

**EUROPEAN HANDBOOK FOR GENDER
EQUALITY, EQUITY, INCLUSION IN SPORT:
A PERSPECTIVE THROUGH THE ERASMUS
+ WOMEN-UP PROJECT**

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CHAPTER 5: GENDER DISCRIMINATION IN THE MEDIA

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1. INTRODUCTION

Gender discrimination in the media is a pervasive and multifaceted issue, characterized by prejudiced treatment or portrayal of individuals based on their gender across various media platforms (Campbell et al., 2020). This discriminatory practice manifests through gendered stereotypes and biases in media content, perpetuating harmful norms about gender roles (Collins, 2011). Particularly in sports media, such stereotypes often take the form of disparate coverage between male and female athletes (Fink, 2015), objectification of female athletes (Daniels & LaVoi, 2013), and stereotypical portrayal of female coaches (Trolan, 2013). Moreover, an unequal representation of genders in media roles and decision-making positions further fuels this issue, with men continuing to dominate influential roles in the media industry (Smith et al., 2020).

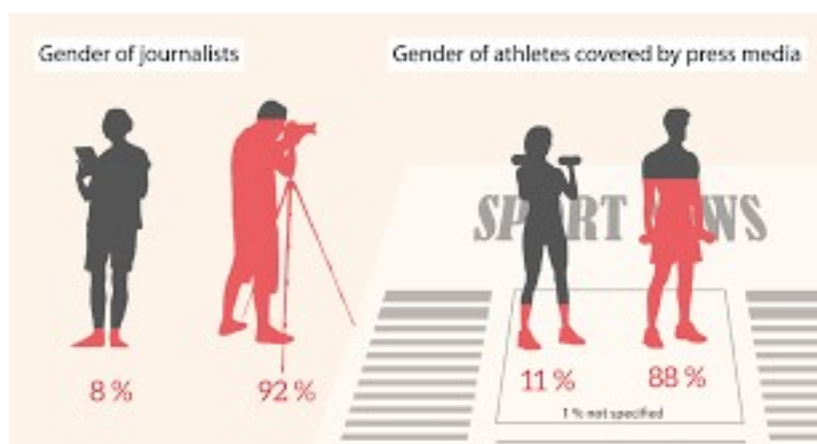


Figure 3 – The European Parliament-European Union position on gender discrimination in the media.

Source: European Parliament-European Union.

The issue of gender discrimination in the media has deep historical roots. In the early years of mass media, women were predominantly portrayed in stereotypical roles tied to domesticity and motherhood, while men were portrayed as leaders and decision-makers, including in sports where they were often depicted as more skilled and competent (Gerbner et al., 1980). These depictions reflected societal norms of the time but also served to reinforce them, creating a feedback loop between media and societal attitudes (Tuchman, 1978). Over time, as gender roles have evolved and women's rights movements have gained traction, media portrayals have also seen changes (Glascock, 2001). However, gender discrimination remains a significant issue, particularly in sports media.

Numerous research has been conducted on gender discrimination in the media. Scholars such as Tuchman (1978) and Collins (2011) have extensively analyzed the gendered stereotypes prevalent in media content. More recent research, such as the Geena Davis Institute's studies on gender disparity in film and television, have illuminated the persistent underrepresentation and sexualization of women in media. In

sports media, studies have highlighted how male athletes receive significantly more coverage than female athletes, and female athletes are often portrayed in stereotyped and sexualized ways. The Global Media Monitoring Project (GMMP), the world's longest-running research on gender in the media, continues to provide valuable insights into gender disparities in global media, including sports.



Figure 4 – At the University of Southern California, Male student-athletes have more coverage in the media than their female counterparts.

Source: USC News - University of Southern California.

Gender discrimination in the media holds significant societal implications. Media shapes societal norms and attitudes, and discriminatory portrayals can perpetuate harmful stereotypes and biases (Gerbner et al., 1980). This is evident in sports media, where representations influence societal norms and expectations about gender roles in sports, often reinforcing the notion that sports are a male domain (Trolan, 2013). Moreover, unequal gender representation in media decision-making roles leads to a lack of diverse perspectives, affecting the quality and inclusivity of media content (Smith et al., 2020). The topic's relevance extends beyond the media industry, influencing societal perceptions of gender roles, and impacting the broader struggle for gender equality (Hobbs, 2011).

