentorship; Philippines

Teaching PE in Heat and Rain: Adaptive Strategies of Female Teachers in Rural Philippines

Aljon G. Samson and Odinell Cuyugan
Pampanga State Agricultural University (PSAU)
Philippines

The COVID-19 pandemic abruptly shifted physical education (PE) in Philippine public schools to online delivery, disrupting traditional, activity-based instruction. In rural Magalang, Pampanga, this transition posed particular challenges for female PE teachers, compounded by limited technology access, unreliable internet, and the realities of teaching in extreme heat and humidity.

This study explored the challenges encountered by 30 female public-school PE teachers during the shift to online teaching and adaptive strategies they developed to sustain student engagement. Using a descriptive phenomenological design, data were collected via surveys and interviews, then examined via thematic analysis. Findings revealed two interrelated challenges: technological barriers and environmental constraints.

Technological barriers included limited access to devices, unstable internet connectivity, and insufficient digital skills, which hindered lesson delivery, monitoring, and engagement. Environmental constraints, such as extreme heat and humidity, further reduced students' participation in physical activities. Despite these obstacles, teachers demonstrated resilience and creativity.

They adapted traditional PE lessons by integrating multimedia tools, designing low-equipment, space-efficient activities, and leveraging local materials. Continuous professional development and peer collaboration were vital in strengthening their digital competence and pedagogical flexibility. While online PE cannot fully replicate face-to-face instruction, this study highlights opportunities for improving remote delivery through enhanced digital infrastructure, targeted faculty training, and supportive policy reforms.

Institutional investments—such as regular teacher training, technology integration, and policy—are essential to ensure equitable, high-quality PE in rural settings and disruptive environments that require shifts to virtual education. By foregrounding the experiences of female PE teachers in resource-constrained, climate-challenged environments, this study underscores the need to adapt educational practices to maintain accessible and effective PE amid evolving learning modalities.

Keywords: Online Teaching, Gender Equality, Literacy, Teacher Training, Quality Education

Reimagining College Physical Education in the Philippines: Advancing Gender Equity in Higher Education

Michael E. Santos
Central Luzon State University
Philippines

Background: Physical Education (PE) in Philippine universities plays a vital role in shaping gendered experiences and identities. Despite institutional commitments to inclusivity, many PE programs continue to reflect entrenched gender norms that marginalize women-identifying students and reinforce unequal participation in physical activity and leadership.

Objectives: This study explores how university PE programs in the Philippines reinforce or resist gendered norms and identifies transformative practices that advance gender equity.

Methods: A qualitative case study approach was used across three diverse universities in Central Luzon, varying by institutional type (two public, one private) and PE program structure. Data sources included 24 semi-structured interviews (18 women-identifying students, 6 faculty), 12 classroom observations, and 9 curriculum documents. Braun and Clarke's (2006) thematic analysis guided interpretation. Trustworthiness was ensured through reflexive journaling and methodological triangulation.

Results and Discussion: Four interrelated themes were generated: (1) Curriculum tracking reinforced gender norms by channeling women into feminized activities; (2) Body policing through uniform and fitness standards heightened discomfort and self-consciousness; (3) Leadership exclusion marginalized women from decision-making roles; (4) Inclusive practices and student agency surfaced in gender-sensitive pedagogy and student-led initiatives. These findings underscore persistent inequities, while also highlighting opportunities for reform through inclusive curriculum and pedagogy.

Conclusion: This study introduces a gender-just PE framework rooted in feminist pedagogy and grounded in student experience. It emphasizes curriculum reform, faculty development, inclusive policies, and student empowerment as key to advancing gender equity in higher education PE. The framework contributes to SDG-aligned efforts, particularly in promoting inclusive, equitable, and empowering education for all.

