

Original Article

Assessing Gender Perception of Sports Among School-Aged Children: a Pilot Study

Ljubojevic Adriana^{1*}

Karalic Tamara²

Pantelic Babic Kristina³

^{1,2,3} University of Banja Luka, Republic of Srpska, Bosnia and Herzegovina

DOI: 10.29081/gsjesh.2025.26.1.1

Keywords: *gender, stereotypes, sports, children, urban-rural differences*

Abstract

This study examines gender composition and cultural perceptions of sports among school-aged children from urban and rural areas. The objective is to examine how students perceive sports participation, identify sports with a dominant gender presence, and assess whether some sports are viewed as suitable for one gender or both. The sample includes 468 sixth-grade students, divided by location into urban (77.45%) and rural (22.55%) groups. Data were collected using a modified questionnaire on gender classification across 30 sports and analyzed using non-parametric statistics. Results indicate that most children perceive sports as gender-neutral, with 66.7% of girls and 56.7% of boys sharing this view. Overall, 61.7% of participants consider sports equally suitable for both genders. These findings suggest a shift toward gender neutrality in sports participation while highlighting the persistence of traditional stereotypes, especially among boys, underscoring the need to challenge these perceptions to promote equality.

1. Introduction

Stereotypes based on gender are present in most areas of human activities. Many researches (Blakemore, Berenbaum & Liben, 2013; Dible, 2016; Wulf, 2017; Reed, 2018; Odero, 2024) deal with this question and try to enlighten the dilemma regarding discrimination, gender equality, gender equity, gender-typing, etc. According to many definitions (Takács, 2018; Takács 2019; Selimović Kovačević, Veselinović, Šestić, Kurtić, Mahmutćehajić & Izmirlija, 2021) gender equality should provide equal opportunities and gender equity equal “starting position” for

* E-mail: adriana.ljubojevic@ffvs.unibl.org; mob:0038765567612

everyone, regardless of any difference, biological or social. Therefore, equality and equity for both genders. On the other hand, gender-typing as phenomenon, could be explained as idea if something is in its essence determined specifically for one gender. In example, if military is only for men or ballet only for women, or if men tend to be “better” executives and women “better” at house choruses (Carreiras, 2004). Practically, gender-typing in work or any other activity, could be determined as normatively or numerically dominated by one specific gender (Clarke, 2020). Therefore, one of the most popular one – sports – is no different, nor theoretically or numerically.

It can be said that whoever dealt with the question of sports classification gave their own perception on this matter. So, sports can be classified in as many ways as there are authors. A good example for this kind of claim is Petrović (2023) who gave a quite detailed overview on most common sports classification, and concluded that, based on all dilemmas appeared regarding this question, it is quite hard to make one perfect classification. We agree with authors’ findings and aim to give contribution to more detailed perception on sports complexity even in this matter, but our primary focus is on findings regarding participation and perception in certain sports and reasons for that.

The scientific community is deeply engaged in understanding issues related to equity, typification, and gender equality in sports. From the perspective of empirically supported facts, it evaluates circumstances, identifies issues, and actively seeks for ways to overcome barriers (Meier, 2005). A literature review by authors from Cyprus highlighted that, although women’s roles in sports are increasingly seen as important, significant progress is still needed to achieve greater equality, particularly in the context of Physical Education (Avraam & Anagnostou, 2022). Researchers from the Universities of Miami and Cincinnati further observed that mass media provides significantly less coverage of female sporting events compared to male events, influencing public perception and participation rates (Carter, et.al., 2015). Similarly, Alsamih (2024) explored how sports are presented to Saudi adolescents, which significantly affects their engagement in sports. Additional studies worldwide have examined various aspects of gender perception in PE and sports (Zaravigka & Pantazis, 2012; Alvariñas-Villaverde, López-Villar, Fernández-Villarino, & Alvarez-Esteban, 2017; Amin, Yasin, & Rutkowska-Ziarko, 2022). There is currently a significant gap in research on this topic in Bosnia and Herzegovina, underscoring the need for comprehensive studies to explore gender perceptions in sports in this context.

Specifically, the study investigates gender differences in the cultural perceptions of sports among children from urban and rural areas, aiming to identify whether early physical education experiences influence their views on gender-typing in sports. By establishing a theoretical and empirical foundation, this study also seeks to inform the development of recommendations for improving sports education practices, particularly within the context of physical education (PE) classes. In doing so, it contributes to the broader effort to promote inclusivity and gender equality in sports from an early age.

