SPORT PEDAGOGY, PHYSICAL EDUCATION, AND ETHNICITY. A SCOPING REVIEW

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Abstract:

The present study investigates the relationship between ethnicity and sport pedagogy, emphasizing how ethnicity influences young individuals' engagement in physical education (PE) and sports, as well as their experiences as students and/or athletes. It specifically aims to identify how young people incorporate their ethnic values and beliefs into PE and sports, the challenges they encounter in merging their ethnic beliefs with physical activity (PA), and how their ethnic diversity may affect their participation in PE and sports. To achieve this objective, a review of various scientific articles published over the past two decades, along with relevant books, was conducted. The chosen studies address a range of issues related to ethnicities, cultural contexts, and forms of sports participation, spanning from school PE to specialized sports programs based on ethnicity. The analysis of these studies has resulted in three primary thematic areas: (a) assessing the impact of racial barriers on PE participation; (b) examining the influence of racism and stereotypes on classroom dynamics; and (c) proposing pedagogical strategies aimed at promoting inclusion and respect for diversity. Preconceptions and ethnicity significantly affect children's participation in and enjoyment of PE. Creating an equitable learning environment necessitates the implementation of pedagogical strategies that are attuned to cultural and ethnic differences. The remarkable and rapid advancement of communication processes, migration, and market expansion has increased opportunities for interaction among diverse cultural identities. Consequently, globalization challenges the boundaries of developing multicultural societies. There exists a notable risk that these procedures may intensify miscommunications, ethnic stereotypes, and disparities among individuals, potentially damaging interpersonal relationships. Stereotypes are problematic as they can cultivate bias, discrimination, and intolerance. To address this issue, planning strategies that empower society to effectively navigate significant societal transformations are essential. The capacity to reassess one's worldview, cultivate relationships with individuals from varied cultural backgrounds, and recognize that diversity enriches society is crucial for achieving effective intercultural communication.

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In light of the inherently multicultural context in which sports professionals operate, the sports industry—a critical component of a globalized society—must rise to this challenge. Our research findings indicate that ethnic stereotypes are present within the sports environment and PE being examined. Numerous international studies have demonstrated the considerable influence of these stereotypes on athletes' performance. Consequently, there exists a risk that PE and the sports sector may inadvertently reinforce prejudice, intolerance, and miscommunication among different ethnic groups. PE and sports must possess the capability to strategically plan to promote social and global harmony that embraces diversity.

Keywords: sport pedagogy, physical education, children, ethnicity, diversity

1. Introduction

Students' motor and social development depend on, among others, the physical education (PE) of the classroom. Nevertheless, it is heavily influenced by factors such as participants, cultural diversity, and ethnicity (Chen *et al.*, 2020; Gillborn, 2018). Given the increasing prevalence of cultural diversity in educational conditions, knowledge of how ethnic aspects affect EPs can help teachers create inclusive and successful educational practices (Hylton, 2018). For instance, at present, there is a phenomenon of racism. Racism can exist when someone has something different from us, such as sex, skin color, and/or ethnicity. But in the context of sports education, how can we recognize it and face this? Despite the importance of this issue, PE classes have been shown to often reinforce bias and biased opinions that have detrimental effects on the performance and experience of ethnic minority students (Steele and Arnson, 1995; Garcia and Martinez, 2020). Recent research shows that exclusion and low participation of these students may be caused by a lack of cultural adaptation in PE (Dagkas and Hunter, 2015) programs. The issues of ethnicity and sports pedagogy are very important, but there is little work on them. This review sheds light on the gaps in the research. (a) Highlighting decisions on how racial barriers influence PE participation; (b) Analyzing of the role of racism and stereotypes in class dynamics; (c) By assuming educational and pedagogical strategies to promote diversity, inclusion, and respect, this study seeks to study the effects of ethnicity on sports pedagogy. Among the research questions: (a) how does participation in PE have an impact on cultural beliefs? (b) What is the impact of ethnic stereotypes on self-respect and student motivations? (c) What problems does PE face in stimulating comprehensive interactions?

2. Methods

2.1 Research Design
Research published in scholarly databases like PubMed, JSTOR, and Google Scholar was the main focus of a systematic review of scientific publications. The chosen studies

especially look at how religion and ethnicity affect PE. To investigate how ethnic variations impact pedagogy and learning outcomes, this review combines qualitative and quantitative methods. The study includes studies and book chapters that discuss the influence of ethnic and cultural characteristics on PE, as well as peer-reviewed publications published from 2003 onward. The analysis did not include non-empirical research or studies that did not specifically address the educational context.

