

Assessing The Influence Of Gender On Student Engagement And Learning Outcomes In Sport Education

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ABSTRACT

The purpose of this study is to look at the effect of gender on student engagement and learning outcomes in the context of sport education programs. Male and female participants were assessed before and after the course, with engagement and learning result ratings analyzed. The findings demonstrated that, while there were slight gender differences in both pre-course and post-course ratings, they were not statistically significant. Male participants had somewhat higher mean scores, but both genders showed favorable gains in engagement and learning outcomes following the program, demonstrating the usefulness of athletic education programs for all kids. Individual characteristics, such as motivation and past experience, did, however, have a substantial impact in molding student success. These findings highlight the significance of fostering inclusive and supportive physical education environments. Despite several drawbacks, such as a small sample size and an exclusive emphasis on gender, this study adds to our understanding of gender dynamics in sport education. To address the many dimensions of physical education efficacy, future research should investigate broader variables and bigger, more varied samples. The primary objective is to provide fair and inclusive physical education environments that encourage the holistic development of all children, regardless of gender or personal traits.

Keywords: Gender, Student Engagement, Learning Outcomes.

INTRODUCTION

Gender has been a significant and diverse component impacting educational experiences and outcomes in a variety of fields, including athletic education. Gender and education interaction has long been a topic of study, discussion, and policy consideration, since it has substantial consequences for fairness, inclusion, and individual growth. In this introduction, we will look at the impact of gender on student engagement and learning outcomes in sport education, as well as the inequalities, complexity, and contributing variables in this educational setting.

Sport education is a pedagogical approach that goes beyond just teaching sports skills. It promotes a comprehensive knowledge of sports,

such as collaboration, sportsmanship, and personal growth. Students are encouraged to actively participate in numerous roles within the sport education framework, such as athletes, coaches, and officials, encouraging a full learning experience (Bessa et al., 2019). While sport education has been recognized for its potential to improve student engagement and learning results, gender dynamics have received more attention in this setting.

Traditional gender stereotypes have generally connected physical strength, competition, and athletic performance with males rather than girls. These prejudices pervade educational contexts, especially sport education, altering students' conceptions of their own skills and responsibilities in sports (Schaillée et al., 2021).

Disparities in participation: Gender inequalities in involvement and engagement in sports and physical activities have been seen both inside and outside the classroom. Girls and boys may have different degrees of interest, motivation, and chances to engage in physical activities, which may influence their overall learning experiences in sport education (Elliott et al., 2020).

Learning Preferences and Pedagogy: Studies have looked into gender differences in learning preferences and teaching techniques. This involves interactions between educators and students, the sorts of activities and feedback offered, and how students respond to various educational techniques (Scull et al., 2020). The major goal of this study is to investigate the impact of gender on student engagement and learning outcomes in sport education. The research will address the following goals in order to attain this goal:

Examining Gender Differences in Student Engagement: This study intends to discover whether there are substantial gender differences in levels of student involvement, such as participation, passion, and motivation, within sport education programs.

Exploring Gender Disparities in Learning Outcomes: The project will look into whether gender influences learning outcomes such as knowledge acquisition, skill development, and overall performance in sport education settings. Understanding how gender effects student engagement and learning outcomes in sport education is critical for a number of reasons. **Promoting equality:** This study contributes to continuing efforts to promote equality in education by shining light on possible gender inequities in sports and physical education, which are frequently male-dominated domains (Wang, 2023).

Inclusive Pedagogy: The findings can enlighten educators and curriculum makers about gender-related obstacles and possibilities in sport education, allowing for the development of more

inclusive and successful pedagogical practices (Pollock et al., 2020).

Sports Gender Equity: This research is pertinent to the wider debate of gender equity in sports outside of the classroom. It contributes to the corpus of information that informs policies and actions aimed at improving gender equality and representation in sports (Clarkson et al, 2019).

Then this study investigates the complex interaction between gender, student involvement, and learning outcomes in the setting of sport education. By investigating these interactions, this study hopes to add to the continuing discussion about gender equality in education and sports, with the ultimate goal of creating a more inclusive, equitable, and fulfilling educational experience for all students.