One current trend is the increasing scrutiny of gender representation in digital media, particularly on social media platforms and in video games (Fox & Tang, 2017). Emerging issues include the representation and treatment of non-binary and transgender individuals in the media (Hobbs, 2011). The #MeToo movement has also sparked global conversations about sexual harassment and gender inequality in various industries, including media (Jane, 2014).

In sports media, efforts are underway to promote gender equity, such as increasing the representation of women and promoting positive portrayals of female athletes and coaches (Fink, 2015). The inclusion of this topic in the handbook aligns with our goal to promote a comprehensive understanding of media's role in society (Hobbs, 2011). Examining gender discrimination in the media allows us to critically engage with the media we consume, understand its societal implications, and push for more equitable and inclusive media practices (Geena Davis Institute on Gender in Media, n.d.).

Gender discrimination in the media connects to broader social issues such as gender equality, representation, and diversity. It intersects with areas like sociology, psychology, and cultural studies, as media representations can influence societal attitudes, individual self-perceptions, and cultural norms around gender (Bem, 1981). The media's role in constructing and disseminating gender norms is also a central concern in cultural studies (Krippendorff, 2004). From a psychological perspective, media images and narratives about gender can influence individual attitudes, beliefs, and behaviors (Eisend, 2010).

The issue ties into broader discourses on representation and diversity. As societies become increasingly diverse, the need for media that reflects and respects this diversity becomes ever more pressing (Ward, 2016). The topic of gender discrimination in the media is relevant not only to media professionals but to all media consumers, educators, policymakers, specifically in the sporting fraternity, and anyone interested in gender equality and social justice (World Association for Christian Communication, 2020). By critically examining gender discrimination in the media, we can better understand the media's role in perpetuating gender inequalities and the power of media to either uphold or challenge societal norms (Fredrickson & Roberts, 1997). This understanding can, in turn, inform our media consumption habits and our advocacy for more inclusive, equitable media practices (Hardin & Greer, 2009). Moreover, given the pervasiveness and influence of media in our lives, this topic has wide-ranging implications (Women's Media Center, n.d.).

2. SCIENTIFIC BACKGROUND

Gender discrimination in the media, and specifically in sports media, is a complex issue that intersects with numerous academic disciplines, namely sociology, psychology, and media studies (Campbell et al., 2020). These disciplines offer several theories and concepts that provide insight into how media portrayals of gender affect audience perceptions and behaviors, thereby contributing to gender inequality in society, including the realm of sports.

Sociology's 'gender roles theory' elucidates how societal norms of gender behavior are mirrored and reinforced in media, leading to unequal gender representation in sports (Collins, 2011). Concurrently, psychology's 'gender schema theory' and 'social cognitive theory' expound on the cognitive processes shaping audience perceptions and behaviors, suggesting that gender-based categorizations and observational learning can lead to internalizing skewed media portrayals (Bem, 1981). Moreover, media studies concepts such as 'media representation' and 'media effects' underline the significant influence of media content on audience perceptions, with 'cultivation theory' highlighting the potential for distorted realities through prolonged exposure to certain portrayals (Krippendorff, 2004).

In the context of sports media, these theories and concepts provide a holistic understanding of gender discrimination. They demonstrate the interplay between societal norms, cognitive processes, and media influence (Gluscock, 2001). Gender schema theory, cultivation theory, and objectification theory are central to understanding gender discrimination in sports media. These theories explain how media portrayals of male and female athletes and coaches can shape societal norms and expectations about gender roles in sports (Fredrickson & Roberts, 1997). They also highlight how these portrayals can discourage women and girls from participating in sports and limit their interest in sports (LaVoi, 2016; Norman, 2010).

By drawing on these theories and concepts from sociology, psychology, and media studies, we can gain a deeper understanding of the mechanisms behind gender discrimination in sports media. This understanding enables us to critically analyze media content, challenge harmful stereotypes, and advocate for more inclusive and equitable portrayals of gender in sports (Bruce, 2016). It also informs efforts to promote gender equality in sports and create a more inclusive sporting environment for all individuals, regardless of their gender (Daniels & LaVoi, 2013).

