



ILE MULTIDISCIPLINARY
JOURNAL

VOLUME 4 AND ISSUE 2 OF 2025

INSTITUTE OF LEGAL EDUCATION



ILE MULTIDISCIPLINARY
JOURNAL

WHILE THERE'S RESEARCH THERE'S HOPE

ILE MULTIDISCIPLINARY JOURNAL

APIS – 3920 – 0007 | ISSN – 2583-7230

(OPEN ACCESS JOURNAL)

Journal's Home Page – <https://mj.iledu.in/>

Journal's Editorial Page – <https://mj.iledu.in/editorial-board/>

Volume 4 and Issue 2 (Access Full Issue on – <https://mj.iledu.in/category/volume-4-and-issue-2-of-2025/>)

Publisher

Prasanna S,

Chairman of Institute of Legal Education

No. 08, Arul Nagar, Seera Thoppu,

Maudhanda Kurichi, Srirangam,

Tiruchirappalli – 620102

Phone : +91 94896 71437 – info@iledu.in / Chairman@iledu.in



© Institute of Legal Education

Copyright Disclaimer: All rights are reserve with Institute of Legal Education. No part of the material published on this website (Articles or Research Papers including those published in this journal) may be reproduced, distributed, or transmitted in any form or by any means, including photocopying, recording, or other electronic or mechanical methods, without the prior written permission of the publisher. For more details refer <https://mj.iledu.in/terms-and-condition/>



ANALYZING OF FEMALE ENGAGEMENT IN SPORTS AND GENDER EQUITY

AUTHOR – MS AMANDEEP KAUR* & ARSHDEEP KAUR**

* ASSISTANT PROFESSOR AT SANT BABA BHAG SINGH UNIVERSITY.

** LL.M SCHOLAR AT SANT BABA BHAG SINGH UNIVERSITY.

BEST CITATION – MS AMANDEEP KAUR & ARSHDEEP KAUR, ANALYZING OF FEMALE ENGAGEMENT IN SPORTS AND GENDER EQUITY, ILE MULTIDISCIPLINARY JOURNAL, 4 (2) OF 2025, PG. 30-35, APIS – 3920-0007 | ISSN – 2583-7230.

ABSTRACT

This summary provides a summary of five essential elements of gender equity in athletics. These elements comprise (a) the historical background of gender equality, fairness, non-discrimination and Title IX itself, (b) equal treatment in sports administration, (c) challenges related to equal rights in sports, (d) the relationship between gender non-discrimination, physical activity and involvement, and statute IX, (e) impartiality in mixed-gender exhibit. For every element, this research paper outlines the subject and rationale for its incorporation, emphasizing its significance for gender equity in athletics while also considering pertinent, communal, moral and legitimate issues.

KEY PHRASES: impartiality, athletics, administration, mixed gender exhibit

1. INTRODUCTION

Gender balance has remained a persistent matter throughout history. Many historical narratives suggest that women have continually faced barriers related to equality in relationships, careers, education & participation in sports. This paper will examine the historical context of gender equity challenges in athletics, the efforts made to give identical opportunities towards females in physical recreation, the contemporary obstacles females encounter in this domain and the pertinent analysis related to gender equity in sports.

Furthermore, it aims to present conclusions and other advice in order to explore within the present region.

Initially, it was approved before the national government to guarantee fair access to education for both genders, which was later extended to encompass. Fair chances for women in sports. Title IX significantly enhanced female involvement in athletics; however, women still face societal judgement

and stereotypes that portray them as delicate, less competent, and passive. Sports have historically been viewed as a realm dominated by men, leading to perception of women as encroaching on male territory. Research has shown that having a more equitable gender representation on sports governing bodies fosters a more supportive professional territory.

While statute has achieved success in explaining opportunities for the females in sports, it holds limited progress in challenging the stereotypes perceptions of women in this field. Additionally, its influence on fostering equitable opportunities in sports governance and addressing the challenges women face within primarily male sports organizations has been minimal. To counter the stereotypes that present women as subordinate to men in sports and governance, it is crucial to acknowledge that, although women mostly have equal opportunities today, they still participate less in sports and encounter significant gender discrimination and stereotypes with sport



governance.

