

Girls also want to play: joint participation of boys and girls in non-organized physical activities in the school context

*Pedro Gil-Madrona**

*Javier Cachón-Zagalaz***

*Arturo Diaz-Suarez****

*Pedro Valdivia-Moral*****

*Maria Luisa Zagalaz-Sánchez******

Abstract: We present an empirical descriptive study with 250 participants from the 6th year of Elementary Education – 130 girls and 120 boys from four Spanish schools with different characteristics. We applied a 10-item questionnaire to understand the barriers faced by girls for performing physical activity (PA) and sports in their leisure time at school. The results indicate gender differences when it comes to playing games and sports, although a behavioral change is under way that causes boys and girls to group more often to perform PA and sports.

Keywords: Motor activity. Sports. Recreational activities. Gender identity. Elementary and Secondary education.

1 INTRODUCTION

The topic of this work is no trivial issue, even though we live in the twenty-first century; on the contrary, gender discrimination still occurs in schools inside and outside regular classes, so we have conducted a brief and important study on how PE 6th-graders develop at school during physical activities (PA) and sports.

*School of education, University of Castilla-La Mancha at Albacete. Spain. E-mail: pedro.gil@uclm.es

**School of Humanities and Education Social Sciences. University of Jaén at Las Lagunillas. Spain. E-mail: jcachon@ujaen.es

***School de Sports Social Sciences. University of Murcia at San Javier. Spain. E-mail: ardiaz@um.es

****Department of Physical Education, Music and the Arts. School of Education. University of Huelva. Spain. E-mail: pedro.valdivia@dempc.uhu.es

*****School of Humanities and Education Social Sciences. University of Jaén at Las Lagunillas. Spain. E-mail: lzagalaz@ujaen.es

The idea emerged based on the INCLUD-ED project, which analyzes educational strategies contributing to overcome inequalities and promote social cohesion. It pays particular attention to vulnerable and disadvantaged groups, including women, in order to design new policies to attain the goals of the 2020 European Strategy.

Before turning 11 or 12, schoolchildren like to take part in PE classes and related activities such as sports and games (GIL-MADRONEA; CONTRERAS-JORDÁN, 2003). However, PA decreases as they age, especially in the case of girls (BIDDLE; GORELY; STENSEL, 2004).

In the past three decades, the time girls spend doing PA has decreased (DWYER et al., 2006), but boys have repeatedly shown higher participation rates (EISNMANN; KATZMARYSK; TREMBLAY, 2004, JANSSEN, 2004). One explanation for low participation and sport dropout rates comes from gender role socialization, since social and cultural pressures keep inculcating activities that are “more appropriate to their sexes” in young people (HAMZEH, 2007).

The problem of women’s participation in the PA has historically been approached from different perspectives. About that, Scraton and Flintoff (2001) argue that PE contributes to gender relations and promotes women’s empowerment. Valdivia-Moral, López-López, Lara-Sánchez and Zagalaz-Sánchez (2012) add that co-teaching in PE during formative stages in the school context helps to achieve normalized relations between boys and girls.

Ideas about health and athletic performance prevail in today’s PE, so male dominance is often evident due to physiological reasons (VALDIVIA-MORAL et al., 2012). This contrasts with the assertion that women’s inferiority in terms of sports skills is associated with a model in which learning does not contribute to improvement (WOODHILL; SAMMUELS, 2004), where girls were afraid of PE because of the difficulty of tasks and excessive pressure.

There are studies about children's participation in organized activities (football, hockey...), but they do not include informal actions like playing at recess, on the streets or in parks before or after school, which are an important part of PA (RIDDOCH et al. 2004). Regarding females, according to Instituto de la Mujer ([IM], 2005), their favorite activities are swimming, aerobics and fitness training. However, we must be aware that there are no studies in our country addressing non-organized activities, hence the importance of this study.

Non-organized activities may better reflect PA habits at school because they depend on their own motivation. In these cases, boys and girls are more likely to chose them, which might result in higher participation. Hence non-organized activity is not the focus of this investigation, because in order to change mandatory PA, the opinion of experts and students must be taken into account to respond to their concerns (CERVELLÓ; JIMENEZ; DEL-VILLAR; RAMOS; SANTOS-ROSA, 2004; HAMZEH, 2007). They point out that a motivational climate predicts perception of equal treatment in school PE.

