

**SOCIO-CULTURAL INFLUENCE ON GIRL STUDENTS' PARTICIPATION IN
GAMES AND SPORTS IN THE TERAJ REGION**

A Thesis

**Submitted to the Physical Education Department in Partial
Fulfillment for requirements of the Master's Degree in Physical Education**

**Submitted by
Kabita Pandit**

**Central Department of Education
Faculty of Education
University Campus
Tribhuvan University
Kirtipur, Kathmandu
May 2025**

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May 2025

Submitted Date: April-2, 2025

Viva Date: May-2, 2025

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DECLARATION

I hereby declare that, to the best of my knowledge, this thesis is my original work. This thesis's title and subject matter have not been previously submitted for any degree or qualification at any university, college, or other academic institution. Furthermore, the content and academic writing in this thesis is not copied or derived from any previously submitted research work. The research presented in this thesis is entirely my own and does not contain plagiarized materials from any previous research studies.

Date: March 30, 2025

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Kabita Pandit



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RECOMMENDATION LETTER

This is to certify that Ms. **Kabita Pandit** has completed her thesis titled "**Socio-cultural influence on girl students' participation in games and sports in the Terai region**" under my guidance and supervision. The thesis report reflects her independent and diligent work. I hereby recommend it to the Thesis Evaluation Committee for final evaluation and viva-voce.

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CERTIFICATION

This thesis, entitled "**Socio-cultural influence on girl students' participation in games and sports in the Terai region**" was prepared and submitted by **Kabita Pandit** for the partial fulfillment of the requirements of the master's degree in physical education and has been approved.

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ACKNOWLEDGMENT

The successful completion of my thesis would not have been possible without the valuable support and assistance from numerous individuals. I extend my heartfelt gratitude to everyone who contributed, directly or indirectly, to this endeavor.

First and foremost, I am deeply grateful to my esteemed supervisor, Prof. Shanta Bahadur Shrestha, for his invaluable guidance and mentorship throughout my research journey. His support was instrumental in ensuring the timely completion of this study.

I would also like to express my sincere appreciation to Mr. Shailandra Chiluwal, lecturer and head of the Physical Education Department; Prof. Dr. Hum Bahadur Baruwal; and Prof. Dr. Lokendra Sherchan for their constructive feedback, regular encouragement, cooperation, and insightful suggestions, all of which greatly contributed to the success of my thesis.

I am profoundly thankful to the community-run secondary schools of Mahottari District for their generous assistance during the data collection process. My gratitude extends to the principals, teachers, students, and parents for their cooperation and unwavering support.

Finally, I would like to thank my parents, family members, friends, and teaching colleagues for their unwavering support and encouragement, patience, and motivation throughout the thesis completion process.

Kabita Pandit

ABSTRACT

This study, titled "Socio-cultural influence towards girl students' participation in games and sports in the Terai Region," was conducted in the Mahottari District, Madhesh Province, Nepal. The objectives of this study were to identify the socio-cultural factors affecting girls' participation in sports and to analyze the roles of family, school, and community in promoting or hindering their involvement in sports.

A descriptive research design was adopted, with data gathered from six secondary schools. The respondents comprised five teachers, thirty girl students, and approximately three parents per school, a total of 230 respondents. Questionnaires were utilized as research tools for teachers and students, while an interview schedule was used for parents.

The findings indicate that, while 98.89% of girls' students enjoy sports, only 16.11% participate regularly in school-based sports activities. Approximately 66.33% participate occasionally, and 20.55% do not engage in sports at all. Socio-cultural factors such as traditional gender roles, early marriage, dowry system, economic constraints, religious beliefs, and misconceptions about menstruation were identified as primary barriers.

Additionally, inadequate facilities in schools, such as limited sports equipment, untrained coaches, teachers and insufficient physical infrastructure, further hinder girls' participation in sports. Negative community attitudes, lack of cooperation, and discouraging remarks also contribute to the low involvement of girls in sports. Family dynamics, including gender discrimination, early marriage practices, and lower investments in daughters, further exacerbate these challenges.

This study highlights the need to address socio-cultural and systemic barriers that discourage the greater participation of girl students in sports activities in the Terai region.

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Chapter 1: Introduction

Background of the Study

Socio-culture refers to the integrated influence of social and cultural factors that shape the behaviors, values, beliefs, and interactions of individuals and communities within a society. It covers traditions, customs and social structures; those teach people to communicate, to establish relationships and live. It is the interplay between society (social relationships, institutions, and roles) and culture (beliefs, practices and traditions). This word emphasizes the interaction and influence between society and culture.

Social and cultural change reflect the dynamic relationship between society and culture, demonstrating how social norms, tradition and heritage influence individuals and communities (Giddens & Sutton, 2017). According to the anthropological point of view, socio-culture is the system of shared meaning, symbols, practices and social institutions that affect human behavior and social structure. Sociological perspective: Socio-culture is the interaction between social structures, norms and cultural values that determine people's behavior, communication, and relationships. Psychological perspective: Socio-culture refers to the influence of societal norms and cultural values on a person's thoughts, emotions, and behaviors, which helps identify the culture and facilitate socialization within society. Educational perspective: socio-culture is the set of societal and cultural factors, including traditions, values and social roles that shape learning, sharing knowledge and personal development in any environment.

The socio-cultural environment significantly influences girls' participation in games and sports, particularly in Terai regions, such as within the Madheshi community, where traditions, customs and societal expectations play a dominant role (Gautam, 2016; Thapa & Shrestha, 2020). The Terai region, known for its rich cultural heritage, has deeply rooted traditions that often define gender roles. Social beliefs are given more importance than household responsibilities, which create obstacles to girls participating in sports. Cultural expectations, such as early marriage and a focus on household duties, often restrict girls' access to extracurricular activities like sports and physical activities. In

many communities in the Terai, sports are perceived as activities that are better suited for boys. Parents and elderly people also discourage girls from participating due to fears of breaking societal norms and rules made by our ancestors. Additionally, due to conservative thinking, sometimes sports are considered bad, such as sports dress and physical activities.

There is limited awareness of the benefits of sports for physical and mental health, especially for girls. The girls have a problem in participating in sports, due to a lack of excellent female players in the Terai region. Families are less likely to invest in sports when they do not see their long-term benefits. In the Terai region, many people live whose economic condition is very poor, where people focus on basic needs rather than extracurricular activities like games and sports. The costs of sports equipment, uniforms, and training make it difficult for girls from low-income families to participate.

The patriarchal structure still in many Terai communities strengthens gender inequality. Traditional beliefs about physical strength and the role of women discourage girls from participating in sports, making it difficult for them to receive the necessary motivation and opportunity. Religious and cultural festivals in the Terai region often consume significant time and energy, leaving little opportunity for girls to engage in sports. The prioritization of these traditions over sports activities further impacts participation.

Nepal is a diverse country where people from different casts, religions, genders and communities live. Nepal is ecologically divided into three parts: the Tarai, the Hills and Himalayas. Sports are played in every place according to the geographical structure. Due to the plains in the Tarai region, cricket, football and other games are played, while in the Hilly and mountainous regions, volleyball, kho-kho, kabaddi, etc, are played mostly.

Physical education is an important part of general education, physical education is the education imparted through social activities that help in developing physical, mental, social and emotional aspects (Yadav, 2016 as cited Jha, 2063).

Physical education is a practical science of making a person or child physically fit, mentally alert, emotionally aware, socially active, and healthy (Sherchan, 2068 as cited by William). A healthy nation is built by a healthy person (Sherchan, 2070 as cited Jha 2063). A healthy individual can contribute significantly to the development of a healthy nation.

Sport is a variety of physical exercises performed recreationally and competitively based on certain rules, either individually or in groups. The development of sports can be along to the origin and development of human civilization on this earth in ancient historical periods. In ancient times, people used to perform various physical activities to save their livelihood, such as throwing stones, shooting bows, running, jumping, climbing trees, swimming, wrestling, hunting animals, etc (Sherchan, 2068).

Although sports have been developed since the development of human civilization, in a development-oriented country like Nepal, up to the present situation, sports have not developed as much as expected and compared to other countries. Nepal is a male-dominated country, which is why women are still lagging in sports. Sport is a gendered culture dominated by men and masculinity. The effects of this corruption are misrepresented as static objectives rather than dynamic social practices (Theberge, 1985).

In fact, in a patriarchal society, it seems that women's interaction in every field is suppressed somewhere. Even in the 21st century, girls from communities like the Madheshi in Nepal's Terai region continue to lag behind in sports participation due to enduring social-cultural restrictions (Singh & Yadav, 2021).

The lack of participation in sports affects girls' physical fitness and limits opportunities for developing teamwork, leadership and confidence. The reason why girls do not reach a high position in the field of sports is due to a socio-cultural influence as barrier.

