

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

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## CHAPTER 6: EDUCATION, GENDER, AND SPORTS

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### 1. INTRODUCTION

Physical activity is beneficial at any age and is especially important at growing ages because it influenced different aspects of a person's development and health promotion from a holistic point of view, addressing mental, social, and physical health (O'Donovan et al., 2010; Peral-Suárez et al., 2020).

However, recent studies indicate that, worldwide, more than 80% of schoolchildren aged 11-17 years do not meet daily physical activity recommendations (Guthold et al., 2020). The causes that could lead to the decrease in sports practice and the decrease in adherence to healthy habits are multifactorial in origin (Mateo-Orcajada et al., 2023). Moreover, exercise and sports practice tends to be different between boys and girls, being less frequent and intense in the case of girls (Peral-Suárez et al., 2020). This could be since females tend to have both internal and external social sources of a lower perception of competence in physical activity, an issue related to the fact that attributes that help to increase competence in sport, such as speed and strength, have been frequently associated with masculine stereotypes (Murillo et al., 2014). In addition, there are personal factors related to gender that determine sport participation (Klomsten et al., 2005). In this sense, there are several studies that highlight the gender stereotypes of adolescents as one of the most influential factors when selecting the sport modality to practice (Plaza et al., 2017). These gender stereotypes are integrated from childhood and result in the conception that there are male and female sports (Mateo-Orcajada, Abenza-Cano, et al., 2021a).

Regarding the differences identified, and to reduce inequalities in sports, it is necessary to analyze their origins. However, as a result of the belief that there are sports disciplines because their characteristics are eminently masculine, male hegemony is still present in sports, albeit in a more subtle way (Fink, 2008). However, in recent years a change in that trend can be observed, as the integration of women in sports has been progressing over the decades. This slow progress in the incorporation of women in the sports environment can be related to the social equality that has been achieved (Mateo-Orcajada, Abenza-Cano, et al., 2021a). Nevertheless, despite the progress identified, women find it more difficult to be accepted in sports, especially in leadership positions (Fowlie et al., 2021). This continues to affect all levels, not only among female athletes but also in the composition of coaching and management bodies (Hoeber, 2008). However, over time and as society has evolved, barriers to women's participation in sports have been overcome (Fowlie et al., 2021) and sports that had classically been considered masculine are now considered neutral (Mateo-Orcajada, Abenza-Cano, et al., 2021a).

In the search for real gender equality in sports, education is one of the most influential tools that can be used, supported by its promotion through educational laws. The EU has created regulations citing the

promotion of gender equality and equity in sports. In different countries there are specific laws that support the promotion of equality and equity from the educational centers, mentioning the importance of education for young people and society, as it allows them to develop their maximum capacities and build their personality. This legislative frame also mentions on numerous occasions the importance of gender equality through coeducation and the promotion of effective equality of women and men at all stages of learning. But gender stereotypes are still present, she points out (Mateo-Orcajada, Abenza-Cano, et al., 2021b). Therefore, barriers to participation in physical activity and sports for adolescents should be addressed (Fowlie et al., 2021) to make sports organizations accessible, comfortable, and beneficial for men and women on an equal and fair basis (Fink, 2008).

For this reason, the Women Up Project has been created to solve the lack of knowledge regarding gender equality of the different social agents to be able to cover the different gender stereotypes that occur in sports.

## 2. SCIENTIFIC BACKGROUND

Sport has been a widely used tool to try to mitigate inequalities in different spheres of society (Schaillée et al., 2019). In this sense, the relationship with sport, whether through participation in events or physical sports activities, has been used as a transforming element and facilitator of the transmission of values (Bailey, 2005).

