

ORIGINAL RESEARCH

'It Felt Like Something to Endure': A Feminist Phenomenological Inquiry into Low PE Motivation Among Filipino Female College Students

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Abstract

Low motivation in Physical Education (PE) remains a persistent concern among female college students, often resulting in minimal engagement and participation. This study was grounded in feminist pedagogy, which emphasises student voice, agency, and equitable learning environments, to examine the experiences of female students with low motivation in PE at a state university in the Philippines. Twelve participants shared their perspectives through semi-structured interviews, and the data were analysed using thematic analysis. Findings indicate that participants frequently perceived PE as disengaging, monotonous, and emotionally uncomfortable, often regarding it primarily as a course requirement rather than a meaningful learning experience. Contributing factors included repetitive activities, discomfort with uniforms and limited privacy, and feelings of exclusion in mixed-gender settings. Participants emphasised the need for more inclusive and responsive PE practices, including diverse activities, flexible attire policies, greater instructor sensitivity, and emotionally and physically safe learning environments. The study highlights the importance of applying feminist pedagogical principles to enhance autonomy, confidence, and sustained participation among female students.

Introduction

Sedentary lifestyles among female college students pose significant health risks, including obesity, cardiovascular disease, and mental health challenges (Duncan et al., 2023; Huang et al., 2022). While regular physical activity has been shown to enhance fitness, strength, and overall well-being (Kramer, 2020; Mahindru et al., 2023), women worldwide remain less active than men. In the Philippines, this disparity is compounded by body image concerns, which can undermine confidence, self-esteem, and health-promoting behaviours (Espino et al., 2020; Pituk & Cagas, 2019).

Physical Education offers an important avenue for fostering fitness, social well-being, and lifelong healthy habits; however, its impact is often limited among female students due to low motivation (Sáez et al., 2021). The traditional focus of PE on competitive sports and performance-oriented activities can feel repetitive or culturally misaligned, leading participation to be compliance-driven rather than intrinsically enjoyable. To address this, fostering intrinsic motivation through inclusive, culturally relevant activities is essential to promoting sustained engagement (Aljehani et al., 2022; Vasconcellos et al., 2020).

Keywords:

female college students, gender equity, good health and well-being, motivation, quality physical education

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Motivation is a key determinant of PE participation. Self-Determination Theory (SDT) emphasises that fulfilling the psychological needs of autonomy, competence, and relatedness strengthens intrinsic motivation and supports long-term involvement (Ryan & Deci, 2020). PE environments that nurture autonomy and inclusivity enhance satisfaction and well-being, whereas compulsory, performance-focused approaches often evoke negative emotions and withdrawal (Laukkanen et al., 2020; Nogg et al., 2021). These findings underscore the importance of adopting student-centred approaches that prioritise engagement over obligation.

Cultural and gender norms further shape female students' experiences in PE. In many Asian contexts, societal expectations, family pressures, and institutional practices constrain participation (Peng et al., 2023), and programmes modelled on Western ideals may fail to align with local practices (Shen et al., 2022). Across Southeast Asia, additional barriers include heavy academic workloads, social stigma, restrictive uniforms, and safety concerns (To et al., 2020). Within the Philippine context, pressures related to body image and the transition to college life further diminish motivation and self-efficacy, reducing engagement in PE (Cagongon & Osorno, 2022).

PE motivation interventions benefit from autonomy-supportive, student-centred instruction and diverse activity options. Programs emphasising choice and self-improvement enhance enjoyment and long-term adherence (Oldervik & Lagestad, 2021; Vasconcellos et al., 2020), while student-led, supportive structures promote sustained engagement (Kinsella et al., 2022; Millard et al., 2021). In Southeast Asia, culturally responsive programs combining structured activities, behavioural strategies, and social support outperform counselling alone (Lee et al., 2022; Rizal et al., 2019). In the Philippines, flexible, culturally relevant interventions improve adherence, reduce stress, and increase satisfaction

(Dulatre et al., 2025; Liad, 2020), highlighting the value of gender-sensitive, contextually adapted approaches.