Statement of the Problem

The participation of girls' students in games and sports in the Terai region is significantly influenced by socio-cultural factors. Deeply rooted traditions, societal norms, and gender roles often discourage girls from engaging in physical activities,

focusing on domestic responsibilities and academic pursuits over sports. Additionally, factors such as conservative attitudes, lack of female role models, inadequate infrastructure, and economic conditions further obstruct their involvement.

This situation not only limits the physical and mental development of girls but also reinforces gender inequality in sports and society. Despite increasing awareness about the benefits of sports participation, the socio-cultural barriers in the Terai region continue to restrict opportunities for girl students.

The problem necessitates exploring how socio-cultural factors influence perceptions, attitudes, and opportunities for girls in sports, aiming to identify strategies to promote inclusivity and participation.

While promoting the global campaign that sports are mandatory for both men and women and are equal in every field, Nepal also emphasizes that both men and women should have equal participation in the field of games and sports.

It seems that girls have very low participation in the sports field of Nepal compared to women from other countries. Not a single Madheshi girl participated in the 19th South Asian Games (SAG, 2019). Likewise, Madheshi girls do not participate in national and regional level sports competitions. This lack of participation highlights the significant gap in girls' involvement in sports in the Terai region, indicating a major issue that needs to be addressed.

Objectives of the Study

The main objective of this study was to find out the reasons behind the low participation of girls in games and sports. The specific objectives of this study are as follows: -

- To find out the socio-cultural factors that influence girls' participation in games and sports.
- To assess the impact of family, school, and community on girls' involvement in games and sports.

Significance of the Study

This study would provide information on the extent to which sports programs are being conducted in schools in the Terai region and the actual status of girls' participation in sports.

- This study would help to understand the knowledge and importance of sports among girls.
- This study can help the community challenge against their traditional myth and promote gender equality.
- The findings of this study can raise awareness among parents and the benefits of encouraging girls to engage in sports.
- Schools and educational institutions can use the study's findings to develop culturally sensitive policies and programs that support girls' participation in games and sports.
- It helps to improve sports infrastructure, trains female physical education teachers and creates safe spaces for girls to practice sports.
- It supports the formulation of gender-sensitive sports policies at the regional and national levels, aligned with broader goals of empowering women and girls.
- The report of this study helps the curriculum developers as a philosophy in creating an effective curriculum of physical education.
- The findings of this report would support the need for relevant organizations to increase the number of programs to boost girls' participation in sports.

Delimitation of the Study

- The study was delimited among the VIII, IX and X-class girl students in the secondary school of Mahottari district only.
- This study focused on socio-cultural factors that influence girls' participation.
- The study was delimited only to community-run public schools.

Definitions of the Key Terms

Cultural barriers: - obstacles arising from cultural beliefs and practices that discourage or limit girls' participation in games and sports, such as restrictions on clothing, time or perceived gender-appropriate activities.

Empowerment: - the process of enabling girls to gain confidence, autonomy and control over their lives through participating in sports, helping them challenge societal and cultural barriers.

Games: - games are competitive, in which major activities involve skills, tactics, change of movement, and athlete process on the part of two or more people who play according to a set of rules e.g.:- football, volleyball, cricket, basketball, kho-kho etc.,.

Madheshi:- The term Madheshi people has been used for people of Indian ancestry residing in the Nepal Tarai, comprising various cultural groups such as Hindu cast groups, Muslim, Marwari and indigenous people of the Tarai.

Participation: - The active engagement or involvement of girls in games and sports, including practice, training, competitions, or other related activities, either at the school community or regional level.

Physical education: -Physical education is an integral part of the total education process and it aims the develop physically, mentally, emotionally and socially fit citizens through the medium of physical activities.

Social norms: - unwritten rules or shared expectations within a community about acceptable behaviors. In this context, it refers to norms related to girls engaging in sports activities.

Socio-culture influence:- Refers to the impact of social and cultural norms, values, traditions and practices on individuals' behaviors, attitudes and decisions. In this context, it pertains to the way family, community, and societal expectations shape girls' participation in games and sports.

Stereotypes:- Preconceived notions or generalized beliefs about certain groups of people. In this context, it includes stereotypes about girls being less capable or unsuitable for sports activities.

Terai region:- A geographical and cultural region in Nepal characterized by its flatlands, cultural diversity and socio-economic challenges. It serves as the specific area of focus for the study

Chapter 2: Review of Related Literature

Among the necessary elements of the study, the review of the literature is also a major element before starting any research in this study. The following previous literature has been reviewed in this study to build a theory to gain knowledge from it and to make this study more effective.

Theoretical Literature

Ensuring girls' access to sports is based on the principle of equality. Discrimination between sons and daughters still exists in our society due to socio-cultural influence (religious, cultural, social and economic reasons).

Eagly's Gender Role Theory (1987)

Eagly's Gender Role theory (1987) offers a foundation framework for understanding how societal expectations and norms shape individuals' behaviors, particularly concerning gender. This theory posits that gender roles are socially constructed and reinforced through cultural norms, institutions and socialization processes. In the context of the Terai region, social and cultural influences play a significant role in shaping girls' participation in games and sports, as traditional gender roles often limit their access to and involvement in physical activities.

Eagly's Gender Role theory highlights the following key concept:

Limited access and opportunities: cultural norms and expectations create barriers for girls to participate in sports and also take training, take part in any competitions. Families and schools may focus boys' participation over girls.

Social role division: girls are made to do household responsibilities and follow religious and cultural values, keeping them away from physical activities and sports.

Stereotypes and expectations: in the Terai region stereotypes discourage girls from participating in sports.

Family influence: in the Terai region, girls are limited to household responsibilities and care giving roles, which is create obstacle them to participating in sports.

Cultural and Religious norms: girls may face social restrictions on their movement and public involvement further restricts access to sports facilities and participation in sports.

Eagly's gender role theory provides a robust framework for analyzing the socio-cultural influence on girls' participation in games and sports in the Terai region. By understanding the traditional gender roles that shape behaviors and expectations stakeholders to challenge stereotypes, promote gender equality and empower girls to participate in sports. Addressing multi-face approaches involving families, schools, communities and policymakers.

Mary Wollstonecraft's Feminist theory (1792)

Mary Wollstonecraft's Feminist theory (1792) aims to analyze and challenge the systemic inequalities and patriarchal system that subjugate women. It advocates for gender equality by examining power structure, social roles and institutional practices that marginalize women. The theory is particularly relevant in examining socio-cultural influence on girls participating in sports, as it highlights how gender norms, stereotypes and patriarchal systems restrict opportunities for women and girls. In the Terai region especially in Madheshi community, deeply entrenched socio-culture norms based on patriarchal values create significant barriers to girls' participation in games and sports. Feminist theory provides a framework to evaluate these norms and investigate approaches to challenge and break them down.

In the Terai region, sports are often perceived as a male domain with limited opportunities, attitudes prioritizes boys' participation in sports while discouraging girls. Girls are frequently taught to place household responsibilities above extracurricular activities such as sports. Cultural stereotypes depict sports as male dominated activities, discouraging girls from participating. Girls in the Terai region face compounded challenges due to their gender, socio-economic status, educational status and cultural background, which further restrict their access to sports. Encouraging girls to participate in sports can challenge traditional gender norms, promote empowerment and provide a

platform for self-expression. Participation in sports can enhance girls' confidence, leadership skills, and sense of agency. Feminist approaches advocate for creating safe spaces where girls can freely participate in sports without fear of judgment or harassment.

Feminist theory offers a valuable lens for analyzing the socio-cultural influence that girls' participation in sports in the Terai region. By challenging patriarchal norms, addressing intersectional barriers and promoting empowerment, stakeholders can create an inclusive environment where girls have equal opportunities to participate in games and sports. This theoretical framework can guide and foster gender equality and empower girls to break free from traditional constraints.

Empirical Review

Therberge (1985), in the article "Toward a feminist alternative to the sport as a male preserve," it mentions that the feminist option has given a great challenge to gender inequality in a place where patriarchal thinking has dominated the entire productive power and power for years.

Shahi (2001) studied "Knowledge and practice of physical education among Lower secondary schools in Tanahu district." The study concluded majority of students had been given training in game sports. Both private and public school students have taken physical fitness training. Most of the students participated in extracurricular activities and the school had playing equipment like volleyball fields, javelin, shot-put, basketball, etc.

Siedentop (2001) in his book 'Introduction to Physical Education, Fitness and Sports, attempted to explain the actual concept of sports and issues of sports, he also mentioned historical participation.'

Heralambos and Harlborn (2004) in this book "Since ancient times, women have not been able to have the same rights or opportunities as men due to gendered division of work or profession, the separate role of women as mother or housewife, patriarchal thinking and systems."

