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INFLUENCE OF GENDER BEHAVIOUR ON PECULIARITIES OF STUDENTS' SELF-ATTITUDE

The article deals with the problem of the influence of gender behavior on the peculiarities of student youth's self-attitude which is relevant in contemporary psychological science. The importance of this issue is predetermined by the destructive effect of negative self-attitude on various aspects of human's vital activity: features of the motivational sphere, the emotional state of the individual, his/her self-esteem, "I-concept", the specific nature of interpersonal interaction, the productivity of educational activity. Due to the gender mainstreaming concepts in the student age, associated with the orientation based on the choice of the future marital partner, during this period, there is an evident influence of the gender behavior type on self-attitude, that determines the prospects of its study. The aim of the study has been realized in the work, namely, the relationship between the prevailing type of gender behavior and the specificity of personal self-attitude has been established. Within the empirical research, the methods of testing and questioning have been used. The following patterns have been revealed: the androgynous type of gender behavior is related to self-perception, but the sexually-undifferentiated, hyperfeminic type of girls' gender behavior and the feminine type of boys – to self-rejection; the hypermasculinous type of boys is associated with inadequate positive self-attitude, the androgynous – with adequate self-attitude with elements of criticality, and the sexually-undifferentiated – with inadequately critical self-attitude.

Keywords: *gender behaviour, self-attitude, masculinity, androgyny, femininity.*

Introduction

The social transformations taking place in the country cause increasing attention to the problem of gender peculiarities of the individual. The relevance of psychological studies concerning the influence of the gender behaviour specificity on the development of the individual in general and on the modality of his/her self-attitude in particular is determined by the fact that this issue has not been studied enough in Ukraine, on the one hand, and high demands of practice aimed at the research of this scientific subject, on the other hand.

In modern science the peculiarities of gender identity (I.O. Bondarevska [2], T.V. Kubrichenko [5]), sex-role behaviour (L.M. Dolhykh[4], V.H. Romanova [8], C.A. O'Heron, J.L Orlofsky[11]), gender stereotypes (N.V. Hrytchuk[3], D.V. Lohvinova[6]) and other aspects of gender perspective have been analyzed.

In the broadest sense, gender is a simulated by the society system of values, norms and characteristics of male and female behaviour, lifestyle and way of thinking, roles and relationships of women and men acquired by them as individuals in the process of socialization, which is primarily determined by social, political, economic and cultural contexts of being and captures the conception of a woman and a man depending on their sex [7, p. 11].

Gender behavior is considered as the implementation of cognitive patterns, which were formed on the basis of settings and stereotypes about the representatives of their and the opposite sex [10].

The term "self-attitude" is viewed as a complex multilevel emotional-evaluative system, which is divided

into two blocks – objective ("I" as an object) and subjective ("I" as a subject). Both of these aspects of self-attitude are realized through cognitive activity, emotional reactions and systems of actions or preparedness for such actions in relation to oneself [9].

In the context of gender peculiarities study self-attitude is analyzed as a process of the psychological gender formation. Thus, Sh. Bern states that during sex-role socialization a person realizes his/her gender. Individuals have a clear inner sense of their belonging to a particular sex, which is defined as a gender identity. The process of sex-role socialization involves the formation of personal "I" image, where "I sexually" takes a significant place [1, p. 29].

Despite the sufficient amount of works devoted to the analysis of the raised problem, the influence of the gender behaviour type on the psychological peculiarities of student youth's self-attitude is still worth studying.

The aim of the article is to establish the relationship between the prevailing type of gender behavior and the specificity of personal self-attitude.

Methods

The empirical study was conducted during 2016-2017 on the basis of Rivne State Humanitarian University and involved 130 students (50% of boys and 50% of girls). The following methods and techniques were used: the Bem Sex Role Inventory Test (S. Bem); the gender stereotypes questionnaire (G. Heymans); test-questionnaire for the self-attitude diagnosis (V. V. Stolin); the Twenty Statements Test (M. Kuhn and T. McPartland). For the processing of the empirical

research results, methods of mathematical statistics have been applied: the Pearson linear correlation coefficient, the Pearson chi-square criterion.

Results

In order to identify the dominant gender stereotypes G. Heymans' questionnaire was used. According to its results, femininity is associated with the presence of such features as the ability to take care of others, to be emotionally sensitive, humble, responsive and loyal. This model of behaviour means dependence and subordination, a tendency to self-sacrifice, as well as intimidation, weak will, timidity, inability to manage others. Feminine persons are characterized by sensitivity, which is manifested in the process of communication; the ability to focus on interlocutors' nonverbal manifestations and better understand the partner's emotional state; less communicative aggression, lack of predisposition to a violent expression of dissatisfaction and negative emotions; high empathy; tactfulness; definite need for protection.