#1.1 LITERATURE REVIEW

Historical overview of equitable access and Title IX In 1972 , the statute referred to gender egalitarianism , sex equality, or sexual equality as a component regarding collection of educational materials to promote equity to men along with women students in academies that receive United sponsor.(13).“Nonetheless, there are exceptions for institutions that serve exclusively one gender, organizations that provide military training, and religious entities whose beliefs might conflict with title IX (20).

While title IX did not focus first on athletic opportunities upon its inception , subsequent interpretations and judicial rulings have made it clear that this regulation pertains to athletic programs as well (13). Title IX encompasses the regulations from 1975 in addition to the 1979 policy explanation on university sports, concurrently provided by the workplace of legal rights, health ministry, prosperity , in addition to the 1996 clarification known as the tripartite from the U.S. training institutions of constitutional rights (11). This test consists of three essential questions :

1. Are the participation opportunities consistent with enrollment statistics?
2. Is there a history and ongoing effort to improve programs for the underrepresented gender?
3. Is the institution adequately responding to the interest and abilities of underrepresented gender?

Concerning sports participation , the primary rule states if a particular unique group is accessible , as well as genders should exist to examine and participate . In contact sports lacking a women's team , womens are generally permitted to join the men's team (20).

Additionally, statute allows strong departments that receive combined funding to have dissolved for each gender if a team alternative established aggressive skills or pertains to team

sports t (20).

2. FAIR REPRESENTATION IN SPORTS LEADERSHIP

At the moment that noted earlier, lineaments challenges regarding sex equality both sports persons and as sports executives. There should be a noticeable absence of representation of influential women situation within sports organizations, largely due to the influence of gender norms which endorse a hegemonic masculinity (3) . Furthermore, sports organizations have established masculinity as the dominant standard, which favors male involvement while endorsing qualities related to masculinity as crucial attributes for leadership in sports domain (3). As a result, gender inequality has become a deeply rooted practice within sports organizations. Women hold only 33% of general manager positions in the women's national basketball association, and outside of the U.S., their opportunities for leadership roles in sports, whether in volunteer capacities or professional organizations, are considerably diminished (3). The Governing body of the modern Olympics games has only recently reached its self determined objective of having a minimum of 20% female representation on its board . Among national Olympic governing bodies (NGBs), an astonishing 85.3% are entirely male - led , while 14.1% feature mixed- gender leadership teams. Only one entity in northern Rhodesia boasts a female - led team . This information highlights a clear male dominance in leadership positions within sports organizations, reinforcing the perception of masculinity in the sports industry.

Hegemonic masculinity functions as a limiting principle within sports organizations, restricting women's access to leadership positions . Schooling examining the effects of superior strength on women's progression in senior management roles in intercoll athletics revealed that men primarily occupied athletic director roles at the highest levels of collegiate sports, which leads to greater organizational efficacy.superintendent at the interschool



position. A further aspect influencing equitable access governance is the exercise of ability. Research explored acceptance of programs and their interpretation within sports organizations.

Principle in the studied sports organizations recognised the significance of including women on executive manager; however, they neglected to express any advocacy reforms intended to substantially enlarge the figure of ladies on these panels. In addition, the appointment and nomination of a lady reflected a preference for candidates who matched a specific profile: those. Without young children; highly educated, who have been established by male leaders. This illustrates that male leaders frequently utilise their power to uphold male dominance in management, constraining women's involvement to those who conform to the criteria outlined below their male counterparts. Discrimination based on access and treatment is another relevant concern associated with masculinity in sports governance.

Such discrimination typically arises at organizational levels, negatively impacting women in leadership roles (3). Access discrimination prevents specific groups from originating out of penetrated corporations, whereas prejudice treatment arises when members of specific groups receive fewer funds that they are entitled to under the law.

In the realm of women in sport, discriminatory treatment often decreases their access to winnings, capital, or chances that other people are entitled to (3). A study examined the effort of acquaintance of female adult in University athletics in the United States. Indicated that female senior women administrators were frequently denied vital chances to manage budgets and oversee men's sports programs. This lack of access adversely affected their capacity to develop the essential skills sets needed for athletic director roles (19). Therefore, it is clear that the entrenchment of

masculinity in sports not only favors male participation but also sustains gender inequality, rendering it as a systematic problem with athletics.