2.2 Data Analysis

To group the results into four main categories—racism, ethnic barriers, and cultural diversity—a theme analysis was conducted. This approach offers a strong basis for analyzing findings by assisting in the identification of recurrent themes and patterns in the literature (Mays & Pope, 2021).

3. Results and Discussion

3.1 Fundamental Concepts

Racism: This term denotes the discrimination and bias directed towards individuals based on their racial or ethnic backgrounds. It stems from the belief that individuals can be divided into fundamentally distinct groups, which, due to inherited traits, can be ranked as superior or inferior.

Race: Within the disciplines of sociology and anthropology, the term "*race*" signifies a conceptual framework for social organization that is predicated on smaller groups distinguished by their temporary or enduring political integration, characterized by shared traditions, foundational myths, languages, cultures, and prevailing ideologies. In biological taxonomy, race is a classification that ranks above genus but below family and subfamily.

Ethnicity: This refers to a specific social category of individuals who perceive themselves as sharing a common origin or experiences. Members of an ethnic group hold the belief that they possess a shared history and cultural traditions that set them apart from other groups.

The intersection of ethnicity and sport pedagogy represents a significant area of interest, as it influences the development and perceptions of youth concerning sport, education, and physical activity (PA). In terms of ethnicity and sporting identity, the former plays a crucial role in shaping how young individuals view sport and its integration within their communities. Cultural identity can significantly influence values, attitudes, and preferences related to sport. For instance, in certain nations, engagement in team sports may be deemed more significant than individual PA, or vice versa. Concerning sport pedagogy and cultural variances, sport educators and coaches need to acknowledge and modify their instructional approaches in accordance with the cultural and social distinctions of the youth they instruct. Consequently, sports pedagogy extends beyond mere technical training to encompass an understanding of the social and cultural factors that impact sports education and development.

Furthermore, regarding social and political elements, including racial and social disparities, as well as political and economic circumstances, these factors significantly shape how young individuals engage with and experience sports. This influence can impact their level of participation, access to necessary infrastructure and developmental opportunities, along with their overall perspective on sports. Consequently, the notion of sports pedagogy must consider the cultural and social attributes of youth to foster equitable and meaningful developmental prospects within the realm of sports. Kevin Hylton (2015) has explored the topic of racial stereotypes in sports, and during his course, he frequently employed terminology from sports competitions to enhance his students' comprehension of his messages, particularly regarding how effortlessly the concept of "*race*" is perpetuated by sports media. For instance, he recalls being struck by the commentary of John Inverdale (a BBC sports commentator), who remarked about the sprinter Christophe Lemaitre: "*It is the hope of marketing that a 'white' athlete can compete like Gay, Bolt, and Powell… that will be a real success*." According to Hylton, the phrase "*real success*" implies several interpretations: a) the significance of "*race*" in sports; b) the notion that certain "*races*" possess inherent abilities in speed racing; and c) the exclusion of "*white*" athletes from this category (eurosport.com, 2014). The concept of "*race*" holds significance as it is often employed to classify individuals. Given that "*race*" is perceived as a concern by broader structural, social, cultural, historical, and economic systems that perpetuate inequality and subordination, issues related to race persist (West, 2001; Hylton and Morpeth, 2012). In contemporary sports, the notion of racism remains prevalent for many, as we have linked certain "*races*" with genetic advantages, as previously noted, and illustrated in the example of the BBC commentator. Daily discussions surrounding "*race*" further entrench the constructed distinctions between social groups, even within educational settings.

When K. Hylton posed the question to his class, "*What is peculiar about this image?*" while displaying a photograph of Kostas Kenteris triumphantly finishing first in a track and field event against athletes of color, the students responded that the peculiarity lay in the fact that a white athlete emerged victorious in this race. Thus, the students attributed certain racial characteristics based on prevailing stereotypes (Murji and Solomos, 2005). This portrayal of Kenteris contradicted the common perception of the supposed "*racial*" superiority of athletes of color. At that moment, the educator's role is to engage critically with the students' attempts to articulate why the image appeared unusual to them and to render their "*familiar*" perceptions strange. Rovegno and Gregg (2007) sought to transform their educational framework regarding the concept of "*race*" so that students could develop a critical viewpoint on the topic, positing that a shift in understanding would arise from profound and critical contemplation of the subject.