2.1. Historical development

Gender discrimination in sports media has historically involved the underrepresentation and stereotyping of female athletes and coaches (Trolan, 2013). Societal norms and expectations have influenced the media landscape, perpetuating gender inequalities and reinforcing traditional gender roles (Gerbner et al., 1980). Despite efforts to promote gender equity, disparities persist, with women athletes receiving less coverage and recognition compared to their male counterparts (Fink, 2015). Female athletes are often objectified, and their athletic achievements are overshadowed by discussions of their appearance (Eisend, 2010). Female coaches also face unique challenges, being underrepresented and subjected to negative stereotypes (Daniels & LaVoi, 2013). Addressing gender discrimination in sports media requires challenging stereotypes, increasing women's representation, promoting equitable portrayals, and fostering media literacy (Hardin & Greer, 2009; Hobbs, 2011). By striving for inclusivity and representation, we can work towards a fairer media landscape that supports gender equality in sports and challenges harmful gender norms in society.

2.2. Fundamental principles

Key principles relevant to gender discrimination in sports media encompass socialization, stereotype formation and reinforcement, and the impact of media consumption on perception and behavior (Hardin & Greer, 2009; Fink, 2015). Socialization refers to how individuals acquire societal norms and values regarding gender and sports, shaping their beliefs and behaviors (Trolan, 2013). Stereotype formation and reinforcement explore how stereotypes about male and female athletes and coaches are established and sustained, influencing perceptions of their abilities and roles (Daniels & LaVoi, 2013). Media consumption plays a pivotal role in shaping individuals' attitudes toward gender and sports, as media portrayals of athletes and coaches can shape viewers' perceptions, beliefs, and behaviors (Eisend, 2010). Understanding these principles provides insight into the complex dynamics of gender discrimination in sports media and highlights the role of socialization, stereotype formation, and media influence in perpetuating or challenging gender biases in sports media.

2.3. Core terminology and definitions

Sexism and misogyny are pervasive forms of gender discrimination observed in sports media (Kian, 2014; Cooky et al., 2013). Female athletes often face biased coverage, receiving less attention and recognition compared to their male counterparts (Cooky et al., 2013; Billings et al., 2015). Objectification of female athletes, focusing on their physical appearance rather than their skills and achievements, further contributes to gender inequality (Dworkin & Messner, 2018; Kane et al., 2013). Representation and diversity are crucial aspects of addressing gender discrimination in sports media, as they involve the fair and accurate portrayal of male and female athletes and the inclusion of diverse genders in sports coverage (Billings et al., 2015; Hargreaves, 2012). Stereotyping, on the other hand, perpetuates biased and generalized perceptions of genders in sports, reinforcing discriminatory practices (Kian, 2014; Messner et al., 1993). Recognizing and challenging these forms of gender discrimination is essential to promote equality and fairness in sports media (Hargreaves, 2012; Kian, 2014).

2.4. Supporting research and studies

Research in sports media has consistently revealed the presence of gender biases and stereotypes (Cooky et al., 2015; Messner et al., 2018). Disparate coverage between male and female athletes, with male athletes receiving more attention, is a common occurrence (Billings et al., 2008; Cooky et al., 2015). Additionally, female athletes are often objectified, with their physical appearance or personal lives receiving more focus than their athletic abilities (Kane et al., 2019; Messner et al., 2018). These biased portrayals have a significant impact on public perception and participation in sports (Billings et al., 2008; Hargreaves, 2012). They reinforce the notion that sports are a male domain, discouraging women and girls from engaging in sports and limiting their interest (Kian, 2019; Messner et al., 2018). Challenging these biases and promoting equitable representation of female athletes is crucial to inspire more women and girls to participate in sports and challenge traditional gender norms in sports media (Kian, 2019; Trolan, 2015).

2.5. Current state of knowledge

Current knowledge recognizes the persistent presence of gender discrimination in sports media and its detrimental effects on gender equality in sports (Billings et al., 2008; Cooky et al., 2015). Efforts are being made to address this issue by promoting gender equity in sports media coverage (Hargreaves, 2012; Trolan, 2015). Strategies include increasing the representation of women in sports media, both in terms of coverage and decision-making roles (Billings et al., 2008; Kian, 2019), and fostering positive and empowering portrayals of female athletes and coaches (Kian, 2019; Messner et al., 2018). By challenging gender biases and stereotypes, the aim is to create a more inclusive and equitable sports media landscape that promotes gender equality and provides opportunities for all athletes and coaches, regardless of their gender (Kian, 2019; Trolan, 2015).