With regard to teachers, Zagalaz et al. (2008) link theory with educational practice of future teachers to find out elementary school students' appreciation for school PE. They conclude that those students valued PE more positively than other subjects of the official curriculum at that stage, because of their motivation, interest and enjoyment of content, especially games and sports. These aspects influence relationships among students, as indicated by Jiménez et al. (2010).

To find out about girls' need for PA, we observe how they are interested in participation (AZZARITO; SOLMON, 2006) by trying to get them to be part of the process to design any form of intervention (WILSON et al, 2005). Hence, as noted by Oliver, Hamzeh and McCaughtry (2009), research should analyze "what is" and "how it should be" in order to get to "what it could be", as well as obtain willingness to reach a progressive change in school

PE practices and therefore to extrapolate it to schoolchildren's after-school time and habits.

2 GOAL

To analyze the influence of barriers resulting from gender discrimination in PA practice and sports for elementary school's 6th-year female students in school leisure periods.

3 MATERIAL AND METHOD

Participants were 250 elementary school's 6th-year students from four schools in four locations in the province of Albacete (Castilla-La Mancha), including 130 girls and 120 boys.

School A: 82 subjects (42 girls and 40 boys). The rate of immigration or children at risk of exclusion is null. *School B:* 50 students (27 girls and 23 boys). Children from working families from the service sector. Immigrant population 9%. *School C:* 68 students (35 girls and 33 boys). Middle class families. Ten percent belong to ethnic minorities and 15% are foreigners (Romanians, Colombians, Ukrainians, Moldavians, Russians, Bolivians, Ecuadorians and Peruvians). *School D:* 50 subjects (26 girls and 24 boys) with distinct backgrounds – Ethnic gipsy, South American and North African.

The data collection instrument was a questionnaire consisting of 10 items, 3 of them of Likert type (N: Never, R: Rarely, S: Sometimes, O: Often, A: Always) and 7 of dichotomous character (Yes/No). Item enunciates were carefully written to adjust to the understanding of participants considering that they are addressed to both sexes. To do that, we carried out the process followed by Valdivia-Moral, Molero, Campoy y Zagalaz-Sánchez (in press)¹ to

¹VALDIVIA-MORAL, P.; MOLERO, D.; CAMPOY, T. J. Y ZAGALAZ, M. L. Pensamiento coeducativo del profesorado de EF: Propiedades psicométricas de una escala. Revista Internacional de Medicina y Ciencias de la Actividad Física y del Deporte, in press.

obtain the necessary reliability and validity considering gender in PE. In addition, in order to write those questions, we considered tools developed by Castillo, Martínez-Lopez and Zagalaz (2010), Cervello et al. (2004) and Valdivia-Moral et al (in press).

For validation, the questionnaire was sent to expert judges – all researchers in the field of didactics and of PA and sports, enabling content validation as indicated by Ortega, Calderón, Palao and Puigcerver (2008). In addition, a pilot test was conducted to analyze the validity of teacher understanding (ORTEGA et al., 2008; VALDIVIA-MORAL et al., in press). As justified by these authors, in the process of selection of expert judges, we chose those who have extensive experience both in design and validation of questionnaires and in research on physical activity and gender.

The procedure starts with parent or legal guardian approval and school permission. The questionnaire was completed during PE class for approximately 15 minutes, in the presence of a researcher who informed participants of voluntary participation and anonymity, and answered the schoolchildren's questions.

The analysis of the results was performed using Excel and SPSS (version 19) software. Frequency analysis consisted in the description of schools and qualitative comparison of scores expressed as percentages of answers according to the gender variable.

In order to carry out this study, we had to follow the guidelines of the ethics committees of the Universities of Castilla la Mancha, Jaén, Murcia and Cádiz. However, since we did not deal with biological parameters, the study did not have to be registered in those committees.

4 RESULTS

The first issue is generally collected in Table 1.

Table 1 - Do you boys and girls usually play together during recess and in free time?