Despite regional and national commitments to gender equity, a persistent gap exists between policy and classroom practice. The Philippine Commission on Women (PCW, 2025) and UNESCO (2024) stress the importance of inclusivity and well-being in PE, yet implementation often falls short. Espino et al. (2020) found that female students perceive PE as competitive and performance-driven, discouraging participation. Similarly, Pituk and Cagas (2019) noted that policies promoting equal access frequently overlook the cultural and personal needs of female learners. This gap highlights the challenge of translating gender-equity goals into contextually relevant educational practices that reflect students' lived experiences.

Feminist theories illuminate the gendered dynamics shaping female students' experiences in PE. Objectification theory suggests that women internalise societal standards of appearance, leading to body surveillance, shame, and avoidance of evaluative contexts. In PE, performance assessments, uniforms, and peer comparison intensify these pressures and can provoke anxiety. Feminist pedagogy, in contrast, emphasises student voice, collaboration, and critical reflection. Cameron and Humbert (2020) argue that such approaches foster inclusive spaces where female students feel respected and supported. Likewise, Chiva-Bartoll et al. (2021) and Guerrero and Guerrero Puerta (2023) contend that feminist-informed pedagogy challenges hierarchical norms, promotes respect for diversity, and enhances women's engagement and confidence in PE.

As Cameron and Humbert (2020) argued, inclusive and autonomy-supportive teaching can counter the marginalisation that women often experience in performance-driven PE environments. Building on this premise, the present study contributes to the feminist PE literature by demonstrating how culturally grounded,

student-centred, and autonomy-supportive teaching can foster confidence, motivation, and lifelong participation in physical activity.

The literature consistently shows that, despite policy reforms and motivational interventions, female students in higher education remain less active and engaged in PE. Research informed by SDT highlights autonomy, competence, and relatedness as key factors in sustaining motivation. However, much of this research uses quantitative measures, focusing on participation rates or intervention outcomes instead of exploring how these constructs are experienced in gendered classroom contexts.

Studies on Filipino women's inactivity show that reforms often fail because they overlook cultural expectations, body image pressures, and institutional practices that affect students' sense of comfort and belonging. Feminist PE scholarship critiques these shortcomings by showing that performance-oriented assessment, uniforms, and competitive sport structures can perpetuate body surveillance and marginalisation, thereby undermining the autonomy and relatedness identified as essential by motivational theories. Despite these contributions, feminist perspectives are rarely integrated with mainstream motivational frameworks, especially in Southeast Asian higher education. A significant gap remains in understanding how gendered and cultural dynamics specifically shape motivational processes in PE. This research integrates feminist pedagogy with motivational theory, reframing disengagement as a result of intersecting gender norms, cultural expectations, and pedagogical practices rather than as an individual deficit. This approach extends existing scholarship by providing contextually grounded evidence.

In response to these gaps, the present study seeks to explore the lived experiences of female university students in the Philippines who report low motivation

toward PE. Rather than assuming the causes of disengagement, the study focuses on how students articulate their perceptions, challenges, and proposed solutions for improving PE participation. By situating these perspectives within the Philippine cultural context, the research aims to illuminate how pedagogical practices, classroom environments, and sociocultural norms shape motivation and engagement. The findings are expected to offer valuable implications for educators and policy-makers seeking to design equitable, motivating, and culturally responsive PE programs for female students in higher education. Specifically, this research addresses the following question: What are the lived experiences of female college students with low motivation in PE classes at a state university in the Philippines?