Khanal (2005), as cited by Yadav (2016), studied 'Parental influence on sports participation of their daughter.' The objectives of the study were to find out the parental

reaction towards sports participation of their daughter, to compare the reaction between the parents of sports participant girls and non-participant girls, to find out the sports girls reaction on sports participation. This research descriptive type and the population of this study was all girls who were studying in class ten and their parents. The researcher had used a purposive sampling method. For this study used Bhullar J. readymade tool. It was concluded that parents provide equal opportunity to their sons and daughters. Parents want to see both their son and daughter in the field of games and sports.

Harrington Deane (2006) studied 'Gender and Society: Challenging issues in the 21st Century'. Family plays a crucial role in either encouraging or discouraging girls' participation in sports. Studies show that families with more traditional views on gender roles may restrict girls' involvement in sports due to concerns about their safety or femininity.

Feltz (2007) in the journal Self-Confidence and sports performance, Psychological factors also play a role in limiting girls' sports participation. Studies have shown that girls may lack self-confidence in their athletic abilities due to social messages that prioritize beauty or domesticity over physical strength.

Abasthi (2011) in this unpublished thesis ' In the involvement of parents in sports learning it was found that parents have low participation in sports learning of students due to lack of education, poverty of parents, the pressure of household work and lack of social learning culture distance from school and lack of government support."

Shrestha (2013) studied "Role of parents in Kirtipur Municipality." It was concluded that educated parents help their children to participate because of the opinion that sports hinder their studies.

Yadav (2016) studied "Factors affecting the participation of Madhesi girls in games and sports." The study concluded that although women and men have equal rights in the 21st century, Madhesi women are not able to participate in sports compared to women from other communities due to various socio-cultural barriers.

Davis & Matthews (2017) in the journal 'Gender and Sport in the Middle East' In different cultures, the idea of what is appropriate for girls may vary. In some cultures, physical activity is associated with masculinity, leading to fewer girls participating in organized sports. For instance, in many Middle Eastern and southern countries, conservative cultural norms may restrict girls from participating in public school sports due to modesty concerns or fears about exposure to male audiences.

Toffoletti & Thorpe (2018) "The role of family in shaping female athletes: cultural and societal perspective." The study concluded that some societies where traditional gender roles. Even though the times change, there is a traditional gender role in many societies. In such a society, it is difficult to keep ahead with time to times. Some parents are less likely to encourage their daughters to participate in sports, only focusing on education and household responsibilities. They think sport can disturb their daughter's education and other work.

Sabo & Veliz, (2019) in this study, School environment and institutional policies also contribute to disparities in sports participation. In the school, due to limited sports equipment, an unmanageable playground, a lack of female coaches, and gender discrimination, girls' students do not participate in sports. Gender biased school curriculum also creates obstacles for girls in education and sports.

Wasteth & Fating (2020) "Religious and Cultural barriers in women's Sports Participation" in this study, religious and cultural traditions significantly shape attitudes toward female participation in games and sports. The culture distributes work and other responsibilities on the basis of gender. Religion and culture allow girls to play only on limited games. It is conservative societies, restrictions on dress codes, mixed gender games and sports and physical activities limit opportunities for girls.

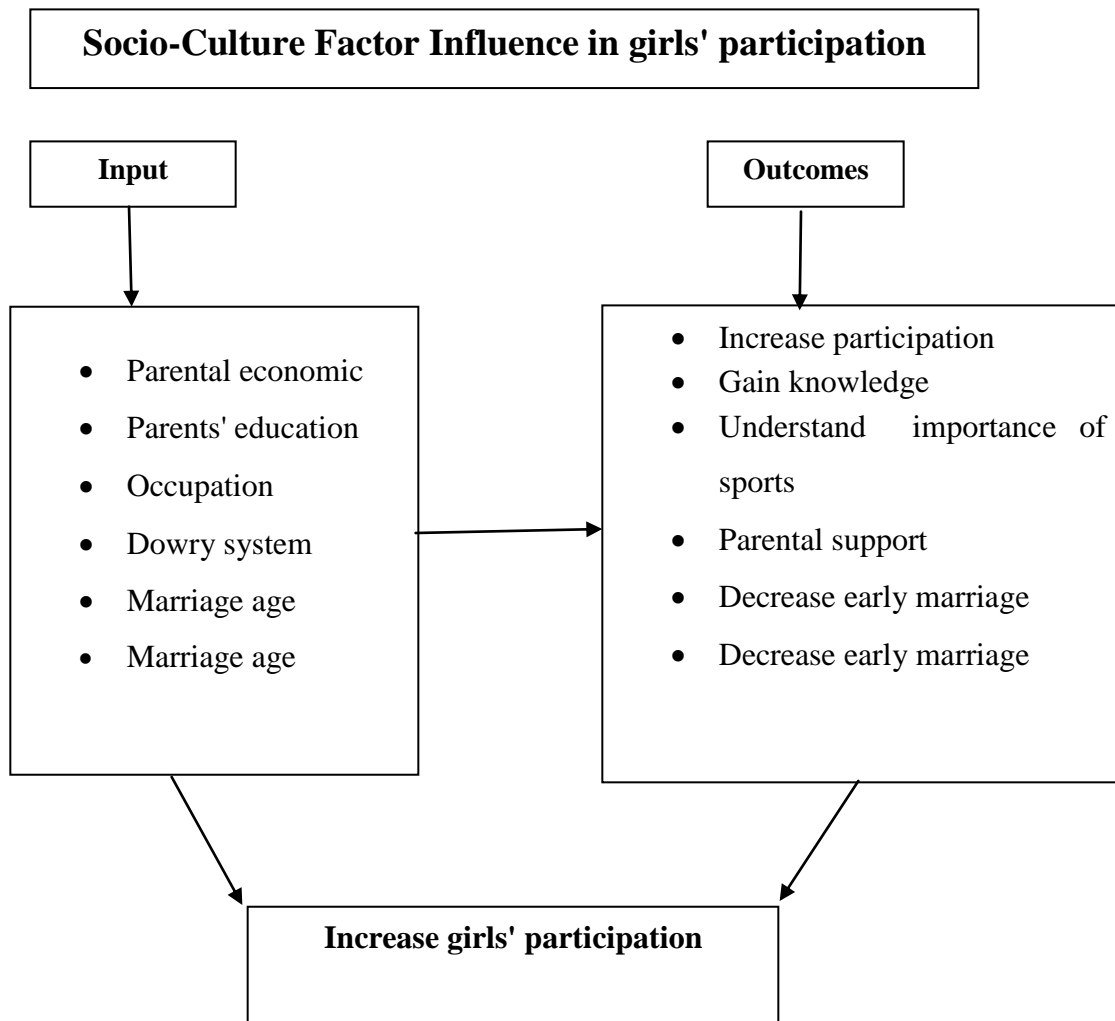
A study by Vanzella-Yang et al. (2024) found that those persons who came from lower socioeconomic background did not get good opportunities in sports during their childhood. In that, some communities were viewed sports as a medium of development. Particular among the Hispanics population, sports are considered as a basis for strengthening the education and economic.

Implications of the Literature Review

Literature review is an important task for the researcher, which serves as a guide for any study. That is, it guides from the stage of planning to report writing and also provides necessary information and evidence for the researcher. Related literature serves as a model on which to build a research paper. The main purpose of a literature review is to identify the gap, and the research problem is selected based on that, so the main purpose of the literature review is to inform about the entire framework of the inquiry.

Conceptual Framework

There are various perceptions of the participation of girls in games and sports.



Parental economic status, education, and occupation significantly influence girls' participation in sports. Educated and economically stable parents are more likely to support their daughters' involvement in physical activities. These parents tend to challenge traditional norms such as the dowry system and early marriage, which often restrict girls' opportunities. When early marriage is delayed and dowry pressures are reduced, girls have more time and freedom to explore extracurricular activities, including sports. As a result, they gain knowledge, understand the importance of sports for their health and development, and receive stronger parental support. Overall, improving socio-economic conditions and raising awareness among parents can increase girls' participation in sports, enhance their understanding of its value, and help reduce early marriage practices in the community.

Chapter 3: Methods and Procedures

This chapter presents all the activities the researcher has done to gather primary data and information. The research design, sources of data, sampling method, tools and instruments, and data collection procedures are presented below:

Research Design

Quantitative research involves gathering numerical data from a large group. This data is analyzed with statistical tools to produce results that can be applied broadly. The chosen method of data collection should align with the specific requirements of the research problem.

There are several socio-cultural factors that influence the low participation of girls in sports. For this study, data were collected from students, teachers, and parents of public schools in rural areas. A quantitative research method, using a survey format, was applied to understand their views and perceptions about girls' participation in sports. Since the sample size needed to be large, data collection followed a structured survey approach.

Source of Data

Primary data was used to collect the necessary data and information in this study. The primary data was taken from teachers, students and parents.