2.6. Interdisciplinary connections

The study of gender discrimination in sports media is a multidisciplinary field that encompasses various disciplines (Billings et al., 2008; Hargreaves, 2012; Trolan, 2015). Sociology contributes to the understanding of gender roles in sports and the socialization processes that shape these roles (Billings et al., 2008; Hargreaves, 2012). Psychology examines the impact of media portrayals on individuals' attitudes and beliefs about sports (Cooky et al., 2015; Kian, 2019), while communication studies explore the effects

of media on perceptions of gender in the context of sports (Trolan, 2015; Messner et al., 2018). By drawing from these disciplines, researchers can gain a comprehensive understanding of the complex dynamics of gender discrimination in sports media and develop strategies to promote gender equity and challenge stereotypes in sports coverage (Billings et al., 2008; Kian, 2019; Trolan, 2015).

2.7. Key assumptions, models and experimental techniques

In the field of gender discrimination in sports media, models and assumptions revolve around the process of media consumption and its impact on audiences (Billings et al., 2008; Messner et al., 2018). The cultivation theory, for example, posits that prolonged exposure to media can shape viewers' perceptions of social reality, including gender norms in sports (Billings et al., 2008). This theory suggests that the consistent portrayal of gender stereotypes and biases in sports media can influence how individuals perceive and understand gender roles within the sports context (Messner et al., 2018). By recognizing the influence of media consumption on audience attitudes and beliefs, researchers and practitioners can better address gender discrimination and work towards promoting more equitable and inclusive sports media representations (Billings et al., 2008; Messner et al., 2018).

Research methods used in this field include content analysis to quantify representation and bias in sports media content, surveys and experiments to investigate the impact of sports media exposure on audiences, and qualitative methods like interviews or focus groups to capture more nuanced experiences and perceptions of gender in sports media (Billings et al., 2008; Kian, 2019; Trolan, 2015). These research methods help shed light on the prevalence and effects of gender discrimination in sports media, allowing for a deeper understanding of its impact and the development of targeted interventions and strategies for change.

3. TECHNICAL INFORMATION

The study of gender discrimination in sports media utilizes various methodologies, including content analysis, experimental and survey research designs, and qualitative methods like interviews and focus groups (Billings et al., 2008; Kian, 2019; Trolan, 2015). Content analysis allows researchers to quantify gender representation and stereotypes in media, providing quantitative data for analysis. Experimental designs establish causal relationships between media exposure and audience responses, while surveys gather self-reported data on media perceptions. Qualitative methods offer in-depth insights into individual experiences and interpretations. By employing these diverse approaches, researchers can gain a comprehensive understanding of gender discrimination in sports media, identify patterns, and develop interventions to promote inclusivity and equity in sports media representations.

3.1. Methodologies and procedures

1. **Content Analysis:** This method is commonly used to systematically analyze and quantify media content, such as television programs, advertisements, or news articles. Researchers can establish coding schemes to categorize and quantify gender representation, stereotypes, and other relevant factors (Krippendorff, 2018).
2. **Experimental and Survey Research:** Researchers employ experimental and survey designs to examine the impact of media exposure on audience attitudes, beliefs, and behaviors. Experimental designs can establish causal relationships, while surveys gather self-reported data to understand the relationship between media exposure and perceptions (Ward, 2016).
3. **Qualitative Methods:** Interviews, focus groups, or ethnographic studies can provide in-depth insights into audience experiences and perceptions. These methods are particularly useful for understanding nuanced and context-specific aspects of media consumption and gender discrimination (Altheide & Schneider, 2013).

3.2. Data analysis and interpretation

Statistical techniques, such as regression analysis, chi-square tests, or t-tests, can be used to analyze quantitative data collected through content analysis or surveys. Qualitative data from interviews or focus groups can be analyzed using thematic analysis, grounded theory, or discourse analysis (Braun & Clarke, 2006).

3.3. Case studies or examples

In a landmark study conducted by the Geena Davis Institute on Gender in Media, researchers used content analysis to examine the representation of gender in top-grossing films. The study revealed significant gender disparities, with male characters outnumbering females nearly two to one. Furthermore, female characters were more likely to be sexualized than their male counterparts, reinforcing gender stereotypes and objectification. This research not only exposes discriminatory portrayals but also highlights the potential for such portrayals to shape societal perceptions of gender roles (Smith et al., 2020).