Keywords: gender equity, inclusive education, quality physical education, feminist pedagogy

Gender-Responsive Coaching for Athlete Well-being: Autoethnographic Reflections by a Sport Psychologist

Michele Joan Dalman Valbuena
Silliman University
Philippines

Introduction: Although gender equality is increasingly recognized in sport, coaching practices often remain shaped by masculinist norms. The FEMCoach survey revealed that while many coaches endorse education for gender equality, few engage deeply with equity, identity, and female biology (Dias et al., 2025). Persistent sexist views continue to undermine women's sport, even as female athletes excel in ultra-endurance and other domains, challenging stereotypes of women's bodies (Pavlidis et al., 2023). Coaches play a pivotal role in shaping inclusive, ethical, and equitable sporting environments (Avner, et. al, 2025). Yet in the Philippines, research on coaching and gender remains scarce, with most work focusing on broader gender disparities in sport (Guinto et al., 2021).

Objective: This study presents the professional and personal reflections of a sport psychologist in the Philippines on gender-responsive capacities of coaching.

Methodology: Adopting an autoethnographic approach, the author narrates lived experiences of working with athletes and teams in diverse contexts. Reflections were thematically analyzed, with attention to how male and female coaches enacted, resisted, or reproduced dominant coaching styles. Ethical considerations, including confidentiality of athletes and colleagues, guided the reflective process.

Results and Discussion: Findings indicate that male coaches frequently displayed overly masculine approaches, while many female coaches adapted similar styles either to conform or due to the absence of alternative frameworks. In military sport settings, hypermasculinity exacerbated athlete discontent and anxiety. These reflections highlight how entrenched gendered norms constrain the development of responsive and supportive coaching practices.

Conclusion: Filipino coaches have a long way to go in adopting gender-responsive approaches. Given their central influence on the holistic lives of athletes (Alave & Ancho, 2023), there is an urgent need for education and training that disrupts hypermasculine norms and fosters inclusive alternatives. Situating these reflections within the Philippine sporting landscape contributes to global conversations on coaching, gender, and athlete well-being.

Keywords: athlete well-being, autoethnography in sport psychology, gender equity in sport, inclusive coaching practices, transforming hypermasculine norms

Preservice Physical Education Teachers' Preparedness for Inclusive Education: Intersections of Gender, Diversity, and Self-efficacy through Bandura's Social Cognitive Theory

Ricardo R. Bunghanoy IV
Physical Education Department, College of Education
Central Mindanao University
Philippines

Inclusive education is a global imperative, yet the preparedness of preservice physical education teachers (PPETs) to create equitable and gender-responsive learning environments remains a persistent concern. Guided by Bandura's Social Cognitive

Theory (SCT), this systematic review examined how personal, behavioral, and environmental factors shape the preparedness of PPETs for inclusive teaching. Following the PRISMA guideline, the review utilized a literature search, specifically publications listed in Google Scholar, ERIC, PubMED, Semantic Scholar, JSTOR, and ScienceDirect between 2015 and 2024. The literature search yielded 603 peer-reviewed international studies.

Twenty-eight articles met the criteria inclusion and analyzed across diverse national contexts. Three interrelated themes were generated: (1) diverse perceptions of inclusivity shaped by discourses on disability, cultural diversity, gender, and social justice; (2) limited pedagogical knowledge, practical experience, and environmental support within teacher education curricula; and (3) the pivotal role of PPETs' beliefs, attitudes, and self-efficacy in translating inclusive principles into practice.

Through SCT's triadic reciprocal determinism, the review underscored how personal (theoretical knowledge, perspectives, and attitudes), behavioral (practical teaching experiences, simulations, and service-learning), and environmental (supportive mentors, inclusive curricula, and sociocultural contexts) factors interacted to shape preparedness.

Effective interventions---such as adapted PE coursework, campus-based simulations, service-learning placements, and structured reflection---were found to strengthen PPETs' confidence and gender-inclusive pedagogical skills. Integrating feminist and intercultural perspectives into physical education teacher education curricula is crucial for moving beyond disability-centered inclusion toward genuinely equitable and socially just practices.

Keywords: Preservice Physical Education Teachers, Inclusive Education, Gender, Self-Efficacy, Social Cognitive Theory

Gender Disparity in Varsity Sports Leadership at a National Teacher Education Institution

Richard A. Urgelles and Romeo R. Rioflorido
Institute of Creative Expressions and Human Movement Education
Philippine Normal University
Manila, Philippines

Despite growing efforts toward gender equity in education and leadership, varsity sports programs in higher education continue to exhibit significant gender imbalances, particularly in coaching roles. This study investigated the extent and nature of gender disparity in varsity sports leadership at a state university in Manila, a nationally recognized institution for teacher education.