Population and Sampling Procedure

The study's population comprised secondary school students, their parents, and teachers. A total of 230 participants took part, including approximately 30 students, 5 teachers, and 3 parents from each of the six public schools in the Mahottari district. Participants were selected from classes 8, 9, and 10. The girl students were chosen through a combination of simple random sampling/ the census method. Detailed sampling data and the list of selected schools are given below.

Number of respondents in selected schools

S. N	Name of schools	students			sample size			Total No. of Students	No. of Teachers	No. of Parents	Total sample size
		VIII	IX	X	VIII	IX	X				
1.	Shree Secondary School, Sahodaba	12	14	15	10	10	10	30	5	3	38
2.	Shree Rastriya Secondary School, Ataradh	13	18	4	10	14	4	28	5	3	36
3.	Shree Ram Narayan Ayodhya Secondary School, Pipra	15	15	8	13	10	8	31	5	3	39
4.	Shree Secondary School, Banauli	15	6	9	13	6	9	28	5	3	36
5.	Shree Ramdev Janta Secondary School, Bhrampura	15	20	16	10	11	10	31	5	3	39
6.	Shree Aadarsha secondary School, Ratauli	12	15	18	10	10	12	32	5	5	42
	Total	82	88	70	66	61	53	180	30	20	230

Data Collection Tools

In this study, two tools were used for data collection: a questionnaire and an interview schedule. Closed-ended questionnaires were designed for students and teachers, while interview schedules were used to gather data from parents.

Standardization of the Tools

The data collection tools were standardized by advice and feedback from the subject expert of the Physical Education Department, Central Department of Education. The questionnaire was pre-tested among some students in community secondary schools. Based on the results of the pre-test and the suggestions of the supervisor, the tools were standardized.

Data Collection Procedure

The researcher obtained a recommendation letter from the physical education department and visited the selected schools. The principals, teachers, and students were informed about the purpose of the data collection. After receiving permission from the principals, questionnaires were distributed to students and teachers who were selected using equal probability. Following this, the parents of the shortlisted students were contacted, informed about the study, and data were collected through interviews.

Data Analysis Procedure

After collecting the required data from the selected respondents, the data were organized, tabulated, and analyzed using statistical methods. The findings were presented in tables, and interpretations were made based on the analysis and the diverse backgrounds of the participants. Finally, conclusions were drawn, and recommendations for future studies were provided.

Ethical Consideration

This study focused on the topic "Socio-cultural influence on girl students' participation in games and sports in the Terai Region." All respondents were assured of their privacy and safety throughout the study. Participation was entirely voluntary, and respondents were not pressured to take part in this study. Their names and personal information were kept confidential and protected. The data collected was exclusively used for this research and was neither shared nor used for any other purpose.

Chapter 4: Results and Discussion

This chapter is mainly concerned with the analysis and interpretation of the data gathered on "social-culture influence towards girl students' participation in games and sports in Terai region, from selected girls' students, teachers and parents. After collecting the data from the respondent, the researcher gathered and tabulated the raw data to present the analysis and interpretation systematically. After that researcher concluded the summary and findings.

General concept of girl students in Games and Sports

In general, most of the games and sports activities were covered by boy students. The participation of the girl students in games and sports is seen as very low compared to boy students. Various socio-cultural factors influence the participation of girl students in games and sports. Therefore, the researcher is trying to find out those factors. The socio-cultural factors influencing the participation of girl students in games and sports in the cases of different statements are as follows:

Teachers in selected schools

Teachers play a vital role in shaping students and society by providing knowledge, guiding students and developing personal and intellectual growth. Teachers have an important role in students' lives. Teachers' role models for all the students who inspire mentors and instill moral values, helping students develop critical thinking, creativity and problem-solving skills. They prepare the next generation for any obstacle. A good teacher can transform lives, instill a love for learning and create a lasting impact on students' futures.

In this study, a total of 6 schools have been selected for the data collection. A total of 5/5 people from each school have been selected for the 30 teachers in the study.

Age of students

Students are the backbone of nation-building, embodying the future leaders, doctors, engineers, innovators, and professionals who will drive the progress of a nation. They are at the backbone of the education system, bringing fresh ideas, creativity, and enthusiasm to address real-world challenges and foster social change. Through their learning and personal growth, students not only shape their own futures but also have a transformative influence on their communities.

Table 1

Age groups of students

S.N.	Age of students in year	No. of Students	Percentage (%)
1	13	25	13.89
2	14	50	27.78
3	15	61	33.89
4	16	34	18.89
5	17	10	5.55
Total		180	100%

In this study, the highest number of girl students is 15 years old, and the lowest numbers are 17 years girl students.

Occupation of parents

Parents play a crucial role in a child's overall development by providing love, care, support and guidance. They are the first teachers who teach their child valuable lessons about kindness, honesty and hard work. Their involvement in education increases academic performance, confidence and motivation. Parents love unconditionally and always support their child. Their continuous support is fundamental to a child's well-being and lifelong success.

A profession is a type of job or career that requires specialized knowledge, skill, training and experience. It often involves formal education, certification and adherence to ethical standards. Examples of professions include doctors, engineers, teachers, administrators and farmers.

Table 2

Occupations of parents

S.N.	Professions of parents	No. of parents	Percentage (%)
1	Business	18	5.20
2	Teacher	4	1.15
3	Farmer	50	14.45
4	Foreign employment	71	20.52
5	Housewife	173	50
6	Driver	8	2.31
7	Home builder	5	1.44
8	Security guard	5	1.44
9	Supervisor	2	0.58
10	Painter	2	0.58
11	Police, Banker, Account, Carpenter, Tailor, Photographer, Land surveyor, Electrician	8	2.31
	Total	346	100%

The above table clearly shows that the parents of the girl students participating in this study engaged in different occupations. Among them, the highest percentage 50% of parents, were housewives and the lowest percentage 0.58% of parents, were supervisor and painters.

Parents' profession also affects the student's sports participation. The kind of profession parents adopt influences the behavior their children learn, which directly

affects their participation in sports. Children of educated parents tend to participate more in sports.

Different types of subjects Teachers

In school, many subject teachers teach different subject matter. They give knowledge about their subjective content. A teacher makes their students perfect in all subjects. They prepare the student as skilled manpower and contribute to developing the country.

Table 3

Different subjects Teachers

S.N.	Subject	No. of Teachers	Percentage (%)
1	Nepali	4	13.33
2	English	10	33.33
3	Science	5	16.67
4	Mathematics	4	13.33
5	Health and physical Education	5	16.67
6	Education	1	3.33
7	Social studies	1	3.33
Total		30	100%

Teachers have also been included as part of the population in this research, with participation from teachers teaching different subjects. In most schools in the Terai region, there is a lack of Health and Physical Education teachers. Instead, teachers of other subjects often teach Health and Physical Education. In such a situation, the holistic development of students cannot take place and achieving educational goals also becomes difficult. Schools that have teachers for Health and Physical Education tend to have higher student participation in sports.

Reactions to participation in games and sports

Physical education is an important subject in all schools. Its aim is to develop physically, mentally, emotionally and socially fit citizens. Entertainment and social qualities develop through sports. That's why students like to play games and physical exercise.

Table 4

Enjoy taking Part in games and sports

S.N.	Responses	No. of Respondents	Percentage (%)
1	Yes	178	98.89
2	No	2	1.11
	Total	180	100%

The table above illustrates that out of 180 respondents, a remarkable 98.89% of girls expressed an interest in participating in games and sports, while only 1.11% reported a lack of interest. This data demonstrates that the majority of girl students have a positive attitude toward games and sports, with an overwhelming number of respondents showing enthusiasm for participation.

Situation regarding participation in games and sports

Physical education is an integral part of the total education process and its aim to develop physically, mentally, emotionally and socially fit citizens through the medium of physical activities and sports. Therefore, every educational institution should conduct different types of sports activities at its institution. The following table displays the reaction of the respondents to this statement.

Table 5*Situation regarding Participation in games and sports*

S.N.	Responses	No. of respondent	Percentage (%)
1	Regular	29	16.11
2	Sometimes	114	63.33
3	Never	37	20.55
	Total	180	100%

The Table 5 above shows that among the 180 respondents, only 16.11% of girl students had regularly participated in games and sports, and 63.33% of girl students had participated sometimes and 20.55% of girl students had not participated. It means most of the girl students had not participated in games and sports because of many social and cultural factors that influenced such as traditional gender roles, education and economic condition of the family, and early marriage.

Organizing sports activities at school

Through the physical and sports activities, the mental, social, emotional and intellectual development of students. Sports and physical activities are a useful program for every individual. Therefore, the school should regularly organize sports programs in the school. Currently, in municipal-level, district-level, and regional-level sports competitions, the participation of girls is lower than boys. Among the various reasons, one is the lack of regular sports activities in school.