METHODS

The goal of this quantitative study was to determine the effect that gender has on students' motivation to learn and performance in a physical education class. Here, we describe the study's overall methodology, including the research concept, the selection criteria for participants, the data collecting and analytic processes, and the analysis methodologies utilized.

We employed a longitudinal observational research design to analyze how gender affects students' motivation and performance in the classroom when it comes to sports-related learning. This approach made it possible to gather data at many time points, allowing for a comprehensive analysis of participation and result differences in the athletic education program.

We employed a longitudinal observational research design to analyze how gender affects students' motivation and performance in the classroom when it comes to sports-related learning. This approach made it possible to gather data at many points in time, allowing for the analysis of changes in participation and

results throughout the course of the sport education program's duration.

A longitudinal observational design, strict participant selection methods, data collecting through surveys and observations, data analysis via statistical tests, evaluation of effect sizes, and

theme analysis were all part of this quantitative study's methodology. The study was done according to a strict timetable, guaranteeing the thoroughness and consistency of its data gathering and analysis.

RESULT

Table 3: Pre-Course Assessment Data Summary

| Gender | Mean Engagement Score (Pre) | Mean Learning Outcome Score (Pre) |
|---------------------|-----------------------------|-----------------------------------|
| Male Participants | 81.67 | 78.33 |
| Female Participants | 73.33 | 71.67 |

The presented table provides a concise overview of the data obtained from the pre-course evaluations. It encompasses the mean engagement scores and mean learning result ratings for both male and female participants.

The data indicates that male participants had somewhat better average scores in terms of engagement and learning outcomes in comparison to their female counterparts prior to the commencement of the course

Table 4: Post-Course Assessment Data Summary

| Gender | Mean Engagement Score (Post) | Mean Learning Outcome Score (Post) |
|---------------------|------------------------------|------------------------------------|
| Male Participants | 88.33 | 85.00 |
| Female Participants | 78.33 | 76.67 |

In line with the information shown in Table 3, the data pertaining to the post-course evaluations is succinctly summarized in this table. The data presented in this study includes the average engagement scores and average learning result scores for participants of both genders upon

completion of the sport education program. The data suggests that male participants had somewhat better average scores in terms of engagement and learning outcomes after the completion of the course.

Table 5: Change in Scores from Pre-Course to Post-Course

| Gender | Change in Engagement Score | Change in Learning Outcome Score |
|---------------------|----------------------------|----------------------------------|
| Male Participants | +6.67 | +6.67 |
| Female Participants | +5.00 | +5.00 |

The presented table illustrates the observed variations in scores between male and female participants, specifically from the first pre-

course assessment to the subsequent post-course evaluation. The findings indicate that there was a noticeable improvement in the engagement and

learning outcome ratings of both male and female participants during the duration of the course. As an example, the male participants exhibited a notable improvement in their average

engagement score, with a rise of 6.67 points seen between the pre-course and post-course evaluations.

Table 6: Comparison of Pre-Course and Post-Course Scores by Gender

| Gender | Pre-Course Mean Score (Engagement) | Post-Course Mean Score (Engagement) | Pre-Course Mean Score (Learning Outcome) | Post-Course Mean Score (Learning Outcome) |
|----------------------------|---|--|---|--|
| Male Participants | 81.67 | 88.33 | 78.33 | 85.00 |
| Female Participants | 73.33 | 78.33 | 71.67 | 76.67 |

Table 6 presents a comparative analysis of the average scores pertaining to engagement and learning outcomes among male and female participants, both before to and after to the completion of the course. The data reveals that male participants had somewhat better average scores in terms of engagement and learning outcomes, both before to and during the course. However, it is important to note that these disparities did not reach statistical significance. Additionally, it highlights the improvement in scores seen across both genders when comparing pre-course and post-course examinations.

DISCUSSION

The discussion part dives into the study's interpretation, compares it to previous research, and investigates the implications of these findings on the role of gender on student engagement and learning outcomes in sport education. The previous section's data includes pre-course and post-course scores for both male and female participants, and the analysis emphasizes numerous interesting aspects.

Gender and Pre-Course ratings: When compared to female participants, male participants had somewhat higher pre-course engagement and learning result ratings. This is consistent with prior study that found gender inequalities in physical education and sports engagement

(Flannigan et al., 2023). However, it is important to note that these differences were not significant, and there is considerable variation within each gender group.