According to the stereotypes, the intensity of feminine features supposes the household orientation, care about family comfort and the leveling motivation for a successful career. Professional growth is not important and is not considered as a means of self-actualization. The sphere of interpersonal relations is significant, there is a focus on interpersonal communication, external evaluation and, consequently, the desire to attract attention.

The results of the Twenty Statements Test (M. Kuhn and T. McPartland) indicate that girls with the feminine type of gender behaviour are characterized by the formed gender identity, as evidenced by the emphasis on gender characteristics in the self-reports. Instead, feminine guys experience a conflict of roles, which is noticeable when analyzing their self-reports. Their self-description is inconsistent, contradictory and vague.

The analysis of stereotypes concerning androgynous persons indicates that they have a high level of spontaneity and emotional saturation of the life process. Both feminine and masculine features are rather evident, which extends their behavioral repertoire and allows to represent themselves more fully. Based on the results of the Twenty Statements Test (M. Kuhn and T. McPartland), it has been established that gender characteristics are not dominant in the self-reports of individuals with the androgynous type of behavior, but their gender identity is formed on an adequate level.

Masculine persons can be described as dominant, aggressive, willing to risk, independent, emotionally re-

strained. It's not adoptable for them to display such features as sensitivity, compassion, softness, subordination. The masculine gender role includes those types of behaviour that manifest themselves in focusing the individual on achieving goals outside the direct situation of interpersonal interaction. The orientation toward performing instrumental roles is evaluated from the point of view of personal self-realization through the high level of achievement, if there is breadth of goals.

The results of the Twenty Statements Test (M. Kuhn and T. McPartland) show that respondents with the masculine type of gender behaviour have dominating gender characteristics in their self-reports. In particular, boys, characterizing themselves, emphasize their sex and gender roles, while masculine girls level their sexual identity.

The sex-undifferentiated type is characterized by low rates of both masculine and feminine characteristics. The results of the Twenty Statements Test (M. Kuhn and T. McPartland) prove that respondents with such type of gender behaviour identify a small number of gender characteristics in their own personality, which indicates an unformed gender self-consciousness. Such persons are unable to evaluate the intensity of features corresponding to their psychological gender.

The manifestations of masculinity and femininity, which are essential characteristics of an individual as a representative of a certain psychological gender, are considered the signs of manhood or womanhood that determine the gender features of a person, along with its identity. The signs traditionally attributed to representatives of the opposite sex may become significant in the structure of the boy or girl's personality. At the same time, they can be both at the conscious and the unconscious level as they are displaced into the sphere of subconsciousness as a result of the psyche protective mechanisms action, when there is an internal conflict between the desire to manifest the features inherent in the personality and the fear of being condemned by others.

In order to identify the type of student youth's gender behaviour, the Bem Sex Role Inventory Test (BSRI) was used. The following results have been obtained: 64.2% of girls and 1.7% of boys have the feminine type; 7.8% of girls and 73.6% of boys – the masculine type; 17.7% of girls and 15.2% of – the androgynous type; 10.3% of girls and 9.5% of boys – the sexually-undifferentiated type. In the process of our research the brightness of manifestation of girls and boys' masculine and feminine features has been determined (Table 1).

Table 1.

Respondents' levels of femininity and masculinity according to the Bem Sex Role Inventory (BSRI) Test (%)

Scalēs Levels	Girls' femininity	Girls' masculinity	Boys' femininity	Boys' masculinity
High	12.3	6.2	7.7	18.4
Medium	61.5	49.2	29.3	70.8
Low	26.2	44.6	63	10.8

To determine the statistical significance of differences in the intensity of the character being investigated, the Pearson chi-square criterion was used. According to the characteristic of masculinity $\chi^2 = 60.52$, i.e. it is rather more than the critical one ($\chi^2_{cr.} = 5.99$, $p < 0.05$).

Girls who have high rates on the “masculinity” scale demonstrate such traits as independence, predisposition to domination, miserliness of emotional manifestations. They may have difficulties in establishing interpersonal contacts through the undeveloped empathy, understanding of nonverbal signals, lack of sensitivity and benevolence.

The significance of the masculine component of girls’ psychological gender is a reflection of gender stereotypes dominating in modern society, which popularize the image of an ideal woman with expressed masculine characteristics, that is there is a change in stereotypes regarding the high femininity of women. Women are expected to be self-contained, independent and confident. However, traditional ideas continue to affect the girls’ consciousness and subconsciousness, resulting in their desire to show feminine features vividly.

The excessive accentuation of typical masculine traits in high-masculine boys narrows the breadth of behavioral and emotional manifestations of the personality. According to the data obtained from G. Heyman’s questionnaire, due to gender stereotypes, violence manifested by a boy is considered an acceptable form of power demonstration and dominance over others.