The conceptual framework in Figure 1 positions female students' motivation and engagement in PE as the result of the interplay among their lived experiences, pedagogical practices, and sociocultural and contextual factors within Philippine higher education. Sociocultural and contextual factors include gender norms, cultural expectations, family and community influences, and institutional policies. Pedagogical and classroom factors include teaching practices, classroom environment, inclusivity, and assessment structures. Students' lived experiences capture challenges and barriers, as well as their suggestions to enhance engagement and inclusivity. The framework shows how sociocultural and pedagogical influences shape lived experiences, highlighting obstacles and informing practical solutions, providing a foundation for culturally responsive, student-centred, and motivating PE programs. By incorporating feminist-informed and student-centred pedagogical principles, the framework highlights student voices as both an analytic lens and a practical guide for understanding and enhancing female participation in PE.

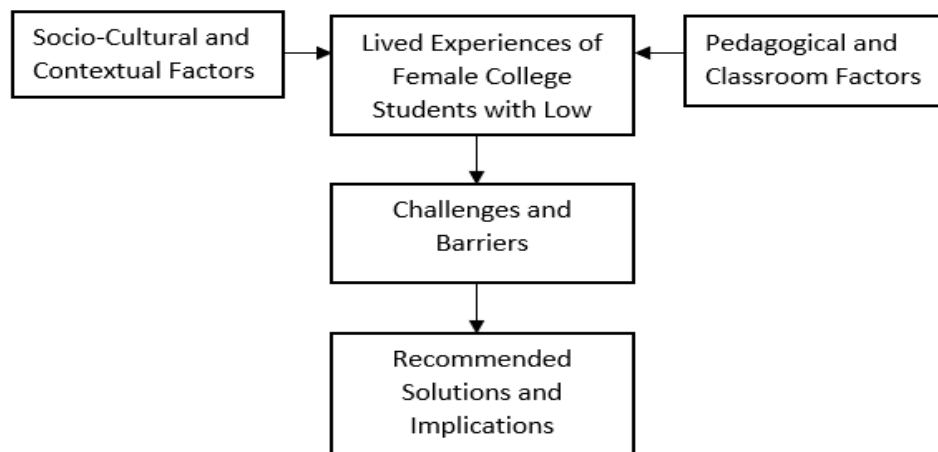


Figure 1. The conceptual framework of the study

Methods and Materials

This research utilised a descriptive phenomenological design to investigate the lived experiences of female college students who experienced low motivation in PE. Descriptive phenomenology was used to describe the essence of these experiences, allowing participants' perspectives to encapsulate the meaning of their motivation (Creswell & Poth, 2018). This approach enabled the researcher to capture rich, detailed narratives of students' emotions, perceptions, and engagement that cannot be fully understood through quantitative methods.

This study focused on participants who identified as having low motivation toward PE. All 12 participants were female college students from a state university in the Philippines, aged 22 to 25, with a mean age of 23.4. They represented various academic disciplines and were enrolled in PE courses during the data-collection semester. By intentionally selecting students with low motivation, the study aimed to explore their experiences in depth, ensuring participants' focus was explicit. Identification of participants involved a two-step process: a pre-survey assessing motivation in PE and review of performance records to confirm low engagement and achievement. Providing this participant background

clarifies the recruitment process and contextualises the findings within the perspectives of students most affected by low motivation in PE. Limiting participation to one institution allowed for consistency in environmental and policy factors, while the small, purposively selected sample enabled detailed, contextually grounded insights. Data collection continued until data saturation was achieved, supporting methodological rigour.

Data were collected through semi-structured interviews guided by an interview protocol guide reviewed by experts in qualitative research for clarity and appropriateness. Given the exploration of topics related to body image, emotional discomfort, and exclusion, measures addressed potential emotional risks. Before each interview, participants were informed about the topics and reminded of their right to skip questions or withdraw without consequences.

During interviews, the researcher created a respectful, open atmosphere to foster participant comfort. Voluntary participation and informed consent were emphasised, and interviews were paused to check on participants and only continued if the participant allowed. Afterwards, all received information about mental health

resources. Interview data were audio-recorded with written consent supported by verbal informed consent.