School A		School B		School C		School D	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
N: 0	N: 0	N: 3%	N: 3.5%	N: 8%	N: 0	N: 4%	N: 7%
R: 0	R: 0	R: 0	R: 12.5%	R: 18.5%	R: 16.5%	R: 8%	R: 0%
A: 32%	A: 45%	A: 46%	A: 28%	A: 39%	A: 37.5%	A: 48%	A: 55%
O: 45%	O: 22%	O: 11%	O: 9%	O: 18.5%	O: 25%	O: 24%	O: 21%
A: 23%	A: 22%	A: 40%	A: 47%	A: 16%	A: 21%	A: 16%	A: 17%

Source: Prepared by the authors

Item 1 shows that 45% of girls at School A said that boys and girls “often” play together during recess and in their free time. Boys’ clear choice was “sometimes” (45%). Likewise, at School C, 46% of girls said they “sometimes” play with boys at recess and 40% said “always”. Boys chose “always” (47%) and “sometimes” (28%). At School D, 48% of girls reported that boys and girls “sometimes” played together during recess and free time; 55% of boys said they “sometimes” played together.

Overall, 44.5% of girls and 41.37% of boys said they “Sometimes” played together. Item 2 results are shown in Table 2.

Table 2 - Do you boys and girls usually play the same games during recess or in your free time?

School A		School B		School C		School D	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Yes: 73%	Yes: 83%	Yes: 37%	Yes: 47%	Yes: 23%	Yes: 54%	Yes: 76%	Yes: 45%
No: 27%	No: 17%	No: 63%	No: 53%	No: 77%	No: 46%	No: 34%	No: 55%

Source: Prepared by the authors

Note that at School A, 73% of girls and 83% of boys said that “Yes” – they usually played the same games. At School B, 77% of girls did not usually play the same games. At School C, 63% of girls said “No” – they did not usually play the same games as boys. In School D, 76% of girls reported that “Yes” – they often played the same type of games as boys, of whom 55% said “No”, and the remaining 45% thought their games were similar.

Globally, this question was answered affirmatively by 69.75% of female students and by 58.75% of male students.

Question 3 aimed at knowing whether male and female students believe there are games for boys only (Table 3).

Table 3 - Do you think that some games are for boys only?

School A		School B		School C		School D	
Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Yes: 86%	Yes: 89%	Yes: 40%	Yes: 25%	Yes: 4%	Yes: 17%	Yes: 57%	Yes: 69%
No: 14%	No: 11%	No: 60%	No: 75%	No: 96%	No: 83%	No: 43%	No: 31%

Source: Prepared by the authors

At School A, answers provided by both groups are similar – 86% of girls and 89% of boys said there were games only for the latter. At School B, the opinions of both genders were almost unanimous. At School C, the most frequent answer was “No”. At School D, their opinions also agreed: 57% of girls and 69% of boys said “yes”.

In short, 74.5% of girls and 79% of boys denied that there were male-only games.

The fourth question (Table 4) was asked differently to boys and girls.

Table 4 – Do you boys let girls to play all the games with you?; Do boys let you girls play all games with you?

School A		School B		School C		School D	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Yes: 86%	Yes: 89%	Yes: 40%	Yes: 25%	Yes: 4%	Yes: 17%	Yes: 57%	Yes: 69%
No: 14%	No: 11%	No: 60%	No: 75%	No: 96%	No: 83%	No: 43%	No: 31%

Source: Prepared by the authors

Results were especially revealing when respondents were asked whether boys let girls play in all games. This issue is important since in the first part boys were asked if they “let” girls play and girls were not asked if they “let” boys play, giving males a command of the situation that should not be raised. In the second part, girls were asked if boys “let them play” – the same approach of the other perspective.

The item was maintained because there was no challenge to the problem of raising the questions like that, neither by evaluators nor by students. Therefore, the idea was obtained from the previous interview with other students and demonstrates the differences that still exist in education in terms of gender stereotypes.

If we articulate the views from the four schools, we observe that 68.25% of female answers said boys let them participate in their games, while the percentage of boys who said they let girls play was somewhat higher (74.75%).

The perception about whether boys let girls play all games with them was collected in item 5 and results are shown in Table 5.

Table 5 - When you play with girls do you leave them out? When you play with boys, do you feel rejected?

School A		School B		School C		School D	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Yes: 77%	Yes: 83%	Yes: 60%	Yes: 56%	Yes: 46%	Yes: 100%	Yes: 90%	Yes: 31%
No: 23%	No: 17%	No: 40%	No: 44%	No: 54%	No: 0%	No: 10%	No: 69%

Source: Prepared by the authors.