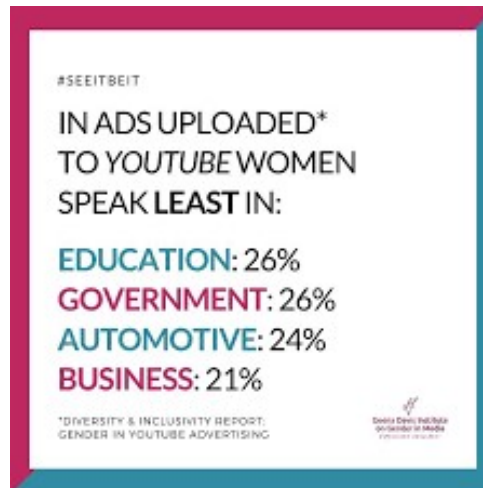


Figure 5 –Gender-related media

discrimination. Source: Geena Davis Institute.

3.4. Terminology and definitions

- Content Analysis: A research method used to identify and quantify patterns in media content.
- Coding Scheme: A set of guidelines for categorizing elements in a content analysis.
- Inter-coder Reliability: A measure of agreement among multiple coders in a content analysis, ensuring consistent application of the coding scheme.
- Chi-square Test: A statistical test used to determine if there is a significant association between two categorical variables.
- Regression Analysis: A statistical method used to examine the relationship between one dependent variable and one or more independent variables.
- Thematic Analysis: A qualitative method used for identifying, analyzing, and reporting patterns (themes) within data.
- Media Literacy: The ability to access, analyze, evaluate, and create media in a variety of forms.

3.5. References to research and studies

The Geena Davis Institute's research and the Women's Media Center's annual reports have significantly contributed to our understanding of gender discrimination in the media. These studies, among others, have documented the prevalence of gender biases and stereotypes, as well as the underrepresentation and marginalization of women and gender-diverse individuals in the media (Smith et al., 2020; Women's Media Center, 2021).

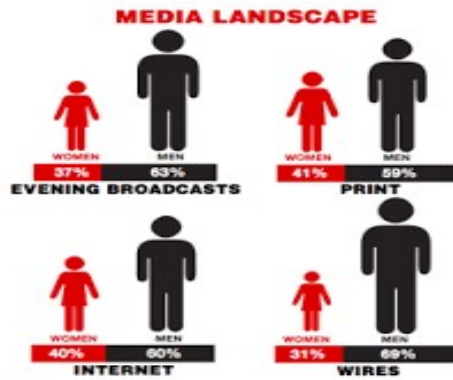


Figure 6 - The Geena Davis Institute's position on gender related media discrimination

Emerging trends include the increasing focus on representation of non-binary and transgender individuals, the use of computational methods for large-scale content analysis, and the development of media literacy interventions that incorporate critical thinking about gender stereotypes.

3.6. Limitations and cross-references

Key challenges include the subjective nature of content analysis, the difficulties in establishing causal relationships between media consumption and audience attitudes, and the complexities in changing deeply entrenched gender biases and stereotypes in the media industry. This technical information ties in with the earlier sections on the definition and scientific background of gender discrimination in the media, and sets the stage for the following section on pedagogical guidance.

4. PEDAGOGICAL GUIDANCE

The topic of gender discrimination in media can be effectively taught using a variety of methods. These can include lectures to provide foundational knowledge, interactive discussions to explore different perspectives, and case studies to examine real-world instances of gender discrimination. Media literacy workshops can be valuable for teaching students to critically analyze media content and understand its societal implications (Hobbs, 2011).

When addressing gender discrimination in sports media, educators can employ various teaching methods to enhance student understanding. Lectures can provide foundational knowledge about the prevalence and manifestations of gender stereotypes in sports media. Interactive discussions can encourage students to explore different perspectives and critically analyze media portrayals of male and female athletes. Case studies can be utilized to examine real-world examples of gender discrimination in sports media and stimulate discussion. Media literacy workshops are valuable for teaching students to critically analyze sports media content and understand its societal implications (Hobbs, 2011).

4.1. Learning objectives

The learning objectives for teaching about gender discrimination in sports media can include:

1. Understanding the concept of gender discrimination and its specific manifestations in sports media.
2. Identifying and analyzing examples of gender bias and stereotypes in sports media coverage.
3. Comprehending the impact of media representation on public perception and participation in sports.
4. Applying media literacy skills to critically evaluate and challenge gender bias and stereotypes in sports media.