3.2 Historical Facts

The annals of sports history have recorded numerous instances of racism in various forms across many sports, including at the collegiate level. In 1931, Eddie Gilbert was denied higher scores in his sport, despite his performance, due to his Aboriginal heritage (Tatz,

1995). The prevailing culture accepted racist taunts as commonplace and legitimate during the early years of Australian federation. This was merely a characteristic of the sport. Racist and exclusionary attitudes have persisted in all sports since that time (McNamara, 2000). Even Michael Long's formal accusation of racial abuse among athletes in 1995 was not made public until he expressed his dissatisfaction with the outcome of the rushed mediation. Several national athletic organizations in Australia have only recently recognized racism as a critical concern. It has been merely five to ten years since this acknowledgment. As a result, numerous sporting codes have implemented a variety of anti-racism initiatives and strategies to tackle the issue (Doug, 2006).

Before the year 2000, African American women were predominantly linked to basketball or track and field, largely due to prevailing stereotypes and discrimination within the sports community. Throughout the evolution of sports, numerous individuals have suffered from racism rooted in their race, ethnicity, or gender. For example, Asians and Latinos have often been prompted to confront the ramifications of racism in American sports. When Latinos initially entered professional baseball in the United States, they were typically offered contracts with lower pay compared to their white counterparts. Furthermore, Major League Baseball barred African Americans from participation. Although white Latinos were allowed to compete in major league baseball before World War I, they were still subjected to discriminatory stereotypes that depicted them as "*lazy, passive, and inferior,*" along with other forms of prejudice that continued even after World War II (Davis, 1999). The issue of racism in football sparked significant controversy during the 1970s, 1980s, and 1990s, particularly in the UK. In response, sports federations enacted legislation aimed primarily at addressing incidents of racism. The Public Order Act of 1986 stipulates that any individual who intentionally employs derogatory, threatening, or abusive language or actions that cause discomfort to another person may face imprisonment or fines. Additionally, rugby player Anthony Mundine asserted that he left rugby for boxing due to the pervasive racism in New South Wales. He expressed that despite being recognized as one of the league's top performers, he never received the respect he deserved within the organization. Subsequently, he felt that Australia's national anthem did not adequately represent Black individuals, who continue to endure injustice, leading him to refuse to acknowledge it. Consequently, sports federations implemented regulations primarily to address racial incidents in Australia (Fox Sports, 2016).

3.3 Diversity
Even though diversity and educational inclusion are increasingly acknowledged within the educational system, challenges remain in ensuring that children with special educational needs receive adequate support with meaningful learning experiences. To achieve this, it is essential to regard diversity as a strength instead of a weakness. Diversity is present in every community and should be perceived as an opportunity for all students to develop and learn, as noted by authors such as Del Pozo and Escarbajal. Nevertheless, as highlighted by Godfrey (2019), insufficient resources and inadequate

professional training remain significant barriers to effective inclusion. In order to address these challenges and implement teaching strategies that promote safety and confidence among all students, including those with special educational needs, educators must be adequately prepared (Godfrey *et al.*, 2019).

This inclusive perspective is reinforced by the European legal framework concerning legislation. The educational regulations and articles about the Organic Law on Disabilities stipulate that the educational system must be flexible and effective, allowing all students to participate through accessible measures and curriculum adjustments. However, practitioners in the field of physical education still often overlook the importance of incorporating inclusion into their teaching. Enhanced training in inclusivity would not only improve the educational experience for all students but also provide significant benefits to children with special educational needs.

Given that learning is influenced by genetics and individual characteristics, the focus of diversity attention is primarily on the unique attributes of each student (Rodriguez, Civeiro & Navarro, 2017). To fully realize students' potential, diversity should be embraced as an opportunity for growth and education. However, one of the most significant challenges to inclusion is the lack of infrastructure, resources, and professional development for teachers (Godfrey *et al.*, 2019). To reform teaching methodologies for a higher-quality PE experience in which all students participate, it is crucial to have a clear understanding of the concepts of diversity and inclusion. Holmqvist & Lelinge (2020) underscore the importance of professional development and inclusive teaching practices as strategies for enhancing confidence and learning for all individuals. Analytically, it supports legislative initiatives that promote inclusive integration, highlighting the significant contributions that individuals with disabilities make to enhance educational standards. It is essential to underscore the need for a legislative framework that fosters inclusive attention to diversity, ensuring that educators possess the necessary skills (De Trinidad *et al.*, 2018). This concept is further endorsed by Fernandez and de Barros Camargo (2021), who propose that the integration of neuroeducation into physical education (PE) offers a pedagogical approach that enables teachers to identify and address motor and neurological challenges. Consequently, this promotes an inclusive educational system that caters to the diverse needs of students.