At School A, we found some different perceptions, since data showed disagreement between boys and girls. At School B, 27% of girls said that – “Yes” – they felt rejected when playing with boys. At School C, 78% of girls said “No” – they did not feel rejected. And boys said they do not leave girls out when they play (66%). Thus, at School D, we found discrepancy in the opinions of boys and girls – 62% of girls said that – “No” – they did not feel rejected when playing with boys while 69% of boys admitted that “Yes”, they did leave their female colleagues out of games.

If we group similar opinions at the four schools, most girls (71.5%) denied feeling rejected and 82.25% of boys confirm not rejecting girls.

Boys’ perceptions and sensitivities on whether they leave girls to be chosen last when electing players for team sports were collected with Item 6 (Table 6).

Table 6 - When forming teams to play, do you pick girls last? And when forming teams to play, do boys pick girls last?

School A		School B		School C		School D	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Yes: 4.5%	Yes: 94.5%	Yes: 22%	Si: 34%	Yes: 27%	Yes: 0	Yes: 38%	Yes: 69%
No: 95.5%	No: 5.5%	No: 78%	No: 66%	No: 63%	No 100%	No: 62%	No: 31%

Source: Prepared by the authors

It is noted that at School A, data show that girls reported (64%) that boys – “YES” – chose them last when forming teams; however, most boys said the opposite: 83% of them believed that – “No” – they did not leave girls out when choosing teammates. At School C, boys said that – “Yes” – they chose girls last for a team when it was time to play (69%). Finally, at School D, opinions were mixed, with 95% of the female population believing that boys did not choose them last, while male opinions were more equalized – 52% chose “Yes”.

Aggregating all opinions, almost half (56.75%) of female students said they were chosen last by boys, who said they did not pick them last in 72% of the cases.

In our society, men are often seen as having better physical condition than women. Given the significance that women’s alleged weakness still has over men, we formulated the double item 7 for boys and girls (Table 7).

Table 7 - Do you boys think girls are weaker and cannot practice some sports that require more physical effort? Do boys believe you girls are weaker and do not allow you to participate in activities that require a lot of effort?

School A		School B		School C		School D	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Yes: 64%	Yes: 17%	Yes: 57%	Yes: 69%	Yes: 54%	Yes: 21%	Yes: 5%	Yes: 52%
No: 46%	No 83%	No: 43%	No: 31%	No: 46%	No: 79%	No: 95%	No: 48%

Source: Prepared by the authors.

We can see that opinions are closely matched at School B: 54% said that “Yes”, boys did not let girls participate in sports or activities that require a lot of effort, while the remaining 46% said “No” – they could play with boys and were not judged as weak for any sports activity. At School D, data showed approximation in opinions. “No” was the most common option, chosen by 86% of girls and 62% of boys. Both said girls were not weaker and can practice any sport or PA.

In general, 67.25% of girls did not believe that boys thought they were weaker and 61.5% of boys did not believe girls were weaker either.

To find out to what extent girls get angry when boys did not let them play and if boys perceived such anger, we proposed item 8 (Table 8).

Table 8 – Do you boys realize if girls get angry when you leave them out or pick them last to play sports? Do you girls get angry when boys reject you and do not choose you to play sports?

School A		School B		School C		School D	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Yes: 14%	Yes: 38%	Yes: 51%	Yes: 50%	Yes: 54%	Yes: 42%	Yes: 14%	Yes: 38%
No: 86%	No: 72%	No: 49%	No: 50%	No: 12%	No: 58%	No: 86%	No: 62%

Source: Prepared by the authors

At School A, 32% of girls said they “never” felt angry. Boys revealed that “sometimes” (44%) they were unaware of their female colleagues’ anger. At School B, 69% of girls said they “sometimes” got angry when boys rejected them in a game, while boys “often” (29%) realized that girls got angry when they rejected them to play. At School C, 54% of them said they “sometimes” got angry when male colleagues rejected them. At School D, the most common option among girls was “never” (38%), followed by “always” (33%). For boys, the most repeated answer was “sometimes” (41%).

Integrating the results, 24.25% of girls said they “never” got angry when they were not chosen to play by their colleagues. In 36%

of cases, boys were “sometimes” aware that girls were angry to not be chosen to play.

Discrimination often has a negative connotation when a certain group is impaired or disparaged. Item 9 asked that question (Table 9).

Table 9 - Do you laugh at girls when they lose a game?
Do boys laugh at you girls when you lose?