2. Material and methods

The *purpose* of this study is to deepen the understanding of gender-typing among school-aged children and how they perceive sports in different environments.

The study was designed to test the *hypothesis* that gender perceptions of sports among school-aged children are influenced by their location (urban or rural), and that, while there is a shift toward gender neutrality, traditional prejudices continue, particularly among boys. It was hypothesized that children from rural regions would be more likely to consider sports as gender-neutral due to differences in socio-cultural factors, whereas children from urban areas would be slightly more inclined toward gender-typing in sports.

The study used a quantitative research approach with a modified questionnaire based on Petrović's (2020) study on gender classification of sports. The questionnaire was designed to assess students' attitudes of the gender appropriateness of 30 different sports, categorizing them as masculine, feminine, or gender neutral.

The questionnaire used in the study consisted of socio-demographic data about the participants (gender and age) and a modified version of the instrument applied in Petrović's (2020) study on the gender classification of sports, adapted for the purposes of this pilot study. Data were collected using this modified questionnaire, which covered 30 different sports.

Upon receiving written consent to participate, each participant was informed that data collection was conducted solely for scientific purposes and that their responses would remain entirely anonymous. Participants were also provided with instructions on how to complete the questionnaire, with particular emphasis on the importance of responding to each listed sport. The questionnaires were administered in the classroom during regular school hours, and each participant completed them individually, indicating whether they perceived each sport to be masculine, feminine, or gender-neutral.

During the implementation of the questionnaire, ethical principles were taken into account, and also research participants' identities were protected by having them complete it anonymously. The questionnaire stated that the collected data will be processed and used only for scientific research purposes.

This pilot study is part of the national project "Gender dimension in sport participation of school-aged children" and was approved and supported by the University of Banja Luka, Faculty of Physical Education and Sport, and the Ministry of Scientific and Technological Development and Higher Education (*Approval number*: 19.032/432-1-16/23).

Participants

For the purposes of study, 10 primary schools from the Banja Luka region (Republic of Srpska, Bosnia & Herzegovina) were randomly selected, comprising 6 urban and 4 rural schools. The sample consisted of 468 sixth-grade students (mean age: 12 ± 6 years), with 236 girls (50.43%) and 232 boys (49.57%). The participants are categorized by their location of residence into urban: 364 participants (77% of the total sample), including 189 boys and 175 girls, and rural: 104 participants (23% of the total sample), including 43 boys and 61 girls (Table 1).

All participants regularly attended physical education (PE) classes and were familiar with the listed sports activities, as determined by their level of sport literacy.

Table 1. *Structure of sample*

| Location | Boys | Girls | Total % |
|-----------------|-------------|--------------|----------------|
| urban | 189 | 175 | 364 77% |
| rural | 43 | 61 | 104 23% |
| Σ | 232 | 236 | 468 |
| | 49,57% | 50,43% | 100% |

Variables

The independent variables in the study were gender (boys and girls) and living location, categorized as urban or rural. The dependent variables consisted of 30 sports disciplines: Basketball, Rugby, Breakdancing, Handball, Wrestling, Badminton, Synchronized Swimming, Gymnastics, Hockey, Water Polo, Rhythmic Gymnastics, Tennis, Chess, Skiing, Equestrian Sports, Bodybuilding, Volleyball, Dance Sport, Table Tennis, Soccer, Boxing, Athletics, Cycling, Kayaking, Martial Arts, Swimming, Sport Climbing, Formula 1, Figure Skating, and Karate. Each of these sports disciplines was evaluated in the context of gender culture in sports. A sport was classified as masculine if participants perceived it as more suitable for men, feminine if perceived as more suitable for women, and neutral if perceived as equally suitable for both genders.

Statistical analyses

For data analysis, non-parametric statistical methods were applied, including frequencies, percentages, and the chi-square (χ^2) test to identify significant differences in gender perceptions across groups. The findings were interpreted in the context of gender-typing theories and prior empirical research, contributing to the broader discourse on gender equity in sports.

3. Results and Discussions

The results presented in Table 1, indicated that the study obtained a relatively similar gender distribution across the sample. However, it was anticipated that the sample size of school-aged children from rural areas would be smaller compared to their urban counterparts. Nevertheless, it appears that perceptions of gender culture in sports are more strongly influenced by sport literacy rather than by the living environment.