The study was conducted in full accordance with established ethical standards for research involving human participants (Belmont Report, 1979). Written informed consent was obtained from all participants, and strict measures were implemented to ensure confidentiality, anonymity, and voluntary participation throughout the research process. All procedures were classified as minimal risk, with appropriate safeguards in place to protect participants' safety, well-being, and rights. Although institutional guidelines did not mandate formal ethical clearance, the study was reviewed and authorised by Central Luzon State University, ensuring full compliance with institutional policies and national standards for the ethical conduct of research involving human subjects.

Data analysis followed Colaizzi's (1978) phenomenological method. The process included extracting significant statements and formulating meanings. Each transcript was read several times for immersion. The researcher identified meaningful statements, coded them, and grouped them into pattern clusters. Broader thematic categories were formed by constantly comparing and interpreting the data. Data saturation was reached when no new codes or insights appeared. Final themes were checked against transcripts to ensure accuracy, coherence, and fidelity to participants' experiences.

Rigour in qualitative research was ensured by adhering to the criteria of credibility, transferability, dependability, and confirmability (Gunbayi, 2024). Credibility was achieved through member checking, transferability through thick descriptions, dependability through clear documentation of procedures, and confirmability through an audit trail and reflexivity throughout the research process. To minimise research bias during theme generation, the researcher engaged in reflexive practices to acknowledge and manage personal assumptions that could influence data interpretation. Expert validation was conducted to ensure that emerging themes accurately reflected participants' perspectives rather than the researcher's preconceptions.

Results

The thematic analysis illuminated the complex and multifaceted experiences of female college students who reported low motivation in PE. The analysis was organised into three major dimensions: (1) Personal Experiences of Participation in PE, (2) Challenges Related to PE Participation, and (3) Suggestions to Address Challenges in PE Participation. Each dimension encompasses several themes that capture distinct yet interconnected aspects of the students' lived experiences. Each theme is further explained through detailed descriptions and representative participant quotations, highlighting the depth and authenticity of their perspectives (see Table 1).

Table 1. Summary of Dimensions and Themes

Dimensions	Themes
Personal experiences of participation in PE	1. Disengagement and perceived obligation 2. Boredom from lack of variety 3. Body image and self-consciousness
Challenges related to PE participation	1. Gender-based exclusion and unequal participation 2. Emotional and psychological discomfort 3. Body- and privacy-related discomfort

Table 1. (Continued)

Dimensions	Themes
Suggestions to address challenges in PE participation	<ol style="list-style-type: none"> 1. Diversify activities and allow student choice 2. Improve teacher sensitivity and encouragement 3. Adjust uniform requirements for comfort 4. Improve changing facilities for privacy 5. 5. Create a safe and supportive class culture

Personal Experiences of Participation in PE

Theme 1: Disengagement and Perceived Obligation

Students primarily perceived PE as an academic requirement rather than a source of meaningful or enjoyable experiences. Attendance was often driven by necessity rather than motivation or perceived personal benefit. Many reported a sense of disconnection, engaging in activities out of obligation rather than genuine interest. These findings indicate a lack of intrinsic motivation and a weak association between PE, students' daily lives, and overall well-being. Consequently, PE was regarded as an experience to be endured rather than an opportunity for positive development.

Sample Responses:

“Honestly, I felt like PE was just another subject I had to get over with, not something I looked forward to.”

“Sometimes I just participated because it was required, not because I liked it.”

Theme 2: Boredom from Lack of Variety

Monotony remains a persistent concern in PE. Students identified it as a primary factor contributing to low motivation. Many reported that classes focused exclusively on traditional sports such as basketball and volleyball, failing to accommodate the diverse interests and abilities of the student body. The limited,

repetitive curriculum restricted opportunities for variety and creativity, resulting in unengaging, monotonous classes. Consequently, motivation and participation declined. Students perceived the content as uncreative and irrelevant, further contributing to their disinterest. These findings suggest a need for a more diverse, student-centred curriculum to enhance motivation.

Sample Responses:

“It was the same games over and over again.”

“I didn’t really enjoy the activities. Most of the time, they felt repetitive and not suited to what I’m interested in.”