However, concerning gender, differences in opportunities and participation rates have traditionally been observed between men and women. It should be noted that the concept of gender, from a sociological approach, refers to the set of behaviors or attitudes developed and attributable to male or female individuals, framed in a given social context, which has been used to classify them, shaping gender stereotypes and being on numerous occasions the origin of differences between men and women (Herdt, 1996). These gender stereotypes are social constructs about the behavioral expectations of men and women in different areas of life. Historically, the socialization framework related to sport, to which values such as success or prominence are attributed, has been eminently androcentric, contributing to the different participants in educational-sports environments perpetuating and justifying stereotypes from an early age (Diez-Mintegui, 2003).

This masculine consideration of sport and the values it conveyed meant that until the beginning and middle of the 20th century, women were not regularly included in sporting activities and competitions. (Pfister, 2010). As an example, although the modern Olympic Games began in 1896, it was not until the 1928 edition that women were allowed to participate in various disciplines. Years later, it is worth highlighting the relevance of the Brighton Declaration, in which, with the support of the International Olympic Committee, an agreement was signed to promote policies to encourage the participation of women in physical and sporting activities and to guarantee equal opportunities (Brighton Declaration, 1994). The declaration, which was taken up by numerous institutions in several countries, laid the foundations for the creation of programs and initiatives that continue to this day.

Despite all that, some studies state that from adolescence onwards, fewer women than men are involved in sporting activities and that women drop out of sports to a greater extent (Isorna-Folgar et al., 2022). Some authors have pointed out that differences in motives for playing sports during adolescence could be one of the factors behind these differences. Thus, previous studies have pointed out that males who play recreational sports show a higher satisfaction with the feeling of competition and relatedness to others than females (Moreno-Murcia et al., 2011). On the other hand, other research has shown that girls' perception of competence in physical education classes may be influenced by gender stereotypes associated with sport, as they showed a lower perception of competence than boys when the content worked on was considered traditionally masculine (Murillo et al., 2008). Recent research shows that physical exercise is associated with less depressive behavior and higher body satisfaction in boys but with significant differences compared to girls, where more depressive behavior and body dissatisfaction were observed despite exercise (Gómez-Baya et al., 2019). However, despite the numerous benefits attributed to the practice of sport and physical exercise, a difference in participation rates between boys and girls has been observed, especially in adolescence and early adulthood. In a study carried out by Macarro-Moreno et al. (2010) in which an adolescent sample of boys and girls was included, it was observed that while in boys the total number of those who do not practice physical activity and sport is 29.2%, in girls it is 67.9%. As for the percentage of dropouts, in girls it is 45.1% compared to 23.6% in boys. When testing the significant differences, the data showed that the dropout rate of girls is considerably higher than that of boys (figure 9).