Table 6*Organizing sports activities at school*

S.N.	Time duration	No. of respondents	Percentage (%)
1	Weekly	21	11.67
2	Monthly	20	11.11
3	Quarterly	2	1.11
4	Half-yearly	13	7.22
5	Yearly	114	63.33
6	other: If the students said	10	5.55
	Total	180	100%

Based on the data collected from this research, most schools in the Terai region organize annual sports programs. This means that instead of conducting sports activities throughout the year, students are given sports training only during the President Running Shield competition, to which girls' students have objected. Due to limited practice time, students often face failure in competitions, resulting in lower participation of girl students.

This research confirms that the lack of regular sports activities in schools has led to the backwardness of girls' students in sports.

Encouragement for games and sports

Motivation is the internal and external drive that compels a person to take action toward achieving a goal. Sports play a crucial role in the development of physical, mental, social and emotional aspects. The person who makes students understand its importance and motivates them to participate in sports is their true inspiration.

Table 7***Encouragements for games and sports***

S.N.	Motivators	No. of respondents
1	Family	97
2	School	59
3	Society	12
4	Friend	84
5	Teacher	5

Note: Multiple responses

The table indicates that family is the most significant motivator, as 97 respondents acknowledged its influence. This underscores the vital role families play in encouraging students to participate in sports. Friends follow as a major source of motivation, with 84 respondents highlighting their impact. School ranks third, with 59 respondents, reflecting its moderate role in promoting sports participation. Society, with only 12 respondents, exhibits a limited influence on students' involvement in sports. Despite their essential role in education, teachers are the least influential motivators, with only 5 respondents reporting their encouragement.

Service and facilities provided by the school

The school provides various sports-related services and facilities to encourage students' participation in games and sports. These include sports equipment, a qualified trainer, and separate space for girls, a well-maintained playground and an awareness program to enhance students' skills.

Table 8*Service and facilities provided by the school*

S. N.	Facilities	No. of respondents
1	Sports equipment	77
2	Qualified trainer	38
3	Awareness program	48
4	Separate space for girls	30
5	Nothing	35

Note: Multiple responses

From the data collected in this study, it was found that 77 girl students agreed that their school provides sports equipment, while 48 students confirmed the organization of awareness programs in their schools. Additionally, 38 students acknowledged the presence of qualified trainers, and 30 students agreed that there is a separate space available for girls. However, 35 students reported that no facilities for sports are available in their school.

It has been proven that most schools provide general sports equipment, and many schools do not provide the required facilities for development games and sports.

Social-cultural factors that restrict girls' participation in sports

Socio-cultural factors significantly restrict the participation of girls' students in sports. Traditional gender roles, marital status, financial constraints, religious values, household responsibilities, and family educational backgrounds often discourage girls from actively engaging in sports. Addressing these barriers requires raising awareness, implementing inclusive policies, and fostering support from families and communities to create equal opportunities for girls in sports.

Table 9*Social-cultural factors that restrict girls' participation in sport*

S. N.	Responses	No. of respondents (students)	No. of respondents (Teachers)	No. of respondents (parents)
1	Traditional gender roles	69	21	14
2	Marital status	50	1	11
3	Financial condition	20	1	6
4	Religious values	18	3	4
5	Household responsibilities	22	2	6
6	Family educational status	38	5	4
7	Others	4	1	-

This study validates that traditional gender roles continue to be the primary obstacle among students, teachers, and parents, highlighting deeply ingrained cultural norms. Marital status and family educational background are significant limitations, particularly impacting students as perceived by themselves and their parents. While financial situation, religious beliefs, and household duties are secondary barriers, they are still important factors to consider.

The school provides equal opportunities for girls and boys in sports

Games and sports program helps a person in total development by improving his/her physical, mental, social, emotional and spiritual health. Sports program and physical activities should be compulsory subjects in all school curricula. Therefore, all schools should provide equal opportunities for girls and boys in games and sports.

Table 10*The school provides equal opportunities for girls and boys in sports*

S.N.	Responses	No. of respondents (student)	No. of respondents (teacher)
1	Yes, always	141	26
2	Sometimes	32	4
3	Rarely	4	-
4	Never	3	-
	Total	180	30

Note: Multiple responses

In this research, students and teachers were asked questions regarding the equal participation of both girls and boys in school sports. In response, both students and the teacher stated that the girls and boys are given equal opportunities to participate in school sports.

This research proved that girls and boys are given equal participation in school sports. This means that the school sports program provides equal opportunities for both girls and boys to participate.

The menstrual cycle affects girls' participation in sports

Menstruation is the monthly discharge of blood from the uterus of girls until pregnancy. During this time, girls experience a lack of hemoglobin in their bodies due to the regular loss of blood from their uterus, leading to physiological and psychological disorders. As a result, they may not feel like participating in outdoor games and sports. The lack of hemoglobin can cause weakness and fatigue during this stage. The table below illustrates the impact of this condition.

Table 11***Menstruation cycle affects the girls' participation in sports***

S. N.	Responses	No. of respondents	Percentage (%)
1	Yes, always	99	55.00
2	Yes, to some extent	55	30.56
3	No, not at all	26	14.44
	Total	180	100%

The above table no. 11, shows that among 180 respondents, 55% of respondents said that the menstruation cycle affects the participation of girl students in games and sports, 30.56% of respondents said yes to some extent and 14.44% of respondents said no, not at all, on this statement.

It was found that most respondents agreed that menstrual cycles affect their participation in games and sports. During that time, they may not want to engage in physical activities and feel uncomfortable. Girls' family members should encourage them to participate in games, provide a balanced diet, and allow them time to rest.

Dowry system influences the girls' participation in sports

The dowry system is a social practice where the bride's family gives money, gold, silver, furniture, electronics, property, or valuable gifts to the groom's family during marriage. This tradition, common in many cultures, particularly in the Madheshi community, can place financial strain on the bride's family and perpetuate gender inequality.

Table 12*Dowry system influences the girls' participation in sports*

S.N.	Responses	No. of respondent (student)	No. of respondent (teacher)	No. of respondent (parents)
1	Yes	88	3	12
2	Sometimes	54	20	7
3	No	40	7	1
	Total	180	30	20

In this research, students, teachers and parents were asked whether the dowry system affects girls' participation in sports. According to students and parents, the dowry system has a significant impact on girls' participation in sports, while teachers believe it has only a limited impact on girls' participation in sports.

Reasons for girls not to participate in sports after marriage

In the Terai region, especially in the Madheshi community, women do not participate in sports after marriage due to various reasons. Most of the respondents had negative thoughts about games and sports activities. According to them, participating in games and sports activities is a waste of their time. There is also a belief that sports are only played before marriage. The notion exists that one cannot build a future in sports and that sports are only meant for men. Therefore, they are not interested in taking part in games and sports activities after marriage. However, there are several other reasons why some married female students are not able to participate in games and sports activities. Table no. 16 shows the result of this statement.

Table 13*Reasons for girls not participating in sports after marriage*

S.N.	Responses	No. of Students	No. of Teachers	No. of Parents
1	Household responsibilities	83	15	11
2	Criticized by society	101	16	15
3	Unsupported family	52	2	8
4	Reproduction of a child	27	2	7

In the Terai region, especially in the Madheshi community, women do not participate in sports after marriage due to various reasons. Most of the respondents had negative thoughts about games and sports activities. According to them, participating in games and sports activities is a waste of their time. There is also a belief that sports are only played before marriage. The notion exists that one cannot build a future in sports and that sports are only meant for men. Therefore, they are not interested in taking part in games and sports activities after marriage. However, there are several other reasons why some married female students are not able to participate in games and sports activities.

This study proved that among the various reasons why women do not participate in sports after marriage, the primary reason is societal criticism. In other words, women are afraid of participating in sports after marriage due to the fear that society will speak negatively about them.

Roles of the family

In the study, question no. 22, 21 and 24 were asked by students, teachers and parents regarding the role the family should play in increasing girls' participation in sports. They shared their respective responses.

To increase girls' participation in sports, families should provide equal opportunities for both sons and daughters without any discrimination. To encourage daughters in sports, families should motivate and support them, help them to choose

sports based on their interests, have a positive mindset and trust in their abilities and provide financial and emotional support when needed. Parents should understand the evolving interests of their children and provide proper guidance. Only then can a daughter, like a son, progress in sports.

This research found that to increase girls' participation in sports, families should avoid discrimination between sons and daughters, encourage a positive attitude towards sports, motivate daughters and provide financial and emotional support.

Roles of community

In the study, question no. 22, 21 and 24 were asked to students, teachers and parents regarding the role of the community should play in increasing girls' participation in sports. They shared their respective response.

To increase girls' participation in sports, the community must first create a safe environment where girls feel secure. Similarly, there should be no negative attitude towards girls, and they should be viewed with a positive mindset, without any discrimination between boys or teasing should not be allowed. Additionally, during various festivals in the community, sports competitions should be organized to provide entertainment and foster a positive attitude towards sports within the community. From time to time, relevant organizations in the community should be encouraged to conduct awareness programs related to sports. Only then can the participation of girls in sports be increased.