“We just kept doing volleyball and basketball. I got tired of it.”

Theme 3: Body Image and Self-Consciousness

Concerns regarding body image and appearance represented the primary barrier to full participation. Female students reported discomfort during physical activity with peers and experienced anxiety about being observed or ridiculed. This heightened self-awareness reduced their confidence and led to avoidance behaviours, including reduced effort, restricted movement, and class absenteeism. A preoccupation with appearance during activity diminished opportunities for enjoyment. This theme demonstrates that

insecurities related to body image negatively affected motivation. In some cases, emotional distress surpassed the desire to participate. These findings illustrate the significant role of body image in driving disengagement from PE.

Sample Responses:

“I often felt embarrassed about how I looked when doing physical activities, especially with others watching.”

“There were times I skipped PE because I didn’t feel confident in my body or my abilities.”

Challenges Related to PE Participation *Theme 1: Gender-Based Exclusion and Unequal Participation*

A significant concern for female students in co-educational settings is the persistent inequality in participation and involvement. Activities are frequently dominated by male students, which restricts opportunities for others to engage. Despite efforts by many female students to participate actively and foster collaboration, they often remain marginalised. Such exclusion limits their opportunities for engagement and negatively influences their self-perception as students. It also contributes to heightened feelings of neglect and inferiority within the classroom environment. Female students report feeling devalued when their abilities or willingness to participate are disregarded. The male-centred environment undermines their confidence and impedes the development of peer relationships. According to female students, gender dynamics significantly shape their experiences in PE, making it difficult to experience a sense of belonging or fairness in group contexts.

Sample Responses:

“When we played sports, the boys would take over and not pass the ball to the girls. It made me feel excluded.”

“There was an obvious focus on the more athletic students, especially the boys.”

Theme 2: Emotional and Psychological Discomfort

The majority of students perceived PE as emotionally unsafe, expressing concerns about public embarrassment, ridicule, and harsh criticism. The resulting stress often outweighed any potential enjoyment. Correction or comparison in front of peers intensified anxiety and discouraged participation, frequently resulting in disengagement and avoidance. Rather than viewing PE as an opportunity for personal growth, students regarded it primarily as a source of fear and ridicule. These findings underscore the importance of a supportive environment, as negative emotions significantly diminish motivation and engagement.

Sample Responses:

“The fear of being laughed at or failing in front of everyone made me want to avoid PE altogether.”

“I didn’t feel safe emotionally. I was afraid to be judged or compared.”

Theme 3: Body and Privacy Related Discomfort

Physical education uniform requirements and insufficient privacy in changing spaces contributed to student discomfort. Many participants reported that standard uniforms did not accommodate diverse body types, modesty preferences, or comfort needs. These factors diminished students’ confidence and willingness to participate in PE. The lack of privacy in changing areas led to feelings of vulnerability and embarrassment, prompting some students to change clothes in advance to avoid these situations. These findings demonstrate that attire and the physical environment significantly influence students’ comfort, body confidence, and emotional readiness for PE. Providing flexible uniform options and private, secure changing areas were identified as effective strategies to enhance inclusivity, confidence, and active participation.

Sample Responses:

“The uniform made me feel uncomfortable. It didn’t fit well, and I didn’t feel confident wearing it.”

“I didn’t feel comfortable in the clothing we had to wear, especially during certain activities.”

“Changing in the change room was uncomfortable. There was no privacy.”

“We had to change so quickly, and in front of others, I hated that.”

Suggestions to Address Challenges in PE Participation

Theme 1: Diversify Activities and Allow Student Choice

Students highlighted the importance of PE programs that include a broader range of activities beyond traditional sports. Suggested alternatives included dance, yoga, fitness, and walking, which could address diverse interests and abilities. Allowing students to choose among various activities may enhance inclusivity and enable individuals to engage in options that align with their preferences and capabilities. Expanding the range of activities can make PE more meaningful, transforming it from a perceived obligation into an experience that is comforting, supportive, and motivating.