3. Gender equity in coed sports

As previously noted, the tradition and practices within sports often reinforce notions of dominant masculinity. Women who seem to engage in these sports frequently find themselves in sportive roles in coed settings or are compelled to join all female teams, which can deter their participation. A study was conducted to assess the influence of the beginner format of broomstick ball on that player's addition to understand by what method the rules and framework shaped participants' perceptions of the opposite gender. This research involved online qualitative surveys completed by 343 magical sports aged 13-17 and 18-21.

This study utilised the four steps approach to evaluate the effect of participating in a coed sports, enhancing the research liability and allowing for triangulation of the data. Finding indicated that the sports guidelines contributed to a positive coed experience for both males and females, promoting a greater commitment to diversity and fairness. Additionally, there was a decrease in gender stereotypes and female players reported self-assurance. However, the study also revealed that prejudice against women persisted.

These results suggest that coed sports and the potential to reshape gender perceptions through restrictions with the opposite gender, offering a different perspective from previous studies that depicted negative experiences in coed environment. Limitations of the research included sample bias due to participant's ties to quidditch, as those who had unfavourable experiences had little chances to participate in assessing the area. Subsequent research might develop huge towards structure in addition to operational aspects of broomstick ball to identify way to foster positive experience in coed sports that are currently perceived



negatively.

3. RECAP

The legislative body had established the statute of comprehensive approach to education to assure that educational organizations offer fair treatment to both male and female scholars in college education. Moreover, although it did not directly address athletic opportunities upon its enactment, later interpretations and court rulings suggested that athletic opportunities must adhere to this standard. As sports function within a gendered framework and all activities occur within a dominant culture, there are few leadership roles available in sports. In addition the male identity of sports has been reinforced by sports organizations, which have entrenched masculinity as the central concept within sports. This endorses masculine behaviors. As preferable leadership qualities needed in sports.

4. RECOMMENDATION

Statutes had a significant effect on social conditioning by broadening the possibilities for females to take part in sports. Nevertheless, it has failed to dedicate the gender stereotypes and make dominance of authority that still exists in sports administration and athletic pursuits. Consequently, there remains a higher ratio of male participants in athletics. It is logical that adult females are willing to participate in physical exercise as they approach graduation due to enlarged awareness of societal expectations and unfavourable statements they encounter from male peers for wanting to be involved in sports or for excelling in traditionally male sports.

Society needs to halt the social conditions of young people into male and female roles and should put an end to ridiculing and underrepresenting women in sports. Additional research could examine the influence of having a female coach for male sports team on the participation of men, along with the effect of a trainer for a female squad, along with female-to-

- female sport team and male - to - make sport team to access the impact on physical recreation participation when comparing same gender versus adviser.

5. INTERPRETATION

The analysis specifies that statute has greatly impacted female participation in sports by creating participation opportunities. Nevertheless, it seems that adult female is quite face challenges regarding sex equality in areas like leadership, characterization, societal attitude towards competitive games.

Consequently, although females are designated the chance to engage in physical activities, there remains a widespread belief that they should avoid engaging in activities categorised as masculine, as this could result in perceptions of them as lesbian and subject to mockery. Conversely, women athletes perceived as attractive and graceful often garner media attention, yet this scrutiny frequently centres on their physical appearance rather than their true athletic abilities. Studies reveal that a powerful masculine culture still prevails in sports, with men largely dominating the sports arena.

Providing women equal opportunities in sports governance is essential, as research demonstrates that sports organizations with gender diversity outperform those composed entirely of men. Additionally, to attain genuine equality in sports, the media must learn to recognise female athletes for their supporting abilities, rather than solely their looks or personal lives. Society also must move away from conditioning women into traditional roles, granting young girls the liberty to follow their interests, particularly when they relate to sports, men need to begin acknowledging women as equals before authentic equality can be achieved.