4.2. Educational resources

Some valuable resources for teaching this topic include:

1. "Gender in Media: The Myths & Facts" by the Geena Davis Institute on Gender in Media. This resource provides an overview of key statistics on gender representation in media.
2. "Miss Representation" and "The Mask You Live In" are documentaries that explore how gender stereotypes in media affect women and men, respectively.
3. Documentaries or films that explore gender discrimination in sports media, such as "Playing Unfair: The Media Image of the Female Athlete" or "The Mask You Live In" (focused on male athletes).
4. Relevant academic literature and textbooks that address gender discrimination and media representation in sports, such as "Gender and Sport: A Reader" edited by Sheila Scraton and Anne Flintoff.
5. "Media Literacy and Culture" (Campbell, Martin, & Fabos, 2020) is a comprehensive textbook that includes sections on gender and media.

4.3. Additional materials

Access to a range of sports media content, including sports broadcasts, news articles, and social media platforms, is essential for analysis activities. Media literacy resources specific to sports media, such as guidelines for critically evaluating sports coverage, can also be beneficial. Also, critically analyzing diverse media content (films, TV shows, video games, and social media platforms) will be crucial for analysis activities. Media literacy resources, such as the "Media Literacy Educator Certification" by KQED, can also be valuable.

4.4. Case studies or examples

Using real-life case studies, educators can explore specific instances of gender bias and stereotypes in sports media coverage. These case studies can focus on topics like disparate coverage between male and female athletes, objectification of female athletes, or negative portrayals of female coaches. Through analysis and discussion, students can gain a deeper understanding of the impact of gender discrimination in sports media. For instance, Real-life case studies can be drawn from the research by organizations such as the Geena Davis Institute on Gender in Media or the Women's Media Center. These studies provide real-world examples of gender discrimination in the media.

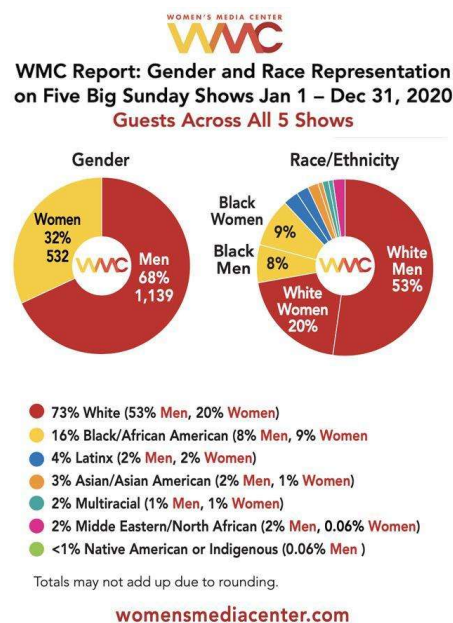


Figure 7: The Women's Media Center's position on gender-related media discrimination

4.5. Assessment and evaluation

To assess student understanding, educators can employ various assessment methods. These may include written assignments, presentations, or debates where students analyze and critique sports media coverage for gender bias and stereotypes. Performance-based assessments, such as creating alternative sports media content that challenges gender discrimination, can provide opportunities for creativity and application of knowledge. In addition, one can assess learners' understanding through written assignments, presentations, and debates where they analyze media content for gender representation. For more comprehensive evaluation, consider a project where students create their own media content that addresses the issues of gender discrimination they've studied.

4.6. Exercises or activities

Consider exercises like group discussions, where students analyze gender representation in selected media content. Hands-on activities could include creating media content that challenges gender stereotypes. students in group discussions where they analyze and compare sports media coverage of male and female athletes, identifying instances of bias and stereotypes. Hands-on activities could involve creating alternative sports media content, such as writing articles or producing videos that promote gender equity and challenge stereotypes in sports media.

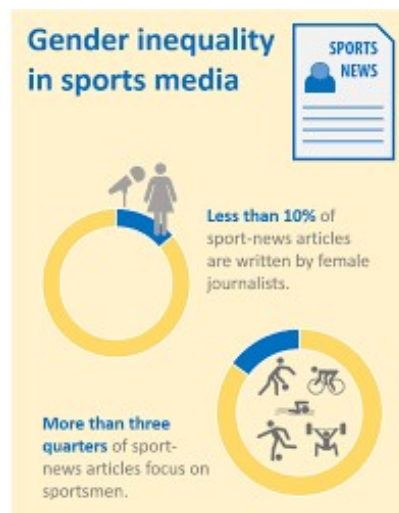


Figure 8: The Council of Europe-European Union: More than three-quarters of sports news articles focus on sportsmen.