Sample Responses:

“It would help if PE included more choices like dance, yoga, or even walking. Not everyone likes competitive sports.”

“More variety and flexibility would make the class feel more inclusive and less intimidating.”

“I think it would be great if students could suggest activities they’re interested in.”

Theme 2: Improve Teacher Sensitivity and Encouragement

Students saw that teacher attitudes shape motivation and experience. They preferred teachers who valued effort as much as, or more than, performance. When teachers encouraged students or recognised their situations rather than just focusing on the most skilled, students felt supported. Respondents viewed supportive feedback about effort or improvement as necessary for inclusion. It made less confident learners feel visible and capable. This theme suggests teachers should adopt more empathetic and inclusive practices. By considering diverse backgrounds and adjusting their beliefs, teachers can foster a sense of belonging in the classroom.

Sample Responses:

“PE teachers should be more understanding and not just focus on the best performers.”

“Encouragement goes a long way. Even small praise can help us feel more included.”

“Teachers should recognise that not everyone is confident in PE.”

Theme 3: Adjust Uniform Requirements for Comfort

Students suggested greater flexibility in PE attire to accommodate comfort, body type, and modesty. Suggestions included allowing students to choose or modify their uniforms to meet specific needs. Students regarded this as a simple yet effective way to address body image concerns and to engage students as active participants among their peers. Many students suggested that wearing comfortable attire would increase their confidence and make them feel less self-conscious. The increase in confidence also boosted students' motivation. This theme suggests that the overall policy surrounding PE uniforms has implications for students that extend beyond physical comfort; it also fosters emotional readiness to participate in PE.

Sample Responses:

“We should have the option to wear uniforms that suit our body type and comfort.”

“Uniforms should be flexible and allow for modesty and comfort, not just standard sizes.”

“If we could wear our own chosen clothes, I would feel more comfortable.”

Theme 4: Improve Changing Facilities for Privacy

One strong suggestion was to develop the locker room facilities with enhanced security and privacy. They suggested that completely or partially enclosed stalls would reduce discomfort in the locker room and allow them to prepare for PE without apprehension. Such spaces were considered crucial for creating an environment where students felt safe and respected. Meeting this need for privacy would reduce avoidance behaviours and tangibly demonstrate the institution's sensitivity to female students' needs, thereby promoting inclusion.

Sample Responses:

“Add more privacy in the changing rooms. Not everyone is comfortable changing in front of others.”

“Having rooms or separate spaces would really help.”

“I would feel safer if we had better changing rooms and private spaces.”

Theme 5: Create a Safe and Supportive Class Culture

The students envisioned a PE culture that emphasised cooperation, support, and emotional safety within a non-competitive sports environment. They suggested a structure in which groups of students with different skill levels could work together, emphasising the importance of effort over outcomes to create opportunities for peer

learning and support. The students viewed a sense of community and belonging in the classroom as paramount in reducing anxiety associated with sport, while also increasing participation. The theme represented the cultural change students sought: to frame PE as a place to develop resilience, belonging, and confidence rather than anxiety and exclusion.

Sample Responses:

“Group work should mix skill levels so we can learn from each other, not just compete.”

“The culture should value trying, not just winning.”

“There should be a better sense of community in class. It would make it less scary to participate.”

Discussion

Thematic analysis of female college students with low PE motivation shows that personal, social, and environmental factors collectively undermine intrinsic motivation. Many viewed PE as a compulsory requirement rather than a source of growth or enjoyment, reflecting low autonomy, competence, and relatedness central to SDT (Ryan & Deci, 2020). Motivation was largely externally driven, especially when activities were repetitive, teachers disengaged, and choice was limited (Vasconcellos et al., 2020; Wentzel, 2020). Narrow, culturally irrelevant curricula further reduced interest and connection (Ward et al., 2021; Zhang et al., 2021), highlighting the role of learning environment design in engagement.