Using a mixed-methods approach, the research combined quantitative analysis of coaching assignments with qualitative data from surveys and structured interviews involving 32 athletes, 5 female coaches, and 1 sports administrator. The study examined institutional practices, cultural perceptions, and systemic barriers contributing to the underrepresentation of women in coaching positions. Findings revealed that only 5 out of 24 varsity events (21%) are currently led by female coaches, with several women's teams managed by male coaches.

Factors influencing the hiring and assignment of female coaches were categorized into three domains: organizational-level, interpersonal-level, and individual-level determinants. The implications of gender imbalance were evident in athlete development, institutional culture, and leadership pathways.

Key challenges include persistent stereotypes, limited visibility and respect for female coaches, and a lack of institutional support and mentorship. Based on the results, it is recommended that the university review its hiring and assignment systems and develop inclusive policies that foster equitable coaching environments.

Mentorship programs and leadership pipelines should be implemented to support female advancement. Situating the issue within the context of teacher education highlights the critical role of modeling gender-balanced leadership for future educators and institutional leaders.

Keywords: Coaching, Gender Disparity, Sports Leadership

Exercise Training Planning During the Menstrual Cycle: Considering Physical and Psychological Functions

Maryam Koushkie Jahromi
Department of Sport Sciences, School of Education and Psychology, Shiraz University, Iran

This study examines the significant impact of the menstrual cycle on various dimensions of women's health, particularly focusing on physical performance and psychological well-being. The aim of this research is to provide evidence-based insights and practical strategies for optimizing exercise routines in relation to the distinct phases of the menstrual cycle: follicular, ovulatory, luteal, and menstrual.

Through a comprehensive review of current literature, we delineate the hormonal changes that occur within each phase and their effects on strength, endurance, mood, and motivation. Our findings suggest that by understanding these fluctuations, women can tailor their training programs to align with their physiological responses, enhancing training efficiency and minimizing injury risk.

This study also addresses the psychological dimensions associated with each phase of the menstrual cycle, including mood variations and emotional fluctuations, which significantly affect motivation and adherence to fitness regimens. We propose a framework for developing personalized training plans that incorporate both physical and emotional considerations, fostering a holistic approach to fitness that prioritizes women's health.

Ultimately, the insights presented in this paper aim to equip women with the knowledge and tools necessary to enhance their training experiences, satisfaction, and overall performance in their fitness endeavors. This research contributes to a growing body of literature advocating for the inclusion of menstrual cycle considerations in exercise training protocols and promotes a more personalized approach to women's health in the context of physical activity.

Keywords: Menstrual Cycle, Exercise Training, Women's Health, Personalized Training, Physical Performance, Psychological Well-being, Hormonal Changes

More than Gold: Gendered Media Framing of Olympic Champions in the Philippines

Mark Manfred B. Spitzer and Maria Luisa M. Guinto
University of the Philippines Diliman (UPD)
Philippines

This study critically examines how Philippine media frames Olympic gold medalists Hidilyn Diaz and Carlos Yulo, with a focus on gendered narratives, national identity, and evolving representations in sport.

Using a qualitative content analysis of online articles from ABS-CBN News and the Philippine Daily Inquirer published within 90 days of each athlete's gold-medal victory, the research identifies dominant themes and frames in coverage.

The findings reveal persistent gender biases: Diaz's coverage emphasized emotional resilience, faith, and national sacrifice—often intertwining her identity with traditional gender roles—while Yulo's narrative focused more on technical excellence and athletic performance. These disparities underscore the media's continued reliance on gendered storytelling, even in celebrating elite athletes.

The study emphasises the necessity of more equitable and nuanced portrayals of female athletes in sports journalism, contributing to broader discussions on gender, media, and power in sport.

Keywords: Cultural narratives, empowerment of women, media in sport

Kicking Gender Norms: Mixed-Gender Football as an Innovative Platform for Equity and Empowerment in Philippine Sport

Brevish Dame Franco, Ma. Delrose Duran, and Axcel Florentino
University of the Philippines Visayas
University of the Philippines Diliman

Mixed-gender football is increasingly recognized as an innovative approach to promoting inclusion in sport. In the Philippines, where football remains culturally male-dominated, women's participation faces structural and cultural barriers.