4.7. Interactive tools or technologies

Online platforms like Padlet or discussion forums can facilitate interactive discussions and sharing of sports media examples. Multimedia tools like video editing software or graphic design applications can be used by students to create their own sports media content that challenges gender discrimination and promotes gender equity in sports. Moreso, platforms like Kahoot! or Quizlet can be used to create interactive quizzes on the topic. Online forums or social media platforms can be used to facilitate discussions and sharing of media examples. Tools like Canva or Adobe Spark can be used for creating media content that challenges gender stereotypes.

5. CONCLUSIONS

In conclusion, the analysis of gender discrimination in sports media reveals the pervasive nature of gender stereotypes, which manifest in several ways (Billings et al., 2008; Kian, 2019; Trolan, 2015). Disparate coverage between male and female athletes, where male athletes receive more attention and portrayals emphasizing their skill and athleticism, perpetuates the notion of sports as a male domain (Billings et al., 2008; Kian, 2019). Conversely, female athletes often face objectification, with their physical appearance and personal lives taking precedence over their athletic abilities (Billings et al., 2008; Trolan, 2015).

Furthermore, female coaches are consistently underrepresented in sports media, and when portrayed, they are often subjected to negative stereotypes that question their competence and leadership abilities (Trolan, 2015). These stereotypes create barriers for women in coaching positions, limiting their opportunities for career advancement and perpetuating the underrepresentation of women in coaching roles within sports.

The impact of media representation on public perception and participation in sports is significant. Media portrayals shape societal norms and expectations, and the reinforcement of traditional gender roles in sports media can discourage women and girls from participating in sports and limit their interest (Billings et al., 2008; Kian, 2019). Conversely, positive and equitable representation of female athletes can challenge gender norms, inspire participation, and contribute to more inclusive and diverse sports environments (Billings et al., 2008; Kian, 2019).

Promoting gender equity in sports media coverage requires a multifaceted approach. Increasing the representation of women in sports media, both in terms of coverage and decision-making roles, is crucial for fostering greater visibility and diverse perspectives (Billings et al., 2008). Additionally, promoting positive portrayals that highlight the skill and athleticism of female athletes and coaches, rather than focusing on their appearance or personal lives, can help challenge stereotypes and reshape public perceptions (Kian, 2019).

Media literacy programs play a vital role in addressing gender discrimination in sports media. By equipping consumers with the skills to critically analyze media content, challenge gender bias, and recognize stereotypes, individuals can become more informed and discerning media consumers (Kian, 2019; Trolan, 2015). These programs empower individuals to actively engage with media, question societal norms, and contribute to dismantling gender discrimination in sports media.

In conclusion, the analysis of gender discrimination in sports media emphasizes the importance of creating a more equitable and inclusive media landscape (Billings et al., 2008). By challenging gender stereotypes, increasing representation, promoting positive portrayals, and fostering media literacy, we can work towards a society where sports media reflects the diversity and talents of athletes, regardless of their gender, and contributes to gender equality in the realm of sports.

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7. ASSESSMENT QUESTIONS

1. What is one form of gender discrimination in sports media?

- a) **Disparate coverage between male and female athletes**
- b) Equal representation of genders in media roles
- c) Emphasis on female athletes' skill and athleticism
- d) Equal portrayal of male and female coaches

2. How do gender stereotypes manifest in sports media?

- a) Objectification of male athletes' physical appearance
- b) Equal emphasis on male and female athletes' personal lives
- c) **Negative portrayal of female coaches' competence and leadership abilities**
- d) Equal coverage and representation of male and female athletes

3. Which academic disciplines provide insights into the issue of gender discrimination in sports media?

- a) **Sociology, psychology, and media studies**
- b) Anthropology, economics, and political science

- c) Biology, chemistry, and physics
- d) Literature, history, and philosophy

4. What is the role of media literacy workshops in addressing gender discrimination in sports media?

- a) To teach students about the prevalence of gender discrimination in sports media
- b) To provide foundational knowledge about different academic disciplines
- c) To encourage students to critically analyze media content and understand its societal implications**
- d) To promote physical fitness and participation in sports among students

5. What are the consequences of gender discrimination in sports media?

- a) Increased opportunities for women in coaching positions
- b) Equal coverage and representation of male and female athletes
- c) Reinforcement of the notion of sports as a male domain**
- d) Balanced portrayal of male and female athletes' physical appearance