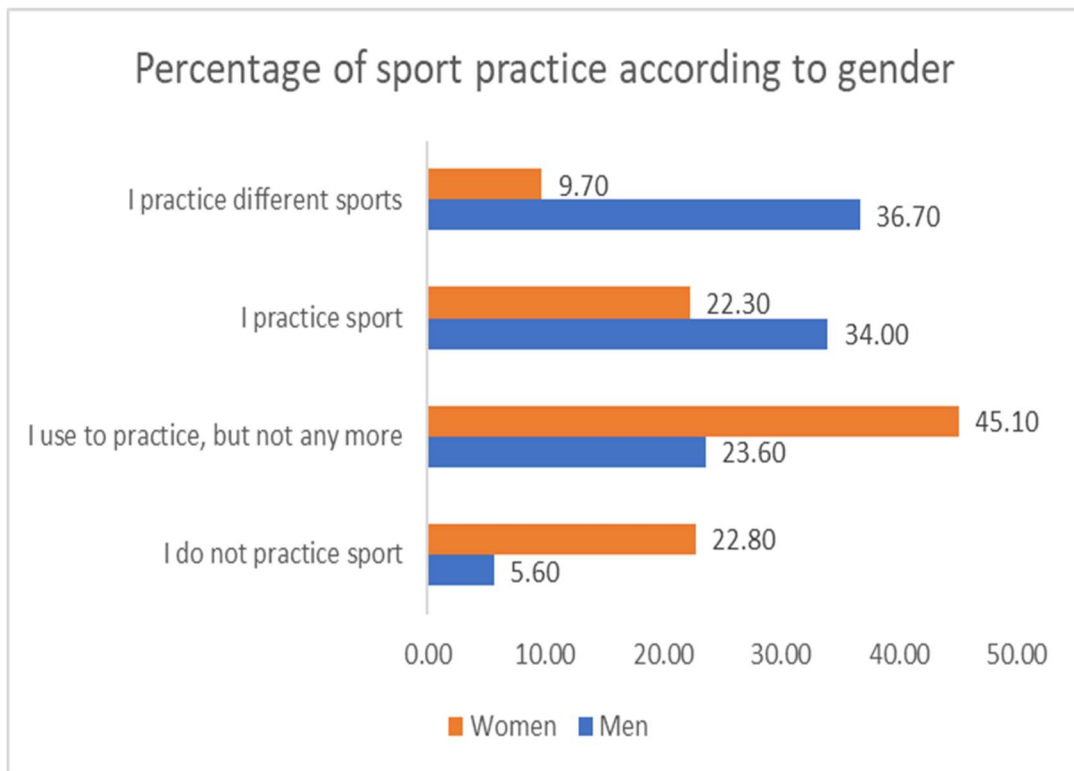


Figure 9 – Differences in sport practice and sport abandonment according to sex in an adolescent sample.

Source: Adapted from Macarro-Moreno et al., 2010.

In the case of the study proposed by Macarro-Moreno et al. (2010), it was also observed that there were also differences in the reasons for dropping out reported by boys and girls. Thus, a higher percentage of girls reported that among the factors that had led them not to practice physical activity or to abandon the practice were the low perception of ability, the feeling of stagnation in progress and, significantly, the stress of competition and parental influence, factors that are highly related to the predominant gender stereotypes in sport. Moreover, through the discussion group, the need to consider the influence of the coach or monitor among the reasons for dropping out, in addition to the teacher that was addressed in the questionnaire, was evident. Likewise, the influence of friends is a factor that should be taken into account for future studies.

The presence and transmission of gender stereotypes in sports have been identified as one of the main reasons for the differences in the participation of men and women, especially those transmitted during childhood and adolescence, and these are one of the main barriers to overcome (Taboas-Pais & Rey-Cao, 2012). In this sense, in the educational environment, a great deal of research has been carried out on the different agents involved to identify the main lines of action.

In recent decades, adolescent and young adult females have been at increased risk for physical inactivity and sedentary behaviors since sports practice during adolescence has been lower in females. Previous research on the reasons for the differences in the sports participation of adolescent males and females has yielded ambiguous and uncertain conclusions since the results are diverse and include personal, family, environmental and motivational factors (Mateo-Orcajada, Abenza-Cano, et al., 2021a).

However, it should be noted that the gender stereotypes of adolescents seem to be one of the most influential factors in the practice of sports and that the environment closest to the adolescents, consisting of fathers, mothers, families, siblings, friends, and teachers/coaches and the media, appear to be related to gender stereotypes (Boiché et al., 2014; Deaner et al., 2016). In adolescents, previous scientific research has suggested that gender stereotypes present in some sports may influence who participates in a sport and how it is viewed by others (Alley et al., 2005). This has led boys to participate in sports traditionally considered masculine, such as those characterized by strength and speed, and girls to participate in

feminine sports, such as those characterized by flexibility and aesthetics (Klomster et al., 2005; Peral-Suárez et al., 2020).. Fear of being judged and the perception of differences in the possibilities of practice between boys and girls are some of the reasons that lead many adolescent girls not to practice physical activity, even though they enjoy it (Cowley et al., 2021). Below is a graph, adapted from the research carried out by Mateo-Orcajada, Abenza-Cano et al. (2021b), showing the effect of gender stereotypes on a sample of boys and girls in a secondary school (Figure 10). This figure shows the different participation rates of boys and girls. While in sports stereotypically considered masculine, such as soccer or basketball, combat sports or fitness, a much higher rate of male participation can be observed, on the other hand, in the case of activities based on musical support, or of an expressive rhythmic nature, such as rhythmic gymnastics or swimming, female participation is predominant.