This research found that in order to increase the participation of girls in sports, the community must create a safe environment, demonstrate equal behavior without gender discrimination, maintain a positive attitude towards female athletes and sports, avoid negative comments, organize sports competitions during festivals and ensure relevant organizations conduct awareness programs.

Roles of the school

In the study, questions no. 22, 21 and 24 were asked to students, teachers and parents regarding the role of the school should play in increasing girls' participation in sports. They shared their respective response.

In order to increase the participation of girls in sports, schools must first ensure the provision of physical infrastructure related to sports. This means that schools should have safe, suitable and spacious playgrounds, along with sports equipment for the students to play. Similarly skilled and experienced trained sports coaches should conduct regular sports sessions without any discrimination between girls and boys students. Schools should also organize sports competitions from time to time, which helps boost the morale of the students. From time to time, discussions on the importance of sports should be held in parents' meetings and advice and suggestions should be provided to students whenever necessary. Only then can the participation of girls in sports be increased.

This research shows that in order to increase the participation of girls in sports, schools must ensure physical infrastructure, sports equipment, trained female coaches and conduct regular sports sessions as sports are as important as education. Separate training sessions for girls, organizing sports competitions from time to time and providing knowledge, advice and suggestions related to sports to both parents and students are essential.

Major findings

Based on the analysis of this study, the following findings have been drawn:

- ❖ Among the 180 respondents, 98.89% of girls like games and sports, while only 1.11% of girls don't like games and sports. This proves that girl students have a positive attitude towards games and sports, as the majority of respondents were found to like games and sports.
- ❖ Among the 180 respondents, only 16.11% of girl students had regularly participated in games and sports, 63.33% of girl students had participated

sometimes, and 20.55% of girls had not participated. This indicates that most girl students had not participated in games and sports due to various social and cultural factors influencing them.

- ❖ "Conducting sports activities in school" Most schools in the Terai region organize annual sports programs. This means that instead of conducting sports activities throughout the year, students are given sports training only during the President Running Shield competition, to which girls' students have objected. Due to limited practice time, students often face failure in competitions, resulting in lower participation of girl students. This research confirms that the lack of regular sports activities in schools has led to the backwardness of girl students in sports.
- ❖ In this study, the key influences that motivate students to engage in sports are identified as family, school, community, and friends. Family emerges as the primary source of encouragement for sports participation, with friends, school, and community following in descending order of influence.
- ❖ The parents of the girl students participating in this study are engaged in different occupations. Among them, the highest percentage 50% of parents, were housewives and the lowest percentage 0.58% of parents, were supervisors and painters
- ❖ "Service and facilities provide by the School" It was found that 77 girl students had agreed for the sports equipment provide by their school, 38 girl students had agreed for the qualified trainer in the school, 48 students agreed for the conduct awareness program in the school, 30 girl students agreed for separate space for girl available in the school, 35 girl students said no any facilities available in their school.
- ❖ "Social-cultural factors that restrict girls' participation in sports" The findings indicate that traditional gender roles have the most significant impact on girls' participation in sports. Similarly, marriage and family educational status also have a direct influence.
- ❖ "The school provides equal opportunities for girls and boys in sports." This research proved that girls and boys are given equal participation in school sports.

This means that school sports program provide equal opportunities for both girls and boys to participate.

- ❖ Among 180 respondents, 55% of respondents said that menstruation cycle affects the participation of girl students in games and sports, 30.56% of respondents said yes, to some extent and 14.44% of respondents said no, not at all on this statement. It proved the maximum respondents agree on the statement that the menstrual cycle affects their participation in games and sports.
- ❖ "Dowry system affects the girl's participation in sports" According to students and parents, the dowry system has a significant impact on girls' participation in sports, while teachers believe it has only a limited impact on girls' participation in sports.
- ❖ "Why women do not participate in sports after marriage" among the various reasons the primary reason is societal criticism. In other words, women refrain from participating in sports after marriage due to the fear that society will speak negatively about them.
- ❖ "Roles of Family" This research found that in order to increase girls' participation in sports, families should avoid discrimination between sons and daughters, encourage a positive attitude towards sports, motivate daughters and provide financial and emotional support.
- ❖ "Roles of Community" This research found that to increase the participation of girls in sports, the community must create a safe environment, demonstrate equal behavior without gender discrimination, maintain a positive attitude towards female athletes and sports, avoid negative comments, organize sports competition during festivals and ensure relevant organizations conduct awareness programs.
- ❖ "Roles of School" This research found that in order to increase the participation of girls in sports, schools must ensure physical infrastructure, sports equipment, trained female coaches and conduct regular sports sessions as sports are as important as education. Separate training sessions for girls, organizing sports competitions from time to time and providing knowledge, advice and suggestions related to sports to both parents and students are essential.

Chapter 5: Conclusion and Recommendation

This chapter is the ending part of the study. It helps to clarify the result of the research, and it describes the conclusion and recommendations in detail.

Conclusion

Physical education is a crucial component of general education, with physical activities being fundamental biological requirements that play a significant role in daily life. Both boys and girls benefit equally from sports and physical activities, as they contribute to physical health, mental well-being, and the development of social skills. Furthermore, sports help instill discipline, self-confidence, leadership qualities, and team spirit, all of which are beneficial for personal and professional growth.

In the Terai region, particularly in Madhesh Province, socio-cultural factors have a strong influence on girls' participation in sports. Traditional customs, societal expectations, and cultural norms often discourage girls from taking part in sports activities. In many communities, sports are still seen as male-dominated pursuits, leading parents and society to worry that girls engaging in sports may challenge established norms. This environment hinders girls' participation, highlighting the need to address these obstacles to ensure equal opportunities for all in sports.

The research title was "Socio-Cultural Influence on Girl Students' Participation in Games and Sports in the Terai Region." The main objectives of this study were to identify the socio-cultural factors that influence girls' participation in sports and to assess the impact of family, school, and community on girls' involvement in games and sports. The researcher visited six government secondary schools in the Mahottari district. A total of 180 student respondents were selected using a random sampling method, along with 30 teacher respondents selected through random sampling and 20 parent respondents chosen using a purposive sampling method. Approximately 30 girl students, 5 teachers, and 3 parents were selected from each school.

This study was primarily based on primary data and utilized a descriptive survey design. It focused on identifying the socio-cultural factors that influence girls' participation in games and sports. The researcher employed questionnaire tools for students and teachers, as well as interview schedules for parents. The questionnaire included around 22 statements designed to gather information and data.

The data was gathered and tabulated based on multiple response categories. The researcher reviewed various sources, including school reports related to sports, national and international publications, level-wise textbooks, journals, study reports, and unpublished research works. After collecting the raw data from questionnaires and interview schedules, the information was converted into percentages.

Most of the girls' students expressed a positive attitude toward games and sports. Many had occasionally participated in school-level games and sports. However, several issues were identified, such as inadequate and improper sports equipment, a lack of trained sports teachers, and sports activities being conducted only once a year. Numerous socio-cultural factors, including traditional gender roles, marital status, financial constraints, religious values, household responsibilities, family educational background, the dowry system, and menstruation-related challenges, were among the primary reasons that prevented girls from participating in sports.

In the Terai region, particularly in Madhesh Province, traditional perceptions regarding sports further discouraged families from allowing their daughters to participate in outdoor games and sports. The study ultimately revealed that socio-cultural and environmental factors significantly discouraged girls' students from engaging in sports and games.

Based on this study, it was concluded that various components influence the participation of girls' students in games and sports. According to the respondents, factors such as traditional gender roles, marital status, financial constraints, religious values, household responsibilities, family educational background, menstruation, the dowry system, and lack of facilities provided by schools, traditional perceptions about sports, and insufficient support from families, schools, and society were the main barriers to girls' participation in sports activities.

Recommendation

On the basis of the present study, the researcher wants to suggest the following recommendations. These recommendations may be helpful to other new researchers who want to conduct research in the field of socio-cultural influence.

Practice

- a) In order to increase girls' participation in sports, the influence of socio-cultural factors should be addressed, and the level of education and awareness should be enhanced.
- b) Every school should arrange all kinds of sports equipment and provide at least one period of games and sports per week.
- c) Different types of games and sports programs are organized frequently in the school and community area in the Terai region.
- d) Awareness programs should be conducted in Madheshi community to change the traditional mindset of people and security facilities should be provided to girl students participating in games and sports.

National policy

- a) The policy of government to provide physical education teacher to each school should be materialized immediately.
- b) The government and concerned department should include physical education as a compulsory subject in school level curriculum.
- c) The government should provide awareness programs to reduce the influence of socio-cultural factors on girls' participation in sports.
- d) The government should provide separate budget for games and sports in areas of Terai region and especially girl students should be encouraged to participate.
- e) Ministry of games and sports should make policy to give large amount of prizes and facilities to winners in games and sports.
- f) Government should provide at least one female sports teacher in every government secondary school to promote girls participation in sports.