According to the femininity criterion, the value of $\chi^2 = 70.66$ ($\chi^2_{cr.} = 5.99$, $p < 0.05$) significantly exceeds the critical one, indicating the presence of statistically significant gender differences on this scale.

Boys and girls’ gender identity and their gender self-consciousness formation are caused not only by the evaluation of their personal manifestations, but also the comparison of their inherent features with certain established patterns existing in society, as well as the development of the ideal image, which a human strives to achieve in the future. Based on the results of G. Heyman’s questionnaire, a girl with an expressed feminine orientation pays much attention to the ideas about her future family, the prospects for fulfilling the role of a woman and mother, and the aspiration for a vivid manifestation of femininity. But if a masculine behavioral pattern dominates in the girl’s gender subconsciousness, the professional growth, self-realization outside the family, and manifestation of the creative potential will be important for her.

To study the peculiarities of respondents’ self-attitude, V. V. Stolin’s test-questionnaire for the self-attitude diagnosis was used. Gender differences have been revealed: boys have higher scores on “autosympathy” ($\chi^2 = 10.98$ at $\chi^2_{cr.} = 5.99$, $p < 0.05$) and “self-assurance” ($\chi^2 = 15.10$ at $\chi^2_{cr.} = 5.99$, $p < 0.05$) scales, whereas girls – “self-interest” ($\chi^2 = 19.92$ at $\chi^2_{cr.} = 5.99$, $p < 0.05$), “self-management and self-consistency” ($\chi^2 = 10.91$ at $\chi^2_{cr.} = 5.99$, $p < 0.05$), “self-understanding” ($\chi^2 = 12.32$ at $\chi^2_{cr.} = 5.99$, $p < 0.05$), as well as a higher rate of the adequacy of self-attitude ($\chi^2 = 26.63$ at $\chi^2_{cr.} = 5.99$, $p < 0.05$).

Boys have a higher level of self-confidence and autosympathy, which can be explained by an attempt to perform a gender role, according to which confidence is an integral part of male behaviour, and uncertainty is considered a feminine trait that is not approved by others, especially by peer groups. Boys, trying to meet gender expectations, emphasize self-confidence as one of their leading features. A high level of self-confidence indicates faith in one’s own strength and capabilities. Such students treat themselves as independent, volitional and reliable persons who know that they deserve respect. A positive evaluation of their own abilities and capabilities prevail in their character, but their self-esteem is unstable. Instead, girls are more stable because they make an adequate assessment of their own personality.

The coefficient of correlation (according to Pearson) was calculated for revealing the influence of the gender behaviour type on the peculiarities of student youth’s self-attitude. The obtained value of the correlation coefficient between androgyny and self-acceptance was $r = + 0.745$ ($p \leq 0.05$). Thus, there is an interdependence between androgyny and self-acceptance of the individual. The correlation coefficient between girls’ self-acceptance and hyperfemininity was $r = - 0.740$. This correlation coefficient is statistically significant, which proves the relationship between hyperfemininity and self-rejection. At the same time, indicators of the correlational analysis data concerning boys with the characteristics of hypermasculinity and the degree of self-acceptance are not statistically significant ($r = - 0.327$). It has been also found out that the sexually-undifferentiated type correlates with self-rejection, as evidenced by the inverse correlation relationship between this type of gender behaviour and self-acceptance ($r = - 0.764$ at $p \leq 0.05$). In addition, it has been revealed that boys’ femininity correlates with self-rejection, which is confirmed by the inverse correlation relationship between male femininity and self-acceptance indices ($r = - 0.824$ at $p \leq 0.05$). However, the correlation coefficient between self-acceptance and masculinity of women is not statistically significant ($r = -0.340$).

Consequently, most girls are characterized by a feminine behaviour pattern, while boys – by a masculine one. The sample also includes androgynous individuals who combine feminine and masculine traits harmoniously and are distinguished by such features as self-respect and self-acceptance. The vast majority of girls have a medium level on “femininity” scale, whereas boys – on “masculinity” scale.

Discussion

Generalizing the results obtained using such methods as V. V. Stolin’s test-questionnaire for the self-attitude diagnosis and M. Kuhn & T. McPartland’s Twenty Statements Test, we have identified three groups of respondents: the first group is characterized by inadequate positive self-attitude; the second – by adequate self-attitude with elements of criticality; the third group – by inadequately critical self-attitude. Among persons with inadequately positive self-attitude, respondents with the hypermasculine type of gender

behaviour prevail (67.2%); among students with adequate self-attitude with elements of criticality the androgynous type dominates (62.4%); among respondents with inadequately critical self-attitude the sexually-undifferentiated type is prepotent (77.2%).