School A		School B		School C		School D	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
N: 23%	N: 45%	N: 48%	N: 25%	N: 35%	N: 30%	N: 0	N: 52%
R: 18%	R: 33%	R: 26%	R: 31%	R: 19%	R: 42%	R: 0	R: 11%
S: 55%	S: 22%	AV 26%	S: 31%	S: 27%	S: 14%	S: 62%	S: 31%
O: 4%	O: 0	O: 0	O: 6.5%	O: 11.5%	O: 0	O: 5%	O: 6%
S: 0	S: 0	S: 0	S: 6.5%	S: 7.5%	S: 14%	S: 33%	S: 0

Source: Prepared by the authors

At School A, female students said boys “sometimes” (55%) laughed at them when they lost, and the “Always” option has not been selected. For boys, the answer that appeared most often was “Never” (45%), and “Often” and “Always” have not been considered among boys. At School B, the most common answer among girls was “Never” (35%). Among boys, the most frequent option was “Rarely” (42%). At School D, 62% of girls said that boys “Sometimes” laughed at them when they lost; 52% of boys said they “Never” laughed at their female colleagues.

Globally we can see that “Sometimes” was the most common answer given by girls (65.25%); boys said they “never” laugh at girls if they lost a game (31.25%).

Finally, Item 10 (Table 10) tries to know the perception about whether boys and girls prefer to participate in games and sports together or separated.

Table 10 - When you have to choose a partner or form a team, do you prefer just boys? And for girls: Do you prefer that they are all girls?

School A		School B		School C		School D	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Yes: 27%	Yes: 17%	Yes: 31%	Yes: 19%	Yes: 23%	Yes: 17%	Yes: 62%	Yes: 52%
No: 73%	No: 83%	No: 69%	No: 81%	No: 77%	No: 83%	No: 28%	No: 48%

Source: Prepared by the authors.

At School A, both genders agree on their answers. “No” was the most frequent option – 73% among girls and 83% among boys. At school B, 77% of girls said they did not prefer girls-only teams; 83% of boys felt the same. At School D, 62% of girls – “Yes” – would prefer teams formed only by girls, while only 52% of boys would prefer exclusively male teams. In all, 66.75% of girls and 73.75% of boys preferred to establish mixed teams to play.

5 DISCUSSION

In view of the results, we found that the concept of sex discrimination is still present in the field of school and sports games, although responses vary from one school to another. Data do not show whether this trend begins to disappear among schoolchildren who gradually assimilate the concept of equality. The results suggest that a change in behavior is underway, since children increasingly share more interests, which allows them to perform PA together.

It is true that each society establishes guidelines, rules and laws that determine what should and should not be done, but because each culture has different rules and therefore different definitions for what is a violation and what is not, behavior considered “divergent” varies from place to place and from time to time.

As criticism to our work, we underscore was said in item 4 about keeping the word “let” to ask boys if they allowed girls to play and vice versa. From the perspective of gender equality in an educational context, we believe the word should be eradicated in terms of sharing activities.

Female students argue that they do not have to negotiate and challenge sexist and racist ways to simply be more physically active. In this sense, we agree with the results found in the study by Valdivia et al.² (in press). Therefore, even though a more equal stereotype is perceived among boys, results in certain schools with a circumstantial student population were more related to the reality described in Oliver and Hamzeh (2010), i. e., boys' and girls' answers in this study were balanced, but never actually equal. Considering that, we agree with Curnow and McDonald (1995) in that in some contexts, boys have even ridiculed girls' efforts and most of the time they are the ones who assume power roles as team captains.

It is noted that forms of playing and exercising are very interrelated with the context's sociocultural conditions (NEUBER, 2002). We note, as pointed out by Van Acker, Carreiro da Costa and Bourdeaudhuij (2010), that invasion sports can be used as tools to increase PA levels in both sexes. These activities are likewise highlighted by the study on gender by Valdivia et al. (2012).

In short, given that both boys and girls are very interested in equality above all – a matter which also coincides with the work of Oliver, Hamzeh and McCaughtry (2009) – we need a curriculum model for educational intervention that is effective, understands the characteristics of boys' and girls' skill levels, and takes into account the qualities of all students alike. Those are aspects that must take place within school PE.

All that, as indicated by Dyson, Linehan and Hastie (2010), must include positive interdependence among students that occurs when they perceive that they are attached to group members, so they cannot succeed without others. Girls also believe that there is a certain crisis of equal opportunity for participation in PA. They have ideas about how to change inequalities, but they lack a place at school or in the curriculum to challenge them.