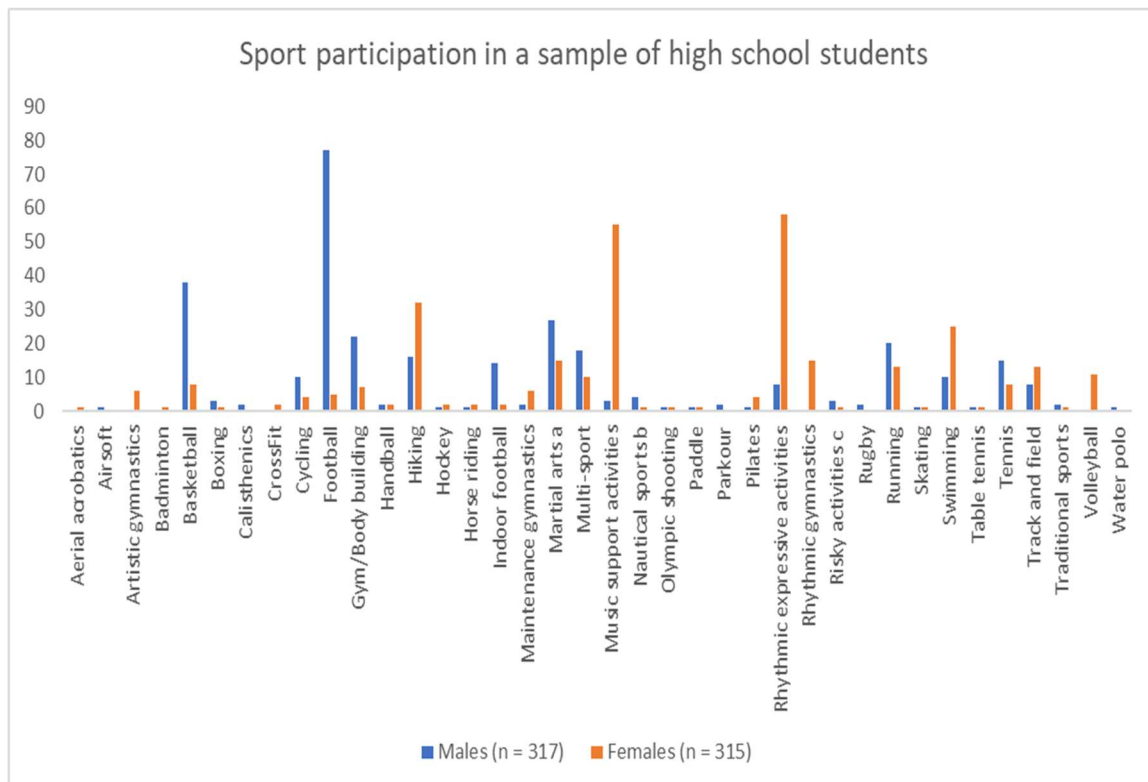


Figure 10 - Different rates of sport participation in an adolescent sample depending on gender.

Source: Adapted from Mateo-Orcajada, Abenza-Cano et al., 2021b.

In some cases, the origin of these stereotypes internalized by students stems from the conceptions that teachers and coaches have of physical exercise and the subject of Physical Education. A recent study analyzed the gender stereotypes present in both coaches and physical education teachers, assessing differences by profession, sex, and age (Mateo-Orcajada, Abenza-Cano, et al., 2021a). It used a questionnaire to assess five dimensions related to gender stereotypes in sports: differences associated with gender and its relationship with physical activity; sport and gender; stereotypes about physical activity associated with gender; beliefs about physical activity and gender; physical education classes and gender. The first dimension refers to differences in the interests and possibilities of participation in physical activities between boys and girls; the second dimension indicates differences in the barriers and difficulties encountered by men and women in sports; the third dimension presents gender stereotypes commonly related to the sports field; the fourth dimension includes statements about the differences present in the possibilities of physical and technical development of boys and girls; and the fifth dimension refers to differences in the participation of boys and girls in physical education classes (Granda-Vera et al., 2018). It was found that female trainers had the perception that physical education classes are still stereotyped; female teachers considered that the sports field has stereotypes that favor the practice of sports by boys and hinder that of girls, while male teachers thought that there are differences in the possibilities of