Further study

- a) Changing attitudes towards Madheshi girls in sports: A comparative study of rural and urban schools
- b) Comparisons of sports attitudes between girl students and boy students.
- c) A comparative study on parental influence on sports participation of their son and daughter.

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An unpublished master's thesis submitted to P.ED department, TU, Kirtipur

- (a) Education (b) Occupation
(c) Economic condition (d) attitude towards the games
8. Do your family members treat boys and girls differently when it comes to sports participation?
(a) Yes, boys are encouraged more than girls
(b) Yes, girls are encouraged more than boys
(c) No, boys and girls are treated equally
(d) Other.....
9. What are the biggest family-related barriers to your participation in sports?
(a) Financial constraints (b) Cultural norms
(c) Safety concern (d) Other.....
10. Does your school provide equal opportunities for girls and boys in sports?
(a) Yes, always (b) Sometimes
(c) Rarely (d) No never
11. What facilities does your school provide to support girls in sports? (select all the apply)
(a) Sports equipment (b) Trained coaches
(c) Separate space for girls (d) Organize awareness program
(e) Other.....
12. What is the role of the community in girls' participation in sports?
(a) Challenging gender stereotypes (b) Creating safe environment
(c) Providing equal opportunity (d) Providing financial support
(e) No any one
13. What socio-cultural factors restrict girls from participation in sports?
(a) Traditional gender roles (b) Marital status
(c) Household responsibilities (d) Religious values
(e) Financial condition (f) Family educational status
(g) Other.....
14. Do you face any kind of discrimination when you participate in sport?
(a) Yes (b) No
- If yes, what kind of discrimination do you face?
(a) Teasing (b) Negative comment
(c) Gender bias (d) Restriction from family/society
(e) Other.....
15. Are girls in your community often criticized for participation in sports?
(a) Yes (b) Sometimes
(c) Rarely (d) No
16. Does dowry system have any effect on girls' sports participation?
(a) Yes (b) Yes, to some extent
(c) No, not at all (d) Other.....

17. Do women participate in sports after marriage in your community?
(a) Yes (b) No
If no, what are the reasons why women do not participate in sports after marriage?
(a) Household responsibilities (b) Criticized of society
(c) Unsupported family (d) Reproduction of child
18. Does menstruation create any obstacles to girls' participation in sports?
(a) Yes, always (b) Yes, to some extent
(c) No, not at all
19. What is the attitude of our society towards girls' participation in sports?
(a) Very supportive (b) Sometime supportive
(c) Neutral (d) Unsupportive
20. Do socio-culture factors influence the way you wear sports attire?
(a) Yes (b) Yes, to some extent
(c) No (d) Other.....
21. What type of sports do you think are most appropriate for girls?
(a) Indoor sports (e.g. badminton, table tennis)
(b) Outdoor sports (e.g. football, cricket)
(c) Local games (d) Other.....
22. In your opinion, what role should families, schools and communities play in promoting girls participation in sports?
.....

APPENDIX-B
Questionnaire for Teachers

Dear Respected Teacher,

I am going to research on the topic of **Socio-Culture Influence on Girls Students Participation in Game and Sports in Terai Region** So, please considered each statement carefully and in your answer, indicate your actual and present feelings about sports by putting a tick mark (√) in your response. Your names are kept private and not used for any other purpose than this research.

Name:	Sex: Male/Female Age:
Name of school:	Address:
Academic Qualification:	Teaching level:
Teaching subject:	Training (If any):
Teaching experience:years	

1. How much do you like sports?
(a) A lot (b) A little (c) Very little (d) Don't like
2. How often your school does organized sports programs?
(a) Weekly (b) Monthly
(c) Quarterly (d) Half-yearly
(e) Yearly (f) Other.....
3. How much do girl students participate in sports?
(a) A lot (b) No any one
(c) Very little (d) Other.....
4. What could be the reasons for not participating?
(a) Sports events are not organized.
(b) No sports field
(c) No sports teacher
(d) Feel shy
(e) No sports equipment
(f) Boys do not let them play
(g) Don't agree to play with boys
(h) Other.....
5. Do you encourage girls' students to participate in sports?
(a) Yes, I always strongly support their participation
(b) Yes, but only in certain sports
(c) No, I don't actively encourage them
6. Does your school provide equal opportunities for girls and boys in sports activities?
(a) Yes, always (b) Sometimes
(c) Rarely (d) No never

7. What facilities does your school provide to support girls in sports? (select all the apply)
 - (a) Sport equipment
 - (b) Trained coaches
 - (c) Separate space for girls
 - (d) Other.....
8. What factors affect students' family roles?
 - (a) Education
 - (b) Occupation
 - (c) Economic condition
 - (d) attitude towards the games
9. What is the role of the community in girls' participation in sports? (select all the apply)
 - (a) Challenging gender stereotypes
 - (b) Providing equal opportunity
 - (c) Creating safe environment
 - (d) Providing financial support
 - (e) Other
10. What socio-cultural factors restrict girls from participation in sports?
 - (a) Traditional gender roles
 - (b) Marital status
 - (c) Household responsibilities
 - (d) Financial condition
 - (e) Religious values
 - (f) Family educational status
 - (g) Other.....
11. Are girls in your community often criticized for participating in sports
 - (a) Yes, very often
 - (b) Yes, but only sometimes
 - (c) No
12. Does dowry system have any effect on girls sport participation?
 - (a) Yes, significantly
 - (b) Yes, to some extent
 - (c) No, not at all
13. Do women participate in sports after marriage in your community?
 - (a) Yes
 - (b) No

If no, what are the reasons why women do not participate in sports after marriage?

 - (a) Household responsibilities
 - (b) Criticized by society
 - (c) Unsupported family
 - (d) Reproduction of child
 - (e) Other.....
14. Does menstruation create any obstacles to girls' participation in sports?
 - (a) Yes, always
 - (b) Yes, to some extent
 - (c) No, not at all
15. Do socio-culture factors influence the way you wear sports attire?
 - (a) Yes,
 - (b) Sometime
 - (c) No
16. What type of sports do girl students particularly like to play?
 - (a) Chungi
 - (b) Volleyball
 - (c) Kabbadi
 - (d) Other....
17. What type of sports do you think are most appropriate for girls?
 - (a) Indoor sports (e.g. badminton, table tennis)
 - (b) Outdoor sports (e.g. football, cricket)
 - (c) Local games
 - (d) Other.....

18. What is the attitude of our society towards girls' participation in sports?
- (a) Very supportive
 - (b) Sometime supportive
 - (c) Neutral
 - (d) Unsupportive
19. Do you think parental support plays a crucial role in girls' participation in sports activities?
- (a) Yes, absolutely
 - (b) Yes, to some extent
 - (c) No, not at all
 - (d) Other....
20. What kind of initiatives can schools take to promote girls participation in sports activities?
- (a) Provide separate training session for girls
 - (b) Organize awareness programs for parents and community
 - (c) Recruit more female physical education teacher
 - (d) Other.....
21. In your opinion, what role should families, schools and communities play in promoting girls participation in sports?

.....

APPENDIX-C

Interview schedule of parents

Dear Respected parents,

Parent's Name:

Education: Literate/Illiterate

Age:

Sex: Male/Female

Name of the school of the child:

Occupation:

Number of family members:

Son..... Daughter.....