This study investigated how gender dynamics are navigated in mixed-gender football, with the goal of understanding its potential to challenge stereotypes and advance equity. Anchored in Social Role Theory (Eagly, 1987), it explored how players and coaches negotiated roles, communication and inclusion.

Using a qualitative design, semi-structured interviews were conducted with three purposively selected participants: a coach, a female football player, and a male football player from the same football club. Although limited in scope, this deliberate triangular lens captured complementary perspectives across leadership, female experience, and male peer dynamics, ensuring depth and consistency of insights despite the small sample size.

Four themes emerged: (1) Gender Dynamics and Equality, where skills were prioritized over stereotypes; (2) Inclusion and Support, emphasizing respect, empowerment, and communication; (3) Team Management and Tournament Rules, where policies both reinforce and challenge norms; and (4) Mixed-Gender Football as Social Change, underscoring the sport's potential to reshape perceptions of women in sport. Findings show that mixed-gender football is not merely a participation format but a platform for equity, empowerment and innovation in physical education and sport.

Inclusive coaching and equitable rules are vital for sustaining progress, contributing to the global dialogue on advancing women and girls in sport.

Keywords: mixed-gender football, gender dynamics, equity in sport, women empowerment, social role theory

Challenges and Facilitators for Women Teaching Adapted Physical Education

Norielyn F. Ramos, Rayvin Pestaño and Jovelyn Pestaño
Central Luzon State University (CLSU)
Philippines

The implementation of Adapted Physical Education (APE) in the Philippines faces significant challenges, which are critically viewed through a gendered lens. The Special Education (SPED) teaching field is predominantly female, and girls with various disabilities face compounded and intersecting barriers to participation.

This study explores the lived experiences of female SPED teachers in teaching APE to girls with a range of special educational needs. A phenomenological qualitative design was employed. Five female SPED teachers from the Division of Science City of Muñoz, Nueva Ecija, were selected via total population sampling and participated in in-depth interviews. Data were analysed using thematic analysis.

Key findings revealed significant challenges, including a lack of specialized APE training, inadequate facilities, and difficulties in differentiating instruction for a diverse student population.

Gender-specific barriers, such as the lack of private changing areas and tailored strategies for engaging girls with varying disabilities, were prominent. Facilitators included administrative support, collaboration with multidisciplinary teams, and teacher resilience, which involved developing adaptive, gender-responsive strategies.

The study underscores the urgent need for enhanced professional development focused on gender-responsive pedagogies that address the spectrum of disabilities, improved resource allocation for gender-sensitive and disability-specific facilities, and stronger institutional support.

These findings offer critical implications for creating truly equitable and inclusive APE programs that meet the unique needs of all learners, especially girls with various disabilities.

Who Belongs on the Field? Gendered Experiences of Sports in India

Abish Jebeshy R
Department of English Studies, Central University of Tamil Nadu
Thiruvarur, India

This paper presents an original study on gendered experiences of sporting spaces in India, with a focus on how socio-cultural norms, class divides, and institutional practices shape access and participation.

Drawing on qualitative case studies of school playgrounds, community fields, and organized sports clubs, the study explores how these spaces simultaneously reinforce and challenge gender hierarchies.

The methodology combines ethnographic observation, semi-structured interviews with participants across age and class groups, and analysis of policy documents and media narratives.

Findings reveal persistent structural and cultural barriers faced by girls and women—particularly from marginalized communities—including limited access to facilities, gendered surveillance, and exclusionary practices within institutions. At the same time, the research documents form of resistance and transformation, where young women and community groups renegotiate norms and claim sporting spaces for empowerment and visibility.

The discussion situates these findings within feminist and post-structuralist frameworks, emphasizing the need to dismantle entrenched gender ideologies alongside infrastructural reforms.

By aligning with the theme "Sports for All," the paper contributes to global debates on gender, inclusion, and social justice in sports, while foregrounding the specific challenges and possibilities within the Indian context.

Keywords: Indian sports, Women in India, Spatial inequality, Marginalization, Access

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