physical development of boys and girls (Mateo-Orcajada, Abenza-Cano, et al., 2021a). In addition, teachers and trainers who are older and have more years of experience have more gender stereotypes. Therefore, it seems evident that trainers and teachers present gender stereotypes, but they consider that the transmission of these stereotypes to adolescents takes place in other spheres far from their work performance (Mateo-Orcajada, Abenza-Cano, et al., 2021a).

This perception of teachers may be based on previous data, which has shown that parents have a strong influence in the early stages of life and into adolescence on the habits and beliefs of their children (Isorna-Folgar et al., 2022). In relation to this, previous studies have analyzed the influence of gender stereotypes and parents' level of sports practice on their children's sports practice (Mateo-Orcajada, Abenza-Cano, et al., 2021a). The study, carried out by Mateo-Orcajada, Abenza-Cano et al. (2021a), shows that mothers' gender stereotypes influence adolescents' levels of sports practice, but not their gender stereotypes, being the girls more influenced than boys by their parents' stereotypes. This could be attributed to the fact that the awareness-raising proposals on equality in sports that have been developed in recent years are leading to changes in the perception of gender stereotypes in sports (Balish et al., 2016; Norman, 2016), which encourages further research on strategies to reduce the gap between men and women in sport.

However, interventions are currently being carried out in the educational field, specifically in Physical Education, to mitigate the effect of stereotypes on the practice of sports and the attitudes of students. The systematic review carried out by Guerrero & Guerrero-Puerta (2023), in which they included different studies analyzing intervention strategies based on experimental or quasi-experimental designs, as well as different instruments such as rubrics, questionnaires or manual data recording, highlights the new trends to reduce the presence of gender stereotypes in the educational environment. Interventions based on improving the perceived efficacy and benefits of physical activity for girls, non-traditional PE content, and a task-oriented rather than ego-oriented classroom climate have been shown to help promote equity and equality of practice for students (Gerrero & Guerrero-Puerta, 2023).

### 3. TECHNICAL INFORMATION

In the field of research on the effect of gender stereotypes on parents, coaches, and teachers, and how it affects the sport participation and stereotypes of children and adolescent populations, the questionnaire is generally used as an instrument for collecting information. This tool makes it possible to sample a large population in a relatively short period. Research in the field of gender stereotypes and their relationship with education and the practice of sports is usually approached from the methodologies of the social sciences. In this sense, when analyzing cases quantitatively, the validated questionnaire is one of the tools that has shown the greatest impact in this field of knowledge. However, it is not the only tool used, as the complexity of the topic to be addressed also requires the use of qualitative methodologies for research. Thus, many of the instruments used, such as rubrics, interviews, or field notes, fall within the qualitative paradigm. It should be noted that on many occasions, the tools used in this type of research employ a combination of quantitative and qualitative tools to address the reality they face as completely as possible, sometimes designing these Ad Hoc tools for use in specific cases to be evaluated (Gerrero & Guerrero-Puerta, 2023). This is the case of the aforementioned study by Macarro-Moreno et al. (2010), in which the use of a quantitatively designed questionnaire allowed an analysis of the frequency and percentages of students who practiced one or more sports, did not practice sports or had dropped out, as well as the reasons for dropping out and the differences between genders, while the development of a second part of the study in which discussion groups were conducted with the participants allowed an in-depth analysis of other reasons that were not reflected in a quantitative way and that could favor the abandonment of sports.