3.4 Inclusive Education

Inclusive education is vital in tackling issues related to ethnicity within sports pedagogy. The main goal of inclusive education is to integrate children with special educational needs into mainstream classrooms. However, this often does not require significant modifications to teaching strategies or the culture of the school (Leiva, 2013). Meléndez (2009) and Ocete, Pérez-Tejero & Coterón (2015) have observed that pedagogical training for teachers is essential in fostering an inclusive culture, which is crucial for achieving learning success. To create inclusive activities that make students feel valued and accepted, PE teachers must refine their pedagogical skills (Carter-Thuillier, López & Gallardo, 2017). Research indicates that 63% of students feel that PE activities are not

adequately tailored to their individual abilities, despite 87% of students holding a high regard for their teachers. To effectively manage classroom diversity, educators need to adapt their approaches. Inclusive practices enhance the overall quality of life for all students and positively impact the independence of individuals with disabilities and ethnic minorities (Romero Contreras, García Cedillo, & Fletcher, 2017).

In addition to supporting all students, including those with special needs, inclusive education improves the learning environment by fostering social interaction and mutual respect (Kartasidou *et al.*, 2012). This highlights the importance of a comprehensive understanding of these children's motor development and educational needs for their effective inclusion. Contemporary PE advocates for a more diverse curriculum that recognizes and celebrates various cultural and ethnic traditions, as well as different movement styles. This requires a reevaluation of what is deemed "*success*" in PE and the inclusion of activities relevant to children of color. To achieve true inclusivity in classes, it is essential to adopt teaching methods that honor and celebrate diversity, as well as to transform the perception of acceptable performance standards (Metz, Zander, & Hunger, 2024). Moreover, the mental and emotional health of students of color is profoundly affected when their cultural experiences are not valued. If their gestures and forms of expression are overlooked, they may feel less inclined to participate in PA and experience diminished self-esteem. Additionally, this can lead to a negative association between exercise and feelings of exclusion and rejection, potentially resulting in decreased PA levels (Metz, Zander, & Hunger, 2024).

3.5 Ethnicity and Cultural Barriers

Race, racism, sexism, and discrimination remain persistent issues within the educational sciences, adversely affecting young people's attitudes toward learning in general and PE specifically (Azzarito, 2014). "*Many scholars concur that a new approach to social justice is necessary to tackle the intricate and often concealed forms of inequality present in contemporary schools,*" Azzarito (2014) stated in his research. The concept of social justice is employed to confront issues of racism, discrimination, sexism, disability, and inclusion, recognizing how sports and PE can promote, support, and sustain social equity (European Union, 2013). Through sports, social inclusion can be more readily attained as it fosters equality and the integration of diverse groups (Bailey, 2005). However, how can we advance social justice? The initial step in addressing group inequality is to acknowledge the existence of various national identities within the educational sector and to strive to comprehend the mindset of each identity (Bowleg, 2012). The subsequent step involves ensuring that the perspectives of youth from different ethnicities, genders, and social classes are acknowledged in educational institutions and sports in general, as part of a nurturing educational atmosphere. This approach will cultivate an active learning environment that embraces and honors diversity (Dagkas & Hunter, 2015). Gillborn (2007) further asserts that "*whiteness,*" as he characterizes the demographic of white individuals, is a social and racial construct rather than a cultural element. Individuals of color react by categorizing themselves as marginal and inferior, thereby rejecting the privilege associated with

normalcy. Consequently, "*whiteness*" represents a regulated condition that manifests in both sports and educational settings. In response, individuals of color repudiate the privilege of normality and identify themselves as inferior and marginal. Thus, "*whiteness*" is a systematic phenomenon that persists in educational institutions and athletics (Azzarito *et al.*, 2016). Schools serve as environments where children predominantly originate from a variety of social, cultural, and ethnic backgrounds, and educators must strive to integrate, if not all, then the majority of these students into the social fabric of the school. Specifically, Quarmby and Dagkas (2013) highlight the necessity for physical education teachers to engage more with young individuals and their families to grasp their values and perspectives, thereby preventing inequalities or segregation among students. The phenomenon of immigration is instigating rapid social transformation and has begun to evoke racial sentiments in individuals who were previously non-racist. Schools, which are increasingly called upon to promote positive attitudes towards diversity, are confronted with this challenge. Teachers often lack training in multicultural education. It is thought that educators can promote inclusive attitudes in PE by adapting to the cultural backgrounds of their students to enhance their learning experience. For example, young Muslim women encounter a conflict between the demands of the educational system, particularly in PE, and their cultural and religious identities (Dagkas & Benn, 2006). The authors specifically note that many of these students feel pressured to conform to the expectations of their class, which often overlook their religious and ethnic beliefs. For instance, wearing the hijab can create challenges, as certain PA may be deemed inappropriate or difficult for students who wish to maintain their modesty. This situation creates an environment where students' identities may hinder their ability to participate fully in class.