Table 2. *The differences between gender and the sport perception according to gender culture*

| | MASKULINE | FEMININE | NEUTRAL |
|--------------|------------------|-----------------|----------------|
| BOYS | 8 | 5 | 17 |
| | 26.7% | 16.7% | 56.7% |
| GIRLS | 8 | 2 | 20 |
| | 26.7% | 6.7% | 66.7% |
| TOTAL | 16 | 7 | 37 |
| | 26.7% | 11.7% | 61.7% |

$X^2 = 1,529$; $df=2$, $p=0.46$.

Legend: χ^2 - Total Chi-Square; df - degrees of freedom; p - level of significance

The results presented in Table 2 and Table 2a. indicate that the majority of both boys and girls perceive sports as gender-neutral, with this perception being more pronounced among girls (66.7%) compared to boys (56.7%). Overall, 61.7% of participants view listed sports as equally suitable for both genders, suggesting a predominant trend toward a gender-neutral perception of sports.

Table 2a. *Sports classification according to gender culture in sports*

| MASCULINE | FEMININE | NEUTRAL |
|------------------|---------------------|-----------------------|
| Basketball | Gymnastics | Badminton |
| Rugby | Rhythmic gymnastics | Breakdancing |
| Wrestling | Volleyball | Synchronized swimming |
| Hockey | Sport Dance | Handball |
| Water Polo | Figure skating | Tennis |
| Bodybuilding | | Chess |
| Soccer | | Skiing |
| Boxing | | Equestrian sports |
| Formula 1 | | Table tennis |
| | | Athletics |
| | | Cycling |
| | | Kayaking |
| | | Martial Arts |
| | | Swimming |
| | | Sport Climbing |
| | | Karate |

Nevertheless, a notable proportion of participants (26.7%) continue to categorize certain sports as male-dominated, which reflects the persistence of traditional gender stereotypes. In contrast, the perception of sports as female-dominated is considerably less common, particularly among girls, with only 6.7% viewing sports as female-dominated. Statistical analysis reveals no significant

differences between boys and girls in their perceptions of sports based on gender culture ($p=.46$). These findings suggest that while some gender-specific perceptions of sports remain, there is a stronger overall tendency among both boys and girls to regard sports as inclusive and equally suitable for all genders. This may indicate a shift in attitudes toward gender roles in sports, particularly among the younger generation.

Table 3 presents the percentage distribution of sports classifications (male-dominated, female-dominated, and neutral) by gender (boys and girls) and location (urban and rural). The findings reveal that the majority of both boys and girls, regardless of location, perceive most sports as gender-neutral. Specifically, a greater proportion of rural boys (70%) and rural girls (66.7%) classify sports as neutral, compared to their urban counterparts (53.3% for boys and 63.3% for girls). Urban boys (30%) are more likely to perceive sports more male-dominated than rural boys (20%), while the perception of sports as male-dominated among girls remains consistent across urban and rural living environment (23.3%). Furthermore, urban boys (16.7%) and girls (13.3%) are more inclined to classify sports as female-dominated compared to their rural peers (10% for both boys and girls).

Overall, a significant proportion of school-aged children, regardless of their living environment, view the listed sports as neutral (63.3% in urban areas and 70% in rural areas). The perception of sports as male-dominated is relatively consistent between urban and rural areas (24.2%), as is the perception of sports as female-dominated (12.5%). Importantly, there were no statistically significant differences in the perception of sports culture based on living environment ($p=.90$).

Table 3. *The differences between gender and the sport perception according to living environment*

| | LOCATION | MASKULINE | FEMININE | NEUTRAL |
|--------------|--------------|--------------------|--------------------|--------------------|
| BOYS | <i>urban</i> | 9 30.0% | 5 16.7% | 16 53.3% |
| | <i>rural</i> | 6 20.0% | 3 10.0% | 21 70.0% |
| GIRLS | <i>urban</i> | 7 23.3% | 4 13.3% | 19 63.3% |
| | <i>rural</i> | 7 23.3% | 3 10.0% | 20 66.7% |
| TOTAL | | 29 24.2% | 15 12.5% | 76 63.3% |

$X^2 = 2,125; df = 6, p = .90.$

Legend: χ^2 - Total Chi-Square; df - degrees of freedom; p - level of significance

Discussions

The main results of this study indicate that a significant proportion of sixth-grade boys and girls perceive sports as gender-neutral; however, a higher percentage of boys view sports as male-dominated. While the perceptions of girls regarding sports as male- or female-dominated are relatively consistent, boys display a greater

tendency to classify sports as gender-specific. Additionally, boys and girls from urban areas are more likely to classify sports as female-dominated compared to their rural counterparts. The consistent perception of certain sports as presented across both genders suggests a shared understanding of which sports are traditionally viewed as gender-specific.