In the case of the research presented in the previous section, the tool that was used was the questionnaire "Gender beliefs and stereotypes towards physical activity and sport (CEGAFD)", developed by Granda-Vera et al., (2018). This instrument has five categories, including a) gender and its relationship with physical activity; b) sport and gender; c) stereotypes about physical activity associated with gender; d) beliefs about physical activity and gender; e) physical education classes and gender. Category a) is composed of seven statements, categories b), d), and e) are composed of four statements and category c) is composed of five statements. The answer to this questionnaire is a Likert scale, in which punctuation of 1 means "completely disagree" and 4 "completely agree". Cronbach's  $\alpha$  value was 0.899 and the confirmatory factor analysis showed very satisfactory results ( $\chi^2/df=4.47$ , RMSEA=0.059, CFI=0.95; GFI=0.92; RMR=0.064), making it a potentially useful tool in this type of study.

On the other hand, another of the most widely used instruments has been School Doing Gender/Teachers (SDG/t) (Piedra et al., 2014). It uses a Likert scale from 1 (strongly disagree) to 5 (strongly agree) to assess three dimensions with 10 items each: Sociocultural, Personal, and Relational. This questionnaire has obtained Cronbach's  $\alpha$  of 0.92, which gives it good reliability.

However, despite having valid and reliable instruments to analyze the situation regarding gender stereotypes in relation to sport and education to guide educational action, some limitations of the present research and therefore opportunities for future lines of research have been identified. It should be noted that the number of men and women was quite disparate within the sample, which is similar to what was found in previous research, indicating that there are fewer women coaches/teachers than men coaches/teachers, probably due to the reduced number of previous mentors for girls in the field of sport, as well as to the difficulty in reconciling work and family life, generating a work environment with greater masculine participation (Mateo-Orcajada et al., 2022). Therefore, future lines of research should address this issue, using the same questionnaires, to be able to compare the results and further investigate the effect of gender stereotypes in physical education and grassroots sport. Nevertheless, the results obtained so far, show that a stronger commitment to gender equality in physical education is necessary, to ensure that students of all genders can participate and benefit from this critical aspect of education.

However, it is worth highlighting recent studies that have made successful interventions to reduce gender stereotypes in physical education classes. Among the strategies followed by researchers and physical education teachers, it has been observed that adaptations in traditional sports rules are effective in reducing gender stereotypes of students (Rodríguez & Miraflores, 2018). On the other hand, it has also been observed that when teachers propose neutral and mixed activities, they have a greater capacity to transmit values related to cooperation and shared leadership between boys and girls in sports (Gil & Etxebeste, 2019). These types of interventions, together with the strategies and contents included in the scientific background section, constitute some of the current lines of action in the educational-sports environment in terms of education for equality and equity. In addition, the following section will address some of the most relevant pedagogical aspects in relation to the implementation of programs to reduce gender stereotypes in sports and education.

#### 4. PEDAGOGICAL GUIDANCE

All over the world, according to numerous recent studies, action and research are needed with a gender perspective, being a currently leading trend for educational practitioners and researchers (Vergés et al., 2021). Initially, rooted in the ideas of the main theoretical approaches to gender development, Butler (1990) proposed the term "gender flexible pedagogy". The concept that understands gender as a 'free-floating artifice'. That is, if students are provided with rigid options, they are more likely to adopt traditional gender beliefs. While if the choices given to them are varied and flexible, they will be more likely to accept and develop flexible gender roles (Bartini, 2006). Accordingly, aligned with this is the importance of considering a pedagogy that promotes gender equity in education (Warin & Adriana, 2017), being the sport one tool to promote inclusion through the design of active learning environments. When interventions based on "gender flexible pedagogy" are implemented, it is expected that the different contents of sport and physical education will be approached by eliminating the bias of gender stereotypes, thus forming students, both boys, and girls, who see their basic psychological needs satisfied through the practice of sports activities, as well as the formation of a positive self-concept of themselves in relation to their abilities (Gerrero & Gerrero-Puerta, 2023). Therefore, in order to analyse these learning and development objectives of students, measurement instruments such as those described in the section "Technical Information" are generally used, in which some of the quantitative instruments used to ascertain perceptions of gender stereotypes are described, as well as other qualitative instruments that allow the richness of the information collected to be expanded. Nevertheless, it should be emphasised that the assessment of the learning process must be contextualised, so it may be necessary to design instruments that mix previously used items with sections made ad hoc for the group with which you are working.