Culture is understood as a broad concept that includes the knowledge, values, beliefs, and customs developed within a community. Physical culture is a subset of culture that pertains to bodily expression and development (Bunds & Casper, 2018). It encompasses practices related to personal hygiene, nonverbal communication, leisure activities, and body image. It is limiting and disheartening that Western civilization has imposed values that often overlook the contributions of other cultures. The distinct theological, intellectual, and social foundations of this Western cultural framework have influenced the primary physical practices, including sports and gymnastics. Neo-Marxist theorists argue that since bodies and PA are perceived as social assets that reinforce power hierarchies, these practices mirror class inequalities. In essence, the social and PA embedded within each culture's social framework exemplify class distinctions and specific traditions that can vary significantly across different societies, serving as instances of physical culture. Throughout the colonial period, PE was utilized as a tool to reinforce imperial dominance over indigenous populations. Sports, especially those originating in Britain, were employed to cultivate self-discipline among local elites within the British Empire, aligning with the principles of colonial oversight and self-governance. This strategy aimed to assimilate native communities into the British lifestyle and foster respect for authority, always from a standpoint of superiority, by connecting them with

the metropolis through events such as the Empire Games (now known as the Commonwealth Games). In contrast to British sports, gymnastics was used as a disciplined and patriotic instrument in French PE, which was shaped by Jacobin centralism.

Racism was also integrated into PE during French colonization, fueled by pseudoscientific ideas that supported Western dominance. Consequently, a policy of segregation prevented both colonizers and the colonized from participating together. Despite these oppressive practices, some advocates—such as Pierre de Coubertin (1912)—championed sports as a means of managing and disciplining native populations under the guise of preventing sports from taking on a military connotation that could provoke revolts. In summary, PE functioned as a mechanism of power and control during the colonial era, contributing to the formation and maintenance of order within colonial institutions.

3.6 Intercultural Dimension of Physical Education

Multiculturalism within educational environments is frequently viewed as a catalyst for conflict, stemming from cultural disparities and the adverse perceptions surrounding immigration, particularly when linked to poverty and social exclusion. Children hailing from immigrant families often experience cultural dislocation during their integration journey, a challenge that is particularly pronounced for those in the second generation. As these children strive to adapt, they typically face a clash between their familial values and those of the host culture, which can adversely affect their self-esteem. Consequently, intercultural education emerges as a vital tool for mitigating social conflicts. Its objective is to enhance awareness and appreciation of diverse cultures, fostering a deeper understanding of the customs and values of others. This educational approach promotes equality by encouraging students to honor not only their own cultural heritage but also that of their classmates. Establishing relationships that allow all groups to share and celebrate the positive elements of each culture is essential for achieving comprehensive integration, transforming conflict into an opportunity for social and personal development. Social issues within society are intricately linked to physical education; biases against students of color are perpetuated by a dominant curriculum that reflects white cultural values and practices. This form of discrimination is not merely individual but is also embedded within systemic structures (Thorjussen, M., 2020). Such dynamics create an environment where students of color are rendered invisible, and their talents and contributions are undervalued. Examining pertinent materials associated with intercultural phenomena is beneficial, as it encourages reflection on the most effective strategies for implementing intercultural education. Generally, games and sports are the two main areas around which this content is structured.

According to Soviet sociocultural theory, play is essential for assisting children in adapting to their social and cultural environments and preparing them to become active citizens. Elkonin's hypothesis posits that preschoolers' role-playing activities do not develop independently but rather as a consequence of educational influences that lead

them to imitate adult roles (Lopes & Ewellyne Suely de Lima, 2020). Consequently, play allows children to understand the interactions and pursuits that characterize the adult world. Furthermore, play fosters intercultural integration by offering children the opportunity to learn about various cultures through games that are unique to specific regions. This practice promotes the idea of "*interculturalism based on mutual understanding*" and facilitates cultural exchange. Therefore, to assist students in broadening their cultural perspectives and cultivating a shared identity, educators might incorporate traditional games from diverse cultures (e.g., Asian, African, and American). It is important to emphasize that a positive physical education experience is largely shaped by the social connections that students forge through play. When students establish relationships with their peers, they are more likely to engage in PA and feel a greater sense of belonging. Conversely, those lacking these connections may experience feelings of rejection and isolation, which could negatively impact their academic performance and motivation. This finding aligns with recent research indicating that social support systems are crucial for the emotional well-being of youth in educational settings (Culp, J., 2025). Students can draw connections between their own experiences and those of diverse cultures through multicultural games, which promote critical thinking, creativity, and mutual understanding. This pedagogical approach enhances respect and awareness for cultural diversity by advocating social and cultural values, alongside motor skills.