²Ibid.

6 OPINION

There are some isolated incidents of gender-based discrimination, but when boys and girls play separately it is because either group prefers it that way. However, at those ages (11-12), boys and girls tend to aggregate into homogeneous groups in terms of gender, thus revealing cultural learning.

More than half of boys and girls play the same games in their leisure time, so the differences between them and others are diminishing.

Among boys, 75% recognized that they “let” girls play with them and a lower but close percentage of girls said that boys let them play, but considered that they were rejected when forming teams for team sports, an event that was not perceived by boys.

A small percentage thought that there are exclusive games and sports for boys, but when both groups wanted it, boys and girls participated together, except for isolated cases of girls who said they feel rejected – something that boys denied.

Many girls believed they were chosen last by boys when teams are formed. A high percentage of boys said otherwise and also claimed they did not laugh at girls when they lost.

REFERENCES

AZZARITO, L.; SOLMON, M. A. A post-structural analysis of high school's gendered and racialized bodily meanings. **Journal of Teaching in Physical Education**, Champaign, v. 25, pp. 75-98, 2006.

BIDDLE, S. J. H.; GORELY, T.; STENSEL, D. J. Health-Enhancing Physical Activity and Sedentary Behavior in Children and Adolescents. **Journal of Sports Science**, Oxford, v. 22, pp. 679-701, 2004.

CASTILLO, M. A.; MARTÍNEZ-LÓPEZ, E. J. ; ZAGALAZ, M. L. Analysis of the physical education teacher's opinion from the Lakes Region (Chile) about the classes based on a mixed modality. **Journal of Sport and Health Research**, Jaén, v. 2, no. 2, pp. 77-94, 2010.

CERVELLÓ, E.; JIMÉNEZ, R.; DEL-VILLAR, F.; RAMOS, L.; SANTOS-ROSA, F. J. Goal orientations, motivational climate, equality and discipline of Spanish Physical Education students. **Perceptual and Motor Skills**, Missoula, v. 99, pp. 271-283, 2004.

CURNOW, J.; MCDONALD, D. Can Sport Education be gender inclusive: a case study in an upper Primary School. Australian Council for Health. **ACHPER Healthy Lifestyles Journal**, Hindmarsh, v. 42, pp. 9-11, 1995.

DWYER, J. J. M.; ALLISON, K. R.; GOLDENBERG, E. R.; FEIN, A. J.; YOSHIDA, K. K. ; BOUTILIER, M. A. Adolescent Gils Perceived Barriers to Participation in Physical Activity. **Adolescence**, San Diego, v. 41, pp. 75-89, 2006.

DYSON, B. P.; LINEHAN, N. R.; HASTIE, P. A. The Ecology of Cooperative Learning in Elementary Physical Education Classes. **Journal of Teaching in Physical Education**, Champaign, v. 29, pp. 113-130, 2010.

EISNMANN, J. C.; KATZNARYK, P. T.; TREMBLAY, M. S. Leisure-time physical activity levels among Canadian adolescents, 1981-1998. **Journal of Physical Activity and Health**, Champaign, v. 1, pp. 154-162, 2004.

EUROPEAN COMMITTEE FOR SOCIAL COHESION. **Revised strategy for social cohesion**. Strasburg: Council of Europe, 2004.

FLINTOFF, A. Y SCRATON, S. Stepping into Active Leisure? Young Women's Perceptions of Active Lifestyles and their Experiences of School Physical Education. **Sport Education and Society**, Oxford, v. 6, no. 1, pp. 5-22, 2001.

GIL-MADRONA, P.; CONTRERAS-JORDÁN, O. Interés y valoración del área de EF por padres y alumnos en la enseñanza obligatoria. **Revista de Educación**, Madrid, v. 332, pp. 255-283, 2003.

HAMZEH, M. **A de-veiling narrative inquiry: Entry and agency in body stories of Muslim girls**. Doctoral Dissertation. New Mexico State University. 2007.

INCLUD-ED. **Strategies for inclusion and social cohesion from education in Europe**. Brussels, 2011.

INSTITUTO DE LA MUJER. **Estudio sobre actitudes y prácticas deportivas de las mujeres españolas: 1990-2005**. Madrid, 2005.