According to current educational frameworks (Kirk, 2013), there is a lack of research in physical education and sport on pedagogical approaches and strategies for promoting gender equity in sport. Indeed, through pedagogical models, there are expectations for methodological approaches to optimize student learning in schools promoting inclusive and equitable learning environments (González-Villora et al., 2019). In this line, research reports the benefits that pedagogical models offer on social inclusion and gender equity in sports education (Metzler, 2011). Pedagogical models that, in turn, have key design features that can promote high levels of autonomous motivation for both boys and girls (Farias et al.,

2017; Sevil et al., 2016). For example, Gil-Arias et al. (2021) following the range of pedagogical models as alternatives to the direct instructional model proposed by Metzler (2011), developed an intervention based on Teaching Games for Understanding (TGfU) and Sport Education (SE) models. These non-traditional educational models are based on cooperative teaching and problem solving, and have been shown to improve several psychological variables in the educational environment (Gil-Arias et al., 2021). In the case of the TGfU model, the aim is to develop the teaching-learning process of students through concepts drawn from sport, without necessarily being contextualised in any traditional sport discipline, which opens the door to the use of non-stereotypical materials, organisations and tasks (Gil-Arias et al., 2021). The SE model is based on offering students authentic sport experiences in the Physical Education environment, through the organisation of didactic units and contents in "sport seasons", working cooperatively in small groups in which everyone has a role to play, which fosters autonomy and improves the self-concept of the participants (Siedentop et al., 2011).

The results confirmed that, despite the existence of social stereotypes in terms of physical activity, both models promoted an autonomy-supportive, inclusive, and equitable learning environment where all students, regardless of their gender, have opportunities to increase their engagement, enjoyment, and social interactions within physical education lessons. Also, authors as Casey and Quennerstedt (2020), examined how Cooperative Learning (CL), model based on five elements (Positive interdependence; Promotive face-to-face interaction; Individual accountability; Interpersonal and small-group skills; and Group processing), can enhance the education and social inclusion of young people. To sum up, results that confirmed the use of these models and can bring towards an open-ended process of becoming where a diversity of students transform and are being transformed by one another (Casey & Quennerstedt, 2020; González-Víllora et al., 2019).

In addition to the use of non-traditional and cooperative teaching-learning strategies, including some specific activities that can be used in a cross-cutting manner regardless of the pedagogical model chosen, teachers and trainers can find the encouragement of reflection by learners at the end of sessions or units (Pelegrín et al., 2012), or the inclusion of alternative, non-stereotypical content, in order to promote the development of students (Gerreo & Gerrero-Puerta 2023).

In addition to the models and strategies presented in this section, it has been observed how the training of teachers in charge of implementing these strategies plays a fundamental role in transmitting values of equality and equity to students. By delving deeper into the training needs of future teachers, it has become clear that activities and materials aimed at raising their awareness of the need to actively work on gender inclusiveness, equality and equity in their classes have a transformative capacity for their teaching practice. (Gerrero & Gerrero-Puerta, 2023). Therefore, training courses in this area, textbooks or reading research such as the various ones presented in this chapter can be valuable support materials for the training of teachers and trainers.

The development of this project supports the design and application of learning environments based on pedagogical principles that contributes to the integration of women in sport according to gender relations and future perspectives. Given the growing role of approaches for learning in educational policies and new physical education curricula, we advocate for the design and application of integration pedagogies in physical education and sport programmes.