In contemporary society, sports represent a global phenomenon that transcends national borders and offers a platform for embracing various identities, particularly those of racial and ethnic minorities. Sports can reinforce national or regional identity, often fostering nationalism during competitions. They act as a venue for representation and a shared space where individuals from all backgrounds can engage and share narratives across social and political divides. This perspective suggests that sports assist young individuals from ethnic minorities in cultivating their cultural identity and autonomy by nurturing an "*imagined community*" that encourages integration and counters negative stereotypes about them. In educational settings, sports can be utilized to help young people from ethnic minorities acquire independence and responsibility, thereby facilitating their social integration and promoting civic values. However, sports and PE methodologies often advocate for standardization that overlooks cultural differences and promotes a mechanistic view of society, which can hinder this integrative role. Consequently, while sports and PE can aid in the socialization of immigrants in host countries, they may also undermine cultural affirmation by endorsing policies that pursue homogenization.

3.7 Race Construction and Ethnicity

When examining ethnic stereotypes and their connection to the formation of race, it is crucial to emphasize that racial biases often manifest as inflexible generalizations, which reduce individuals to mere traits associated with their respective groups. Katz and Braly (1933) characterized stereotypes as "*inflexible impressions that bear little resemblance to reality*." Since the 1930s, less intrusive methods have been employed in stereotype

research. These contemporary techniques, as highlighted by Dovidio *et al.* (1997), aim to bypass conscious biases by provoking spontaneous responses instead of automatic ones. The concept of race has been the subject of extensive debate. Starting with Linnaeus, who suggested categorizing the human species into six races, and Blumenbach, who classified humans into five racial groups, various scientists have endeavored to create racial classifications that mirror societal perceptions rather than biological realities. Research conducted by UNESCO in 1950, which posited that observable differences are more likely adaptations to climate than indicators of significant genetic differences, effectively discredited the scientific legitimacy of the race concept by the mid-20th century. The strategy to combat racism transitioned from biological racism to cultural racism. Cultural racism emerged in the 1980s as a form of discrimination that utilized culture and customs, rather than biology, to justify claims of superiority. This novel form of racism rendered "*cultural otherness*" an insurmountable barrier (Solomos & Back, 1996).

3.8 Sports and Ethnic Expression

In contemporary society, due to the dynamics of intercultural interaction, sports have become an essential medium for the expression of ethnic identity. This trend allows sports to embody a society's ethnic connections and serve as a means for affirming identity. The term "*ethnic belonging*" is favored over "*race*" to emphasize cultural elements over biological ones. This distinction, however, does not eliminate the social challenges, such as marginalization, that ethnicity can introduce (Hylton, 2010). Furthermore, the connection between ethnicity and sports reveals systemic disparities. For instance, in the United States, African Americans excel in basketball and football, yet they tend to perform poorly in swimming or golf (U.S. Census Bureau, 2011).

While Black communities in the UK take pleasure in playing rugby and football, the distribution of roles in these sports is often influenced by biases that limit role diversity based on ethnicity (Maguire, 1988). This occurrence, referred to as "*stacking,*" demonstrates how ethnic preferences affect role distribution in sports (Eitzen & Yetman, 1982). Conversely, there is a noticeable lack of non-White athletes participating in costly sports such as golf and tennis. The representation and media portrayal of athletic values within a diverse society are shaped by the "*gap*" created by the ongoing dominance of White individuals in American professional sports journalism and administration (Lapchick *et al.*, 2012). Despite significant progress in various domains, the sports industry continues to exhibit and perpetuate ethnically discriminatory practices (Coakley, 2011). Narrative analyses and interviews indicate that young women of color often experience feelings of exclusion and undervaluation in physical education programs. These individuals are typically held to lower expectations and assessed using standards that overlook their physical and cultural competencies. Such experiences can adversely affect their self-esteem and relationship with PA, leading to feelings of isolation and invalidation of their expressive movements (Hill & Azzarito, 2021).