Body image and appearance-related concerns emerged as significant challenges to participation. Participants frequently reported feeling self-conscious when performing in public or wearing ill-fitting uniforms, and some described discomfort at being observed by peers, which often led to avoidance or absenteeism. These experiences are consistent with Objectification Theory, which proposes that women

internalise an observer's perspective of their bodies, leading to increased self-surveillance and anxiety (Beadle, 2020; Fredrickson & Roberts, 1997; Sabiston et al., 2021). The physical exposure inherent in PE, combined with institutional factors such as strict uniform policies, limited privacy in changing areas, and public scrutiny, amplified these concerns. Addressing body-related anxieties requires interventions that consider both psychological and structural influences on participation.

Gender dynamics and teaching practices shape students' PE experiences. Many reported marginalisation in mixed-gender activities dominated by male students and perceived teacher preference for more athletic peers, reducing belonging among less confident students. Feminist pedagogy critiques such power imbalances and gender inequalities in education (Gore, 1993). When instruction emphasises competition over collaboration, gendered disparities are reinforced (Cañadas, 2024; Pedersen et al., 2021; Pereira Ribeiro et al., 2024). These findings underscore the need for teacher training that fosters inclusion, values diverse abilities, and promotes collaborative engagement.

Participants recommended strategies to enhance PE motivation, including offering diverse activities that allow choice, providing supportive teacher feedback, and improving uniforms and changing facilities to reduce body- and environment-related barriers. Emphasising cooperation over competition and fostering a safe, inclusive class culture were also highlighted. These approaches, aligned with SDT, support autonomy, competence, and relatedness, and research shows they increase engagement, persistence, and sustained participation in PE (Ryan & Deci, 2020; Taylor, 2024; Vasconcellos et al., 2020).

In summary, female students' motivation in PE is shaped by personal, social, and institutional factors. Promoting an inclusive environment requires addressing body-image concerns, gender

dynamics, and teaching practices. Curricula should offer diverse, culturally relevant activities, and teacher training should emphasise encouragement and equity. Institutional policies on uniforms, facilities, and assessments should prioritise comfort, privacy, participation, and effort over competition. Together, these measures can transform PE from a compulsory activity into a meaningful experience that fosters lifelong motivation and well-being.

The findings further indicate that low motivation in PE develops cumulatively through repetitive curricula, culturally irrelevant activities, limited autonomy, gendered classroom dynamics, appearance concerns, and restrictive institutional policies. These factors undermine students' perceptions of competence, autonomy, and relatedness, gradually diminishing intrinsic motivation and encouraging externally regulated participation. Recognising this cumulative effect enables educators and policymakers to address the root causes of disengagement.

Although this study offers valuable insights, its findings are limited by a small, specific sample of female college students, which restricts generalisability to other populations, including male students and those from different institutions. Future research should incorporate larger, more diverse samples and employ mixed-methods to integrate subjective experiences with measurable outcomes. Experimental or comparative studies could evaluate interventions such as flexible uniforms, diversified curricula, and autonomy-supportive teaching. Including perspectives from male students, teachers, and administrators would yield a more comprehensive understanding of motivation in PE.

In conclusion, low motivation among female college students in PE stems from repetitive curricula, gendered socialisation, body image concerns, and institutional policies that compromise comfort and safety. Addressing these challenges requires an integrated approach encom-

passing pedagogy, curriculum design, institutional policy, and facility planning. Establishing a safe, inclusive, and supportive environment can transform PE into a setting that fosters empowerment, personal growth, and lifelong engagement in physical activity, thereby enhancing physical, emotional, and social well-being.

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The authors declare no conflicts of interest. Any personal circumstances or interests that could influence the interpretation of the research have been disclosed.

Declaration of Generative AI and AI-Assisted Technologies in the Writing Process

During the preparation of this manuscript, the authors used Grammarly to improve language clarity, grammar, and phrasing. The authors carefully reviewed and revised the output to ensure accuracy and take full responsibility for the final manuscript's content.

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