## 5. CONCLUSIONS

In conclusion, physical activity plays a fundamental role in promoting health, particularly in childhood. It is beneficial at any age but holds significant importance during growth and development, addressing mental, social, and physical well-being.

Global studies indicate that a large majority of schoolchildren aged 11-17 do not meet the daily physical activity recommendations, highlighting a widespread issue. However, there is a gender disparity in exercise and sport participation, with females being less engaged and participating in less intense activities compared to males. This difference may be influenced by internal and external social factors, gender stereotypes, and perceptions of competence.

Although the integration of women in sports has made progress over the years as it was highlighted in the scientific background, challenges still exist, especially in leadership positions within sports organizations. So gender stereotypes persist in sport, affecting participation in physical activity and creating barriers for adolescents. Coaches, teachers, and parents play a significant role in transmitting these stereotypes, but changes in societal perceptions have been observed. Barriers to women's participation in sports, including gender stereotypes, need to be addressed to achieve true gender equality in sports, and for that, evaluation and assessment is a key factor, being some of the most used instruments analysed in

the Technical Information part of the chapter. In this context, regarding the pedagogical guidance, the education plays a crucial role in promoting gender equality in sports and laws and regulations have been established to support gender equality and equity in sports, emphasizing the importance of education in shaping attitudes and behaviours. Overall, there is a need for a stronger commitment to gender equality in physical education and sports to create inclusive and accessible environments that benefit both men and women, although there is evidence that shows the benefits of the Physical Education interventions based on equity and equality in the practice of the students.

The Women-Up Project aims to address the lack of knowledge regarding gender equality among various social agents involved in sports, with the goal of challenging and overcoming gender stereotypes. More specifically, this project aims to address the gender disparity in sports participation, particularly the underrepresentation of women coaches and teachers. Efforts should be made to promote gender equality in physical education and grassroots sports to ensure equal opportunities for all students.

Overall, promoting gender equity in sports education requires a multi-faceted approach that addresses access, inclusivity, and biases. Specifically, this chapter included a pedagogical guidance with strategies for promoting gender equity in sports education; and case studies of successful gender equity initiatives in sports education.

In conclusion, it should be noted that despite the importance of this issue in different societal settings, in the educational context in relation to sport, much research is still needed on interventions to reduce gender differences. Thus, in future lines of research, projects should be carried out in the different educational stages, with non-traditional teaching methodologies, with the aim of reducing the transmission of stereotyped values in sport and promoting equity and equality of practice and opportunities in the sport-educational context. On the other hand, the use of gender-specific training, course-based and the generation of materials such as handbooks, for educators, teachers and trainers should also be investigated, given their importance in the transmission of knowledge and in the design of teaching and learning contexts.

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## 7. ASSESSMENT QUESTIONS

1. What percentage of schoolchildren aged 11-17 years worldwide DO NOT meet daily physical activity recommendations?
  - a) Less than 20%
  - b) Approximately 40%
  - c) Approximately 60%
  - d) More than 80%**
  
2. Why do girls tend to have lower frequency and intensity of exercise and sport practice compared to boys?
  - a) Lack of interest in physical activity
  - b) Cultural norms promoting sedentary behavior in girls

c) Higher perception of competence in physical activity among girls

**d) Association of physical attributes like speed and strength with feminine stereotypes**

3. What is one factor that contributes to the underrepresentation of women in leadership positions in sports?

a) Progress in achieving social equality

b) Equal opportunities for women in sports

**c) Male hegemony and gender stereotypes**

d) Decreased interest of women in sports

4. Which concept proposes the idea of "gender flexible pedagogy" to challenge traditional gender beliefs?

a) Gender schema theory

b) Social cognitive theory

c) Cultivation theory

**d) Butler's concept of gender as a 'free-floating artifice'**

5. Why is it important to consider a gender equity pedagogy in sports and physical education?

a) To reinforce traditional gender stereotypes

**b) To promote inclusion and challenge gender biases**

c) To discourage students from participating in physical activities

d) To perpetuate gender inequalities in education