Following research that has examined sports and activities for their gender appropriateness (Reimer & Visio, 2003; Chalabaev, Sarrazin, Fontayne, Boiché, & Clément-Guillotin 2013; Sheadler & Wagstaff, 2018; Sobal & Milgrim, 2019; Bachman, 2019; Chartier, 2019; Eagly, Nater, Miller, Kaufmann, & Sczesny, 2020; Zenker, 2022; Ljubojević, Pepić, Petrović, Pantelić Babić, Gerdijan, & Karalić 2023; Petrović, J., 2023; Ljubojević, et.al., 2024), gender and stereotypes, particularly in sports, appear to be areas that will constantly present opportunities for assumptions, analysis, discussions, and various conclusions that will undoubtedly be influenced by a variety of circumstances in the future. According to Zenker (2022), it began with Metheny (1965), who characterized the attributes used to categorize sports as feminine or masculine. Many researchers followed his work later (Koivula, 2001; Riemer & Visio, 2003; Hardin & Greer, 2009; Jones & Greer, 2011; Avraam, & Anagnostou, 2022). Metheny argued that playing sports is considered either socially acceptable or unacceptable for women based on how each particular sport conforms to traditional images of appropriate female behavior. A sport is considered inappropriate for sex if the nature of the sport requires women to attempt to subdue an opponent by physical force, use a heavy object, or engage in face-to-face competition where physical contact may occur. Conversely, sport can be defined as socially appropriate for sex for women if the body is projected through space in an aesthetically pleasing manner. Whether the sport is played individually or as a team also makes a difference: team sports are considered more masculine than individual sports.

Of course, in this context, the population of children and youth, as well as their attitudes and perceptions of sports through their understanding of gender and stereotypes, are very interesting to researchers (Turner, Gervai, & Hinde 1993; Halim & Ruble, 2010; Mehta & Strough, 2010; Patterson, 2012; Jhuremalani, Tadros, & Goody, 2023). In that sense, this study finds that regardless of whether it is about boys or girls, or whether children live in urban or rural areas, the general impression is that there is still a significant number of children who still perceive sports exclusively as male or female. Therefore, men's sports still are basketball, rugby, wrestling, hockey, water polo, bodybuilding, soccer, boxing and formula 1. On the other side, women's sports are gymnastics, rhythmic gymnastics, volleyball, sport dance and figure skating. These are not statistically significant percentages, but this fact can be explained with a model of traditional gender roles. In this model, masculine sports tend to involve more direct physical contact, strength, and aggressiveness, whereas feminine sports are more likely to be marked by aesthetic characteristics such as grace and expressivity (Hardin & Greer, 2009).

Namely, regardless of percentage differences showed in this study, the findings in general indicate that school-aged children perceive most sports as neutral

(badminton, breakdancing synchronized swimming, handball, tennis, chess, skiing equestrian sports, table tennis, athletics, cycling, kayaking, martial arts, swimming, sport climbing, and karate). From the aspect of gender culture, with this perception being more pronounced among girls compared to boys. Similar research was conducted with older students by Alley and Hicks (2005) and partially coincide with the results from the authors Reimer & Visio (2003), Carter, Casanova, & Maume (2015), and Alvariñas-Villaverde et al. (2017).

Equally, from the aspect of living environment, 6th grade students in rural areas are more likely to perceive sports as gender-neutral, while their urban counterparts show a slightly greater tendency to classify sports as either “masculine” or “feminine”. There is tendency in thinking that differences in sports perception can depend on factors such as social position, education, socio-demographics (Wilson, 2002; Downward, Lera-López, & Simona Rasciute, 2014) and social interaction (Bourdieu, & Passeron, 1990; Shove, Pantzar, & Watson, 2012). Interesting question, also, was a raised by Mateo-Orcajada (2021) regarding gender stereotypes by teachers and trainers in terms of living environment.