Gender and Post-Course Scores: Male participants maintained somewhat better mean scores for both engagement and learning outcomes after completing the sport education program than female participants. This finding is congruent with the findings of Ahmed et al. (2022), who discovered that males report higher levels of physical activity involvement and engagement in sports situations.

Change Over Time: The findings from the study show that both male and female participants improved their engagement and learning outcomes from pre-course to post-course evaluations. This is consistent with the larger research, which emphasizes the benefits of sports and physical exercise on general well-being and academic achievement (Mannino et al., 2019).

Some inequalities between the sexes were seen, especially in the course ratings given at the conclusion of the semester, although they did not approach statistical significance. It seems from the statistics that the sports education program benefited participants of both sexes. Significant differences between male and female cohorts

highlight the importance of subjective factors including drive, background, and aspirations.

Improving the Quality of Sports Education: Findings demonstrate that, across the board, students of both sexes may benefit from participation in sports education programs. Educators and curriculum designers should give due credit to these programs for their essential roles in enriching students' physical education experiences.

Considering Both Sexes: Given the small gender gaps we found, it is crucial that teachers be aware of the possibility of gender inequality in physical education classrooms. It's important to foster a welcoming atmosphere where children of both sexes feel safe to express themselves and thrive academically.

Individual concerns must be taken into account because of the variability present in each gender group. Physical education teachers must take into account that their students' participation and success in the field are influenced by a wide range of factors.

Potential Areas of Study Future research in this area has to go further, looking at how factors like socioeconomic standing, cultural background, and pedagogical approaches all play a role in explaining why girls and boys get different levels of support when it comes to physical activity. If these characteristics could be better understood, targeted treatments and enhanced programs might be created.

This study illuminates the ways in which gender affects participation and achievement in physical education classes. However, the caveats of this investigation must not be overlooked. The limited size of the sample is a problem since it limits how widely the findings can be applied. Furthermore, the study mostly focused on gender as an independent variable, and did not explore any relevant elements that can possibly impact engagement and learning results, such as socioeconomic position or cultural setting. To overcome these limitations, researchers need to broaden their scope and undertake larger-scale

investigations. This will help us have a better grasp on the fundamental dynamics of sports instruction.

lastly this study adds to our understanding of how gender influences student involvement and learning outcomes in sport education. While some gender variations in post-course scores were identified, the overall impact of the athletic education program was good for both male and female participants. These findings highlight the need of providing inclusive and supportive physical education environments, as well as taking into account individual aspects that may influence student involvement and performance. Continued research and focused interventions can help us better serve the various needs of all kids, regardless of gender, as we seek for equity and excellence in physical education.

Conclusion

Eventually, this study has shed light on the impact of gender on student involvement and learning outcomes in the setting of sport education. Our data show that, while there are some minor gender variations in pre-course and post-course scores, these differences are not statistically significant. Male participants got somewhat better mean scores on average, although both male and female participants improved their engagement and learning outcomes during the course of the program. This shows that athletic education programs, regardless of gender, may be helpful in enhancing these elements for all kids.

Individual factors, such as motivation, past experience, and personal aspirations, do, nevertheless, have a significant impact in molding student involvement and performance. As a result, instructors and curriculum authors should continue to stress inclusion by creating a welcoming environment in which all kids feel encouraged to engage and thrive in physical education.

While this study adds to our understanding of gender dynamics in athletic education, it does

have drawbacks, such as a limited sample size and an exclusive focus on gender. Future study should build on these findings by examining bigger, more varied populations as well as a broader range of characteristics. This will allow for a more in-depth knowledge of the complex interplay between gender, individual traits, and the success of physical education programs. Finally, the goal is to provide equitable and inclusive physical education environments that support the well-being, growth, and development of all kids, regardless of gender or other distinguishing characteristics.

ACKNOWLEDGEMENT

The publication of this review is funded by the Pusat Layanan Pembiayaan Pendidikan (PUSLAPDIK), Lembaga Pengelola Dana Pendidikan (LPDP) and Beasiswa Pendidikan Indonesia (BPI) for doctoral students with scholarship programs.

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