JANSSEN, I.; KATZMARZYK, P.T.; BOYCE, W.G. ; PICKETT, W. The independent influence of physical inactivity and obesity on health complaints in 6th and 10th grade Canadian youth. **Journal of Physical Activity and Health**, Champaign, v. 1, pp. 331-343, 2004.

JIMÉNEZ, R.; GARCÍA, T.; SANTOS-ROSA, F. J.; MORENO, A. ; CERVELLÓ, E. Análisis de las relaciones entre orientaciones de meta, clima motivacional, valoración de la Educación Física y flow disposicional en estudiantes de Educación física en Secundaria. **Infancia y Aprendizaje**, Madrid, v. 33, no. 1, pp. 107-116, 2010.

NEUBER, N. (2002). Entwicklungsforderung durch Bewegung?-Methodologische Überlegungen zu einer sportpädagogischen Jugendforschung. En: G. FRIEDRICH (Eds.), **Sportpädagogische ForsChung. Konzepte, Projekte, Perspektiven** Schriften der Deutschen Vereinigung für Sportwissenschaft. Hamburg, Czwalina, 2002. pp. 300-206.

OLIVER, K. L.; HAMZEH, M.; MCCAUGHTRY, N. Girly girls can play games. Cocreating a curriculum of possibilities with 5th grade girls. **Journal of Teaching in Physical Education**, Champaign, v. 28, pp. 90-110, 2009.

OLIVER, K. L.; HAMZEH, M. The boys won't Let Us Play: Fifth-Grade Mestizas Challenge Physical Activity Discourse at School. **Research Quarterly for Exercise and Sport**, Reston, v. 81, no. 1, pp. 38-51, 2010.

ORTEGA, E.; CALDERÓN, A.; PALAO, J. M. ; PUIGSERVER, C. Diseño y validación de un cuestionario para evaluar la actitud percibida del profesor en clase y un cuestionario para evaluar los contenidos actitudinales de los alumnos durante las clases de Educación Física en secundaria. **Retos: Nuevas tendencias en Educación Física, Deportes y Recreación**, Murcia, v. 14, pp. 22-29, 2008.

RIDDOCH, C. J.; ANDERSON, L. B.; WEDDERKOPP, N.; HARRO, M.; KLASSONHEGGBO, L. Y SARDINHA, L. B. Physical activity levels and patterns of 9 and 15 year-old European children. **Medicine & Science in Sport & Exercise**, Indianapolis, v. 36, pp. 86-92, 2004.

VALDIVIA-MORAL, P.; LÓPEZ-LÓPEZ, M.; LARA-SÁNCHEZ, A. Y ZAGALAZ-SÁNCHEZ, M. L. Concepto de coeducación en el profesorado de EF y metodología utilizada para su trabajo. **Movimiento**, Porto Alegre, v. 18, no. 4, pp. 197-217, 2012.

VAN ACKER, R.; CARREIRO DA COSTA, F.; BOURDEUDHUIJ DE, I. Sex equity and physical activity levels in coeducational physical education: exploring the potential of modified game forms. **Physical Education and Sport Pedagogy**, Oxford, v. 15, no. 2, pp. 159-173, 2010.

WILSON, D. K.; WILLIAMS, J.; EVANS, A.; MIXON, G. ; RHEAUME, C. Brief report: A qualitative study of gender preferences and motivational factors for physical activity in underserved adolescents. **Journal of Pediatric Psychology**, Oxford, v. 30, pp. 293-297, 2005.

WOODHILL, B. M.; SAMUELS, C. A. Desirable and Undesirable Androgyny: A Prescription for the Twenty-First Century. **Journal of Gender Studies**, Oxford, v. 13, no. 1, pp. 15-28, 2004.

ZAGALAZ-SÁNCHEZ, M. L.; PANTOJA-VALLEJO, A.; MARTÍNEZ-LÓPEZ, E. J.; ROMERO-GRANADOS, S. La EF escolar desde el punto de vista del alumnado de educación primaria y del estudiante de magisterio. **Revista de Investigación Educativa**, Murcia, v. 26, no. 2, pp. 347-369, 2008.

Correspondence address:

Dr. Pedro Gil Madrona

Universidad de Castilla la Mancha.

Facultad de Educación, Campus Universitario de Albacete.

C.P. 02071, Albacete, España.

Received on: March 22, 2013

Approved on: October 2, .2013