3.9 Stereotypes and Ethnic Identity

Sports culture and media perpetuate the idea that Black individuals are naturally inclined to participate in certain sports, notably basketball and sprinting, as evidenced by research on ethnic identity and stereotypes within athletics. Many young African Americans have developed a "*self-schema*" that predominantly identifies them as athletes due to cultural expectations and imposed stereotypes. This belief has rendered athletics a crucial avenue for social mobility for African Americans, particularly in the United States (Harrison, 1995). The influence of sports on social mobility is analyzed through two perspectives. The first suggests that funding for athletics diminishes educational opportunities and hinders social progress through education (Coleman, 1961). Conversely, the second perspective argues that when combined with education, sports can enhance social mobility, boost academic performance, and foster character development. For young African Americans who leverage athletics to forge a positive identity and achieve social acceptance, sports-related stereotypes are intrinsically connected to ethnic identification and the enhancement of self-esteem. Consequently, the achievements of Black athletes motivate numerous young individuals to pursue athletic careers by reinforcing a collective identity centered on sports (Harrison *et al.*, 2011). Nonetheless, biases affecting the selection of sports are not limited to African American communities; they are also evident in various other ethnic groups. Finally, concerns arise regarding how these stereotypes limit the options available to youth. Their inclinations towards specific sports are shaped by racial stereotypes and societal expectations (Hoberman, 1997). There are apprehensions regarding the widespread nature of these stereotypes and their effects on adolescent development in non-Anglo-Saxon nations, including Italy. The identities and sporting preferences of young individuals are significantly shaped by ethnic stereotypes, with coaches and instructors playing a crucial role in this process. Research indicates that "*coaches may not be impartial when evaluating their athletes' potential by adopting certain ethnic stereotypes*" (Jones & Turner, 2006). For instance, the belief that Black athletes possess "*natural physical advantages*" often confines them to specific sports or occupations. This not only hinders their development but also perpetuates myths regarding racial genetics (Coakley, 2001; Hayes & Sugden, 2012). This situation contributes to the "*self-fulfilling prophecy*," a cycle where the expectations of coaches affect athletes' performances to align with those expectations, thereby reinforcing the initial assumptions. Furthermore, the phenomenon of "*stacking*" in professional sports highlights how athletes are assigned racialized positions based on stereotypes concerning their physical and intellectual capabilities. This often excludes individuals from leadership positions that require "*emotional control*" and "*cognitive skills*" (Eitzen & Yetman, 1982; Maguire, 1988). Despite progress in the inclusion of African American coaches in American sports leagues for basketball and other sports, disparities persist in other areas, such as American football. Sagas and Cunningham (2005) assert that these ongoing disparities in employment and role selection reflect entrenched discriminatory practices rooted in ethnic stereotypes.

3.10 Limitations

This research is constrained by the scarcity of investigations into the impacts of inclusive pedagogy within PE and sports, as well as the lack of longitudinal data. Future studies should employ participatory and longitudinal research methodologies to explore the most effective approaches for eliminating religious and ethnic obstacles in PE.

4. Recommendations

PE educators must comprehend and embrace diversity to facilitate its normalization. Freire (2006) posits that cultivating an educational environment where both teachers and students engage in critical reflection, while considering their identities, is a viable approach to assist students in their journey toward freedom. Establishing a robust communication channel between schools and families is crucial, enabling parents and educators to recognize the various identities present, thereby facilitating positive transformation. Enhancing awareness regarding the integration of diverse social groups should be integral to the education and training of PE instructors and coaches. To develop effective teaching methodologies, it is essential to understand the myriad social identities and the influence of PE and sports practices on them. Coubertin, shaped by the idealistic views of his era, asserted that *"asking individuals to love one another is naive; however, requesting them to respect one another is not a utopia, provided they are acquainted with each other."* This acquaintance can be fostered through sports. Sports serve not only as the most accessible, rapid, and effective means of shaping individuals but also as a direct conduit for communication, understanding, and peace among people. In contemporary schools, the issue of racism persists, as it is important to remember that children are genuine in their expressions, often articulating their thoughts without filters. Sports in general and sports pedagogy specifically offer a platform that can mitigate social inequalities and can be utilized as a tool for the integration of diverse nationalities. It would be beneficial to provide training for PE educators and coaches in intercultural education, as an athlete sharing the same nationality and ethnicity as the coach may require a distinct approach, such as that needed for a Jewish athlete from Israel. Ultimately, the essential aspect is to enhance our understanding of individuals and different races, facilitating a more approachable interaction that can lead to favorable outcomes.