In general, the findings indicate that school-aged children in rural areas are more likely to perceive sports as gender-neutral, while their urban counterparts show a slightly greater tendency to classify sports as either male- or female-dominated. The consistent perception of certain sports as male- or female-dominated across both genders suggests a shared understanding of which sports are traditionally viewed as gender-specific. However, these views are less prevalent than the perception of sports as neutral. This distribution of perceptions suggests that, although traditional gender stereotypes in sports still exist, there is a marked shift towards a gender-neutral perspective, particularly among rural school-aged children. This trend may reflect broader cultural or social influences in rural environments that promote a more inclusive view of sports participation, challenging conventional gender norms.

4. Conclusions

The findings suggest that while some gender-specific perceptions of sports remain, there is a stronger overall tendency among both boys and girls to regard sports as inclusive and equally suitable for all genders. This may indicate a shift in attitudes toward gender roles in sports, particularly among the younger generation, supporting the notion of equality and equity in sports participation at an early age. Despite this trend, gender-typing remains slightly more prevalent among male students, reflecting the persistence of traditional sports stereotypes. Therefore, they can be seen as an interesting target group for breaking the stereotypes in the future. The small and regionally constrained sample limits the generalizability of the findings and focusing solely on school-aged children suggests a need for future research to include different age groups to explore potential changes in perceptions over time. These results, as a preparation for more extensive and wider research, underscore the need to address and challenge deeply ingrained stereotypes that continue to influence how sports are perceived and practiced by different genders. Encouraging gender-neutral perceptions in sports can contribute to greater

inclusivity and equality in sports participation from an early age and therefore truly consolidate the concept of equality and equity for everyone, which should be one of the main goals of this and future wider research on this topic. One of the conclusions regarding our research is that, besides students, our attention should also be directed towards PE teachers, sport experts, and sports literature to examine if some stereotypes or unconscious typing exist in these areas.

It seems that gender typing and stereotypes in sports are topics that will be discussed very often in the future. This was announced to us by the last Olympic Games held in Paris, which provoked quite an interest in public opinion on gender-based topics and will for sure be the start of interesting debates in the future that will give theoreticians quite an introduction to revise their attitudes towards gender equality, equity, and typing in sports.

References

1. ALLEY, T.R., & HICKS, C.M. (2005). Peer attitudes towards adolescent participants in male- and female-orientated sports. *Adolescence*, 40 (158), 273-280.
2. ALSAMIH, M. (2024). Social representation of masculine and feminine sports among Saudi adolescents. *Frontiers in Psychology*, 15:1337157. <https://doi.org/10.3389/fpsyg.2024.1337157>.
3. ALVARIÑAS-VILLAVERDE, M., LÓPEZ-VILLAR, C., FERNÁNDEZ-VILLARINO, M.A., & ALVAREZ-ESTEBAN, R. (2017). Masculine, feminine and neutral sports: Extracurricular sport modalities in practice. *Journal of Human Sport and Exercise*, 12(4), 1278–1288. <https://doi.org/10.14198/jhse.2017.124.14>.
4. AMIN, S., YASIN, I., & RUTKOWSKA-ZIARKO, A. (2022). Diversity-inclusion nexus: assessing the role of ethnic and religious diversity in financial inclusion; a global perspective. *Economic Research*, 36(1), 1205–1225. <https://doi.org/10.1080/1331677X.2022.2083648>.
5. AVRAAM, E., & ANAGNOSTOU, G. (2022). A literature review on gender stereotypes in physical education. *European Journal of Physical Education and Sport Science*, 8(6), 26-37. <https://doi.org/10.46827/ejpe.v8i6.4404>.
6. BACHMAN, R. (2019). U.S. women's soccer games outearned men's games. *The Wall Street Journal*. Retrieved November 2, 2021, from <https://www.wsj.com/articles/u-s-womenssoccer-games-out-earned-mens-games-11560765600>.
7. BLAKEMORE, J.E.O., BERENBAUM, S.A., & LIBEN, L.S. (2013). *Gender development*. Psychology Press.
8. BOURDIEU, P., & PASSERON, J. C. (1990). *Reproduction in education, society and culture*. Sage Publications.
9. CARREIRAS, H. (2004). *Gender and the military: a comparative study of the participation of women in the Armed Forces of western democracies* (Doctoral dissertation, European University Institute).
10. Carter, J., Casanova, E., & Maume, J. D. (2015). *Gendering Olympians*:

- Olympic Media Guide Profiles of Men and Women Athletes. *Sociology of Sport Journal*, 32(3), 312-331. <https://doi.org/10.1123/ssj.2013-0123>.
11. CHALABAEV, A., SARRAZIN, P., FONTAYNE, P., BOICHÉ, J., & CLÉMENT-GUILLOTIN, C. (2013). The influence of sex stereotypes and gender roles on participation and performance in sport and exercise: Review and future directions. *Psychology of sport and exercise*, 14(2), 136-144.
 12. CHARTIER, D. (2009). The Gender of Ice and Snow. *Journal of Northern Studies*, 2(2), 29–49. doi: <https://doi.org/10.36368/jns.v2i2.560>.
 13. CLARKE, H. M. (2020). Gender stereotypes and gender-typed work. Handbook of labor, *Human resources and population economics*, 1-23.
 14. DIBIE, R. (2016). Globalization and women's empowerment in Africa. In L. Lindio-McGovern & I. Wallimann (Eds.), *Globalization and Third World Women: Exploitation, Coping and Resistance* (pp. 161-183). Routledge.
 15. DOWNWARD, P., LERA-LÓPEZ, F. & SIMONA RASCIUTE, S. (2014). The correlates of sports participation in Europe, *European Journal of Sport Science*, 14(6), 592-602, doi: <https://doi.org/10.1080/17461391.2014.880191>.
 16. EAGLY, A.H., NATER, C., MILLER, D.I., KAUFMANN, M., & SCZESNY, S. (2020). Gender stereotypes have changed: A cross-temporal meta-analysis of U.S. public opinion polls from 1946 to 2018. *American Psychologist*, 75(3), 301–315. <https://doi.org/10.1037/amp0000494>
 17. HALIM, M.L., & RUBLE, D. (2010). Gender identity and stereotyping in early and middle childhood. *Handbook of gender research in psychology: Volume 1: Gender research in general and experimental psychology*, 495-525.
 18. HARDIN, M., & GREER, J.D. (2009). The influence of gender-role socialization, media use and sports participation on perceptions of gender-appropriate sports. *Journal of Sport Behavior*, 32, 207–226.
 19. JHUREMALANI, A., TADROS, E., & GOODY, A. (2023). Stereo-atypical: An Investigation into the Explicit and Implicit Gender Stereotypes in Primary School-Aged Children. *Early Childhood Education Journal*, 51(7), 1115-1129.
 20. JONES, A., & GREER, J. (2011). You don't look like an athlete: The effects of feminine appearance on audience perceptions of female athletes and women's sports. *Journal of Sport Behavior*, 34, 358–377.
 21. KOIVULA, N. (2001). Perceived characteristics of sports categorized as gender-neutral, feminine and masculine. *Journal of Sport Behavior*, 24,377-393.
 22. LJUBOJEVIĆ, A., GERDIJAN, N., PANTELIĆ BABIĆ, K., PEPIĆ, A., PETROVIĆ, B., & STANIVUK, A. (2024). Gender (In)Equality in Sport Competition. *Contemporary Kinesiology: Active Lifestyle, 7th International Scientific Conference* (pp. 32-32). Split: Faculty of Kinesiology, University of Split.
 23. LJUBOJEVIĆ, A., PEPIĆ, A., PETROVIĆ, B., PANTELIĆ BABIĆ, K., GERDIJAN, N., & KARALIĆ, T. (2023). Gender (in)equality in decision-making roles in Bosnia and Herzegovina. *Montenegrin Journal of Sports Science and Medicine*, 34-35.
-