1. Do you like physical exercise and sports?
(a) Yes (b) No
2. Which games do you play?
.....
3. What is your general opinion about girls participating in sports?
(a) Encouraging (b) supportive but with conditions
(c) Neutral (d) Discouraging
4. What type of sports do you think are most appropriate for girls?
(a) Indoor sports (e.g. badminton, table tennis)
(b) Outdoor sports (e.g. football, cricket)
(c) Local games (d) Other.....
5. Do you encourage your daughter to participate in sports?
(a) Yes always (b) Sometimes
(c) Rarely (d) No, never
6. If yes then why?
7. If no then why?
8. Do you provide equal opportunities for your daughter and son to participate in sports?
(a) Yes always (b) Sometimes
(c) No, not at all (d) No, never
9. Do you think parental support plays a crucial role in girl's participation in sports activities?
(a) Yes, absolutely (b) Yes, to some extent
(c) No, not at all
10. Which family element affects your daughter's sports participation?
(a) Education (b) Occupation
(c) Financial condition (d) Other.....
11. Do you think girls participating in sports affect their academic performance?
(a) Yes (b) No

- (c) A little (d) Other....
12. Would you allow your daughter to pursue a career in sports?
 (a) Yes, fully support (b) Yes, according to her interest
 (c) Not support
13. What role should school play in promoting sports participation among girls?
 (a) Provide better facilities and safety
 (b) Conduct awareness programs for parents
 (c) Encouraging equal participation for girls and boys
 (d) Other.....
14. Does your daughter's school provide equal opportunities for girls and boys in sports activities?
 (a) Yes, always (b) Sometimes
 (c) Rarely (d) Never
15. Is uniform necessary while participating in sports?
 (a) Yes (b) No
16. Has your daughter ever been deprived of participating in sports due to sport dress?
 (a) Yes (b) No
17. Do you think wearing sports attire affects girls' participation in sports?
 (a) Yes, (b) No
 (c) Sometimes (d) Rarely
18. What challenges do girls face in participating in sports in your community?
 (a) Lack of family support (b) Social and cultural restrictions
 (c) Safety and infrastructure issues (d) Other.....
19. What socio-cultural factor restricts girls from participation in sports?
 (a) Traditional gender role (b) Household responsibilities
 (c) Marital status (d) Financial condition
 (e) Religious values (f) Family educational status
 (g) Other....
20. Do women participate in sports after marriage in your community?
 (a) Yes (b) No
 If no, what are the reasons why women do not participation in sports after marriage?
 (a) Household responsibilities (b) Criticized by society
 (c) Unsupported family (d) Reproduction of child
 (e) Other.....
21. Does dowry system affect your daughter participation in sports?
 (a) Yes (b) Yes, to some extent
 (c) No (d) Other.....
22. Does menstruation create any obstacles to girls' participation in sports?
 (a) Yes (b) Yes, to some extent (c) No
23. What is the role of the community in girl's participation in sports? (select all the apply)

- (a) Providing equal opportunity
- (b) Providing financial support
- (c) Creating a safe environment
- (d) Other.....

24. In your opinion, what role should families, schools and communities play in promoting girls' participation in sports?

.....



विश्वविद्यालय ध्यागपरा
कीर्तिपुर, काठमाडौं, नेपाल
फोन नं. ४३३१३३३
UNIVERSITY CAMPUS
Kirtipur, Kathmandu
Tel 4331337

Physical Education Department

मिति/Date 2074/03/19

संख्या/Ref


धोमान्

विषय: जो जस संग सम्बन्ध छ ।

महोदय,

यस विभाग अन्तर्गत एम.एड. प्रथम वर्ष / दोस्रो वर्ष / केसिस वर्ष र सेमेस्टरका विद्यार्थी / समूह तपाईंको कार्यालय / समुदाय / विद्यालय क्षेत्रमा आउंदा उनीहरूलाई आवश्यक सहयोग गरिदिनु हुनको लागि हार्दिक अनुरोध गर्दछु ।

सहयोगको लागि धन्यवाद ।


उप.प्रा.शैलेन्द्र चिलुवाल
प्रमुख
शारीरिक शिक्षा विभाग
त्रि.वि. कीर्तिपुर

विभागीय प्रमुख



श्री रामदेव जनता माध्यमिक विद्यालय

भ्रमरपुरा, महोत्तरी

Shree Ramdev Janata Secondary School

Bhramarpura, Mahottary

Estd. 2007

मिति/Date. 20.11.21.29

पत्र संख्या :- 029-22

चलानी नं. :- 23

श्री त्रिभुवन विश्वविद्यालय,
शाहीरिक शिक्षा विभाग,
कीर्तिपुर, काठमाडौं।
विषय :- जानकारी सम्बन्धमा ।

प्रस्तुत विषयमा त्रिभुवन विश्वविद्यालय, शाहीरिक शिक्षा विभाग अन्तर्गत एम. एड. चौथो स्तरका विद्यार्थी कवित्त पंडितले अनुसन्धान कार्यका लागि मिति 20.11.21 गतेका दिन यस विद्यालयको कक्षा 7, 8, 9 का विद्यार्थीहरू मध्ये 30 जनालाई सहभागी गराइ आवश्यक तथ्याङ्क संकलन गरेका छन्। जानकारीका लागि अनुसन्धका

[Signature]
Headmaster



श्री राम नारायण अयोध्या माध्यमिक विद्यालय

पिपरा (महोत्तरी)

स्था. :- २००३ साल

पिपरा गाउँपालिका-४

मिति २०८१-१२-२५

पत्र संख्या :- ०८९-०८२

चलानी नं. :- ९३

श्री. सिमुवन. के.के. विद्यालय.
शारीरिक शिक्षा विभाग सिम्रौरी, झापा

विषय :- जानकारी सम्बन्धमा

प्रस्तुत विषयमा सिमुवन के.के. विद्यालय,
शारीरिक शिक्षा विभाग अन्तर्गत एम.एड.
कोर्सो सेमेस्टरका विद्यार्थी अर्थात् पाठनले
अनुसन्धान शर्का लागे विद्यार्थी, शिक्षक
तथा अभिभावकको तथ्यांक संकलन गरी
२०८१-१०-२५ मतेका दिन विद्यार्थी, शिक्षक
अभिभावक समेतको तथ्यांक संकलन गरेका
व्योहार जानकारीका लागि धार्किकसुरोबद्ध

५/१२/२०८१
प्रधानाध्यापक



श्री राष्ट्रिय माध्यमिक विद्यालय अतराढ

पिपरा गाउँपालिका वार्ड नं.-२, महोत्तरी

मधेश प्रदेश, नेपाल

विद्यालय कोड नं.

१८०२२०००४

पत्र संख्या :- २०८१/०८२

चलानी नम्बर :- ३८

मिति : २०८१/१२/२२

विषय :- जानकारी सम्बन्धमा -

श्री त्रिभुवन विश्वविद्यालय

शारीरिक शिक्षा, विभाग
कीर्तिपुर, काठमाडौं

प्रस्तुत विषयमा त्रिभुवन विश्वविद्यालय, शारीरिक शिक्षा विभाग अन्तर्गत राम. रूड. चौथो सेमिस्टरका विद्यार्थी कविता पंडितले अनुसन्धान कार्यका लागि विद्यार्थी, शिक्षक, अभिभावकको तथ्योक संकलन मिति २०८१/१०/२३ रातेका दिन विद्यार्थी, अभिभावक शिक्षक समितिको तथ्योक संकलन गरेको व्योहोश जानकारीका लागि हादीदि अनुरोध छ।

नि.प्रधानाध्यापक



श्री आदर्श माध्यमिक विद्यालय Shree Adarsha Secondary School

पत्र संख्या : २०८१/८२

पिपरा-६, रतौली, महोत्तरी (Pipara-6, Rautauli, Mahottari)

चलानी नं. : ६६

स्था. २०१० वि.सं. (Est. 2010 B.S.)

मिति: २०८१/०९/२५

श्री त्रिभुवन विश्वविद्यालय,
शांसीरि शिक्षा विभाग,
कोर्लिपुर, काठमाडौं ।



विषय:- जानकारी सम्बन्धमा ।

प्रस्तुत विषयमा त्रिभुवन विश्वविद्यालय, शांसीरि शिक्षा विभाग अन्तर्गत एम. एड. चौथो सेमेस्टरका विद्यार्थी कृतिमा फंडितले अनुसन्धान कार्यका लागि मिति २०८१/००/२७ गतेका दिन यस विद्यालयका कक्षा ८, ९ र १० का विद्यार्थीहरू, शिक्षकहरू तथा अभिभावकहरूलाई सहभागी गराइ आवश्यक तथ्याङ्क संकलन गरेको व्यबस्था जानकारीका लागि हार्दिक अनुरोध छ।

२०८१/०९/२५

Dinesh Das
(Principal)
Shree Adarsh Sec. School
Pipara-6, Rautauli



श्री माध्यमिक विद्यालय

(रा.वि.प्र.वि. समेत) बनौली (0-90)

पिपरा-७ महोत्तरी

स्था २००८

पत्र संख्या :- २०८१/८२

चलानी नं. :- २९

मिति: २०८१/१२/२५

विषय :- जानकारी सम्बन्धमा ।

श्री त्रिभुवन विश्वविद्यालय

शारीरिक शिक्षा विभाग

किर्तिपुर, काठमाडौं ।

प्रलुप्त विषयमा त्रिभुवन विश्वविद्यालय शारीरिक-
शिक्षा विभाग अन्तर्गत एम. एड. चौथो सेमेस्टरका
विद्यार्थी कविता पंडितले अनुसन्धान कार्यका लागि
मिति २०८१/१०/२८ गतेका दिन यस विद्यालयका कक्षा
८, ९ र १० का विद्यार्थीहरू, शिक्षकहरू तथा अभिभावक
हरूलाई सहभागि गराई आवश्यक तथ्याङ्क संकलन
गरेको व्यहोरा जानकारीको लागि हार्दिक अनुरोध छ।

पद्मिना शर्मा

०८१/१२/२५
प्रधानाध्यापक

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