The persistence of racial stereotypes represents a significant obstacle to fulfilling the educational role of sports. These ingrained beliefs adversely affect the training and development of athletes within the sports arena, particularly influencing the roles of coaches. Due to misguided assumptions and psychological phenomena such as self-fulfilling prophecies, coaches often categorize athletes based on their ethnic backgrounds rather than acknowledging their distinctiveness and potential. Moreover, stereotypes hinder the ability of young individuals to explore and establish their identities by shaping their preferences in sports. These preconceived ideas not only affect athletes' training and development but also significantly impact coaches' responsibilities. Coaches frequently perceive players through the lens of specific ethnic identities, neglecting their

individuality and capabilities due to flawed beliefs and psychological mechanisms like self-fulfilling prophecies. Additionally, stereotypes constrain the freedom of young people to define their identities by influencing their sports selections. The repercussions of these biases extend beyond personal decisions. Coaches simplify athletic performance‒ a complex human endeavor influenced by numerous factors‒into a mere collection of biological and genetic traits linked to the outdated concept of 'race.' Research in sociology and pedagogy (Carlston, 1983; Coakley, 2011; May, 2009) indicates that social, historical, and cultural elements exert a more substantial influence on athletic performance than biological factors. This underscores the urgent need for initiatives aimed at eliminating stereotypes in sports.

Educational interventions are crucial in the fight against racial stereotypes in sports. Merely acknowledging the problem is inadequate; it necessitates decisive and well-planned actions. Given that their roles significantly influence the development and opportunities of athletes, coaches need to receive training aimed at recognizing and addressing these misconceptions as educational facilitators. The primary objective of this training should be to enable participants to comprehend that "*race*" is a socially constructed concept, with prejudice and discrimination serving as the fundamental causes of numerous occurrences often misattributed to biological variances (Hoberman, 1997; Maguire, 1999). Intervention strategies must focus on mitigating the impact of stereotypes through educational initiatives specifically tailored for coaches. Such initiatives should encompass workshops, seminars, and events designed to enhance awareness and cultivate intercultural educational competencies. These programs equip coaches with both theoretical knowledge and practical skills necessary to engage with diversity in a manner that is inclusive and respectful. Continuous and proactive sports interventions are imperative. Key actions include:

1) **Awareness and intercultural training:** Organize seminars aimed at educating coaches about the effects of prejudices on athletes' development and performance. These sessions should utilize case studies and real-life examples to underscore the risks associated with stereotyping.
2) **Reviewing coach training programs:** Integrate topics on inclusivity, cultural diversity, and critical pedagogy into the curriculum for sports coaches.
3) **Encouraging self-reflection:** Inspire coaches to reflect on their own beliefs and attitudes regarding diversity. Acknowledging and addressing unconscious biases necessitates a process of self-examination.
4) **Monitoring and assessment:** Establish mechanisms to track the outcomes of interventions and adjust strategies as needed. This includes assessing changes in coaching practices and the athletic environment.

5. Conclusion

The findings of the review indicate that preconceptions and ethnicity significantly affect children's engagement and enjoyment in PE. To create an equitable learning

environment, it is essential to adopt pedagogical strategies that are attuned to cultural and ethnic variances. Contemporary societies are shaped by globalization processes, which directly influence and substantially modify the social dynamics and interactions within nations. The remarkable and rapid advancement of communication processes, migration, and market expansion has enhanced opportunities for interaction among diverse cultural identities. Consequently, globalization challenges the boundaries of developing multicultural societies. There exists a tangible risk that these processes may intensify miscommunications, ethnic stereotypes, and disparities among individuals, potentially undermining interpersonal relationships. Stereotypes are problematic as they can engender bias, discrimination, and intolerance, thereby hindering the evolution of a mature intercultural dialogue. To address this challenge, it is imperative to devise strategies that enable society to effectively navigate significant social transformations. Achieving intercultural communication necessitates the ability to reassess one's worldview, cultivate relationships with individuals from varied cultural backgrounds, and recognize that diversity enriches society, with each individual possessing unique values. Given the inherently multicultural context in which sports professionals operate, the sports industry−a crucial component of globalized society−must rise to this challenge. Our research findings have revealed the presence of ethnic stereotypes within the examined sports environment. Numerous international studies have demonstrated the considerable impact of these stereotypes on athletes' performance. Therefore, there is a risk that the sports industry may inadvertently contribute to the reinforcement of prejudice, intolerance, and miscommunication among different ethnic groups. PE and sports must possess the capability to strategically plan in order to promote diversity and foster social and global harmony.

Conflict of Interest Statement

The author declares no conflicts of interest.

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