24. MATEO-ORCAJADA, A., ABENZA-CANO, L., VAQUERO-CRISTÓBAL, R., MARTÍNEZ-CASTRO, S.M., LEIVA-ARCAS, A., GALLARDO-GUERRERO, A.M., & SÁNCHEZ-PATO, A. (2021). Influence of gender stereotypes, type of sport watched and close environment on adolescent sport practice according to gender. *Sustainability*, 13(21), 11863. <https://doi.org/10.3390/su132111863>
 25. MEHTA, C. M., & STROUGH, J. (2010). Gender segregation and gender-typing in adolescence. *Sex Roles*, 63, 251-263.
 26. MEIER, M. (2005). Gender equity, sport and development (Working Paper). Swiss Academy for Development. Retrieved from https://www.sportanddev.org/sites/default/files/downloads/59_gender_equity_sport_and_development.pdf
 27. METHENY, E. (1965). *Connotations of movement in sport and dance*. Wm. C. Brown Company Publishers.
 28. ODERO, S.Y. (2024). The Role of Gender Socialization in Women's Pursuit of Leadership Roles: Perception of African Diaspora Women in the United States (Doctoral dissertation, Biola University).
 29. PATTERSON, M.M. (2012). Self-perceived gender typicality, gender-typed attributes, and gender stereotype endorsement in elementary-school-aged children. *Sex roles*, 67, 422-434.
 30. PETROVIĆ, J. (2020). Importance of sex and gender for university sports. In M. Bobrik, B. Antala, & R. Pelucha (Eds.), *Physical Education in Universities: Researches - Best Practices - Situation* (pp. 73-82). Slovak Scientific Society for Physical Education and Sport; FIEP.
 31. PETROVIĆ, J. (2023). From equality to equity: Gender Perspective of sport in Serbia. *10th International Scientific Conference "Anthropological and teo-anthropological views on physical activities"* (pp. 6-21). Kopaonik: The Faculty of Sport and Physical Education in Leposavić, University of Priština – Kosovska Mitrovica.
 32. REED, S. D. R. (2018). *The Underrepresentation of Female Head Coaches in Collegiate Athletics* (Doctoral dissertation, Northcentral University).
 33. RIEMER, B. A., & VISIO, M. E. (2003). Gender typing of sports: An investigation of Metheny's classification. *Research Quarterly for Exercise and Sport*, 74(2), 193-204. <https://doi.org/10.1080/02701367.2003.10609081>.
 34. SCHEADLER, T., & WAGSTAFF, A. (2018) Exposure to women's sports: Changing attitudes toward female athletes. *The Sport Journal*, 19, 1-17.
 35. SELIMOVIĆ, J., KOVAČEVIĆ, J., VESELINOVIĆ, LJ. ŠESTIĆ, M., KURTIĆ, E., MAHMUTĆEHAJIĆ, F. & IZMIRLIJA, M. (2021). *Zastupljenost i angažman žena na liderskim pozicijama u javnim preduzećima u vlasništvu Federacije Bosne i Hercegovine* [Electronic source]: izvještaj o rodnoj analizi. COBISS.BH-ID 43412230. Ekonomski fakultet; Univerzitet u Sarajevu.
 36. SHOVE, E., PANTZAR, M. & WATSON, M. (2012). *The Dynamics of Social Practice: Everyday Life and How it Changes*. SAGE Publications Ltd. DOI:
-

- <https://doi.org/10.4135/9781446250655>.
37. SOBAL, J., & MILGRIM, M. (2019). Gendertyping sports: social representations of masculine, feminine, and neither-gendered sports among US university students. *Journal of Gender Studies*, 28(1), 29-44.
 38. TAKÁCS, I. (2018). Women in top leadership position. Obstacles, possibilities and the chimera of segregation. *IJPINT*, 5(1), 74-84.
 39. TAKÁCS, I. (2019). Juris aequalitas inter sexum et sexum Philosophical and Practical Issues of Human Rights, Anomalies, Excerpts from Criminal and Labor Law. *IJPINT*, 6(2), 90-103.
 40. TURNER, P. J., GERVAI, J., & HINDE, R. A. (1993). Gender-typing 1 in young children: Preferences, behaviour and cultural differences. *British Journal of Developmental Psychology*, 11(4), 323-342.
 41. WILSON, E. (2002). *Women and the welfare state*. Routledge. London. eBook ISBN 9780203479261. <https://doi.org/10.4324/9780203479261>.
 42. WULF, X. (2017). *A gendered quantitative examination of performance and pay fairness* (Doctoral dissertation, Capella University).
 43. ZENKER, N. (2022). *Gender-typing and sports: The perception of gender for group and individual sports among college students and adults* [Doctoral dissertation, Hunter College, City University of New York]. CUNY Academic Works. https://academicworks.cuny.edu/hc_sas_etds/843.
 44. ZARAVIGKA, K., & PANTAZIS, V. (2012). Equality of the genders in physical education: The students' perceptions. *Journal of Physical Education and Sport*, 12(3), 350–357. doi:10.7752/jpes.2012.03052.



©2017 by the authors. Licensee „GYMNASIUM” - Scientific Journal of Education, Sports, and Health, „Vasile Alecsandri” University of Bacău, Romania. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution ShareAlike 4.0 International (CC BY SA) license (<http://creativecommons.org/licenses/by-sa/4.0/>).