Due to the deeply rooted norm of institutionalised masculinity, altering societal perceptions would be difficult; nonetheless, if women are given equal chances in sports



beyond just “female” participants - societal attitudes may shift, akin to findings in research upon the coeducational game of squadball . The rise of extra co educational games might play a role in transforming conventional views of maleness in sports.

6. IMPLEMENTATION

Although the statute was established to encourage fairness in schooling, it had a significant impression upon the promotion and development of sex equality in competitive games.

Nevertheless, the statistics suggest a substantial gap over there . Women are participating more than in the past and are receiving better treatment in sports management and athletics, yet the figures show that they continue to be fewer than men in terms of both employment and participation in sports. As a result, the field of sport management should continue to work towards a level of fairness that truly treats women as equals, grants them equal opportunities, and allows them to feel equal in the realms of sport management and athletic involvement.

An examination about mixed gender games revealed the form of viewership increases discrimination of fairness within sports among men as well as women contributors, and consequently, this sport may perhaps serve an illustration upon the way in which gender non discrimination in playing sports. Additionally, giving fair treatment to female adults in physical activities can have good outcomes.

7. REFERENCES

- 1. Adriaanse, J. , and Schofield, T. (2014).** The effect of gender quotas on gender equality in sports governance. *Journal of Sport Management*, 28(5), 485-497.
- 2. Blinde, M. E. (1991).** Unequal media coverage of men's and women's intercollegiate basketball: A reflection on gender ideology. *Journal of Sport and Social Issues*, 15, 75-98.
- 3. Burton, L. J. (2015).** The lack of representation of women in sports leadership: A research review. *Sport Management Review*, 18(2), 155-165.
- 4. Cahn, S. (1994).** Coming on strong: Gender and sexuality in women's sports of the twentieth century. New York, NY: Free Press.
- 5. Claringbould, I. , and Knoppers, A. (2007).** Searching for a 'normal' woman: The processes for selecting board members. *Sex Roles*, 56, 495-507.
- 6. Cohen, A. , Melton, E. N. , and Peachey, J. W. (2015).** Examining a coed sport's potential to promote inclusion and equality. *Journal of Sport Management*, 28(2), 220-235.
- 7. Deaner, R. O. , Geary, D. C. , Puts, D. A. , Ham, S. A. , Kruger, J. , Winegard, B. , and Grandis, T. (2012).** A gender difference in the tendency toward physical competition: Males participate in sports significantly more than females even in modern-day America. *PLoS ONE*, 7(11): e49168. doi: 10. 1371/journal. pone. 0049168
- 8. Donnelly, P. , and Donnelly, M. K. (2013).** *The London 2012 Olympics: A gender equality evaluation.* Toronto, Canada: Centre for Sport Policy Studies, University of Toronto.
- 9. Fink, J. S. (2015).** Female athletes, women's sports, and the sport media commercial complex: Have we truly “made significant progress? ” *Sport Management Review*, 18(3), 331-342.
- 10. Frazier, J. W. , and Caines, R. W. (2015).** Gender equality within private college athletics: Is Title IX making a difference? *International Journal of Education Research*, 10(1), 125-131.
- 11. Kennedy, C. L. (2010).** A new horizon for women's sports (beyond Title IX). *Gender Issues*, (1-2), 78. doi:10. 1007/s12147-010-9091-y
- 12. Knifsend, C. C. , and Graham, S. (2012).**



Distinct obstacles facing female athletes in urban high schools. *Sex Roles*, 67(3/4), 236-246. doi:10.1007/s11199-012-0159-x

13. Koller, D. L. (2010). Not merely one of the boys: A post-feminist analysis of Title IX's aim for gender equity in sports. *Connecticut Law Review*, 43(2), 401-456.

14. Leaper, C., and Firedman, C. K. (2007). The socialization process concerning gender. In J. Grusec and P. Hastings (eds.), *Handbook of socialization: Theory and research* (pp. 561-587). New York: Guilford.

15. Messner, M., Duncan, M. C., and Jensen, K. (1993). Distinguishing the boys from the girls: The gendered terminology of televised sports. *Gender and Society*, 7, 121-137.

16. Mullins, N. M. (2015). Subtle impact of gender socialization on girls' engagement in physical activities: Rethink pink. *Physical Educator*, 72(1), 20-43.