Conclusions

In our opinion, self-attitude is viewed as a component of self-consciousness, taking into account its close connection with self-esteem, “I-concept” and “I-image” of personality. Self-attitude is realized through the affective component of self-consciousness, which is inseparably linked to the cognitive component, because on the basis of knowledge about oneself, a person forms an attitude to his/her own personality, which can be positive or negative, adequate or not. The peculiarities of self-attitude are related to the specificity of personal gender identity, which is substantially influenced by the process of sex-role socialization, determined by gender stereotypes. Under the influence of gender socialization, individuals formulate ideas about the gender roles that they have to perform in order to correspond to social patterns of masculinity and femininity. The gender role is formed in the process of inextricable interaction of biological and socio-cultural factors and predetermines the specific behavior of the individuals, their perception of themselves and others.

It has been empirically established that the androgynous type of gender behavior is related to self-perception,

but the sexually-undifferentiated, hyperfeminic type of girls' gender behavior and the feminine type of boys – to self-rejection. Moreover, the hypermasculinous type of boys is associated with inadequate positive self-attitude, the androgynous – with adequate self-attitude with elements of criticality, and the sexually-undifferentiated – with inadequately critical self-attitude.

The obtained data enabled us to make recommendations for self-attitude optimization considering the type of personal gender behaviour: to apply psychological means aimed at expanding the individuals' perceptions about themselves in order to form both adequate “I-image” and further development of gender identity; to use techniques that contribute to the destruction of non-optimal behaviour patterns based on gender stereotypes common in the reference group in order to provide opportunities for self-disclosure; to promote the development of adequate self-attitude through including the individual in the appropriate training groups, individual consultations with the use of humanistic-oriented technologies.

Prospects for further research are the necessity to develop psychological tools for the self-attitude optimization, taking into account the type of personal gender behaviour.

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ВПЛИВ ТИПУ ГЕНДЕРНОЇ ПОВЕДІНКИ НА ОСОБЛИВОСТІ САМОСТАВЛЕННЯ СТУДЕНТСЬКОЇ МОЛОДІ

В статті висвітлено актуальну у сучасній психологічній науці проблему впливу гендерної поведінки на особливості самоставлення студентської молоді. Важливість цього питання зумовлюється деструктивним впливом негативного самоставлення на різноманітні аспекти життєдіяльності: особливості мотиваційної сфери, емоційний стан особистості, її самооцінку, «Я-концепцію», специфіку побудови міжособистісної взаємодії, продуктивність навчальної діяльності. У зв'язку з актуалізацією гендерних уявлень, що відбувається в студентському віці, яка пов'язана з орієнтацією на вибір майбутнього шлюбного партнера, в цей період вплив типу гендерної поведінки на самоставлення відчувається особливо гостро, що і зумовлює перспективність його дослідження. В процесі роботи реалізовано мету дослідження, а саме, встановлено взаємозв'язок між переважаючим типом гендерної поведінки та специфікою самоставленням особистості. При проведенні емпіричного дослідження використовувались такі методи та методики: методика діагностики психологічної статі С. Бем; анкета дослідження гендерних стереотипів Г. Гейманса; тест-опитувальник самоставлення В.В. Століна; тест двадцяти тверджень самоставлення М. Куна і Т. Мак-Партланда. Для обробки результатів емпіричного дослідження застосовано методи математичної статистики: обрахування коефіцієнту лінійної кореляції Пірсона, χ^2 -критерію Пірсона. На основі узагальнення отриманих результатів виділено три групи обстежених: перша група характеризується неадекватним позитивним самоставленням; друга – адекватним самоставленням із елементами критичності; третя група – неадекватним критичним ставленням до себе. Виявлено гендерні відмінності самоставлення: в хлопців вищі показники аутосимпатії та самовпевненості, тоді як в дівчат вищим є самоінтерес, самокерівництво та самопослідовність, а самоставлення в цілому є більш адекватним. Встановлено, що для більшості дівчат характерна фемінінність, а для більшості хлопців – маскулінна модель поведінки. В меншій кількості осіб проявляється андрогінність, і лише в незначній кількості – статево-недиференційована поведінка. Дівчатам з фемінінним типом гендерної поведінки притаманна сформована гендерна ідентичність, натомість у фемінінних хлопців спостерігається конфлікт ролей. Виявлено такі закономірності: андрогінний тип гендерної поведінки пов'язаний з самоприйняттям, а статево-недиференційований, гіперфемінінний тип гендерної поведінки дівчат та фемінінний тип хлопців – з неприйняттям себе; гіпермаскуліний тип хлопців пов'язаний з неадекватним позитивним самоставленням, андрогінний – з адекватним самоставленням із елементами критичності, а статево-недиференційований – з неадекватно критичним самоставленням.

Ключові слова: гендерна поведінка, самоставлення, маскуліність, андрогінність, фемінінність.

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