

**GENDER COMPONENT OF SELF-ASSESSMENT OF PHYSICAL  
DEVELOPMENT OF SCHOOLCHILDREN AGED 11-13**

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**Purpose:** to study of the peculiarities of self-assessment of physical development of schoolchildren aged 11-13 in the gender dimension.

**Material and methods:** a set of research methods was used to solve the set tasks: theoretical (analysis, comparison, generalization, systematization); psychological-diagnostic (E.V. Bochenkova's questionnaire "Self-description of physical development", S. Bem's test-questionnaire "Masculinity - femininity"); generally accepted methods of mathematical statistics with the calculation of arithmetic means.

**Results:** considers the peculiarities of the perception of their physical development of boys and girls 11-13 years, their gender identity (femininity, masculinity, androgyny) and identifies the impact of gender identity of students on the level of their overall self-esteem of physical development.

**Conclusions:** the results of self-assessment of physical development and physical fitness of students gave us the opportunity to analyze the interdependence of

the general level of self-esteem of students and their individual gender characteristics. It was found that the overall self-esteem of boys is influenced by more indicators than that of girls. Inflated self-esteem of physical development is mainly boys - representatives of masculine and androgynous psychological types.

**Keywords:** boys, girls, self-assessment of physical development, masculinity, femininity, androgyny, gender, physical education, physical culture.

## **Introduction**

The main goal of the educational policy to modernize the physical education of young people is to provide a new quality of education through the introduction of new content, forms and methods of teaching schoolchildren in the field of physical culture and sports.

Today, the domestic educational space requires such a scientific paradigm of theoretical searches that could balance gender discrimination and asymmetry in the pedagogical society and explore reality from the standpoint of tolerance, harmonization of gender-role interaction [21, 36]. The gender approach in the field of physical culture and sports has certain features, which makes it a separate area of gender cognition of structural and functional approaches, according to which all pedagogical and sociocultural aspects in the physical education of young people can have a gender dimension [23, 29, 31, 39]. The study of issues related to the phenomenon of sex causes difficulties not only because of their complexity and multidimensionality, but also because of the lack of certainty and ambiguity of the terms used by scientists. The existence of the concepts of "sex" and "gender" in English literature, for which there are no analogues in our language, has led to the fact that their interpretation is not generally accepted and requires the author's self-determination. At the same time, the definition of the terms "sex" and "gender" depends both on the professional affiliation of scientists and their preferences [1].

The term "gender" is used in modern domestic and Western humanitarian studies to define sex as a social phenomenon, in contrast to purely biological sex.

Therefore, sex is biological, and gender is a cultural and symbolic definition of sex [6, 7, 29, 41].

A systematic analysis of the world array of scientific knowledge and international experience in the study of gender issues indicates that today gender issues in physical education have become deeper in understanding, wider in terms of the scope of its application, in addition, new aspects of its implementation have appeared [9, 20, 31, 33, 34]. Certain theoretical developments in the coverage of this process in the field of physical education are noted in the study by I.V. Evstigneeva (2012), which indicates that the main criteria for gender education of primary school students in the process of physical education are: cognitive, emotional [14]. O.V. Fashchuk (2011) substantiated the peculiarities of adolescents' attitude to the lesson of physical culture, taking into account gender identification [40]. In the work of V.I. Lukashchuk (2012) noted that sport as an activity forms an androgynous personality type in women and leads to an increase in masculinity in men [28]. Gender features in the choice of sports, the manifestation of the psychophysical and motor abilities of boys and girls were studied M. Slingerland, L. Haerens, G. Cardon, L. Borghouts (2014) [29, 51, 52, 53].

Scientists note that the most representative sign of adolescence are fundamental changes in the sphere of self-awareness, which are important for the further development and formation of personality [5]. We share the unconditional opinion of scientists who consider youth not only a period of physical development, but also a unique stage of cognitive maturation, when self-esteem of boys and girls largely depends on stereotypical ideas about men and women, and differentiation of values occurs in accordance with male and female standards [5, 29, 48]. However, today, unfortunately, there are no thorough comprehensive studies of self-assessment of the physical development of schoolchildren in terms of the influence of gender identity, which determined the relevance of our study.

**Purpose of the article** is to study the features of self-assessment of the physical development of schoolchildren aged 11-13 in the gender dimension.

## **Material and Methods of research**

The results of the study are based on testing materials for schoolchildren aged 11-13 years (251 respondents: 105 boys and 146 girls) of the General Secondary Education Institutions of Poltava. The scientific research procedure was carried out in accordance with the ethical standards of the responsible human rights committee. To solve the tasks set, a set of methods was used:

- *theoretical* (analysis, comparison, generalization, systematization, theoretical modeling) were carried out in order to generalize the experience of scientists involved in the study of the problem of gender approach in education and upbringing, modern approaches to the development and improvement of the system of physical education;
- *psychological and diagnostic* (questionnaire of E.V. Bochenkova "Self-description of physical development", test questionnaire of S. Bem "Masculinity - femininity");
- *generally accepted methods* of mathematical statistics with the calculation of arithmetic mean values ( $\bar{x}$ ), standard deviation ( $S$ ); the Spearman rank correlation coefficient was calculated. All calculations were made in the SPSS 17.0 program. All data were processed on a personal computer using a standard software package (Excel – 2007; Statistica – 10.0).

The scientific work was carried out in accordance with the Research Plan in the field of physical culture and sports on topic 3.1 "Improving the system of pedagogical control of the physical fitness of children, adolescents and youth in educational institutions" for 2021-2025.

## **Results of the research**

In our exploration, it is important to establish the features of the perception of their physical development in boys and girls aged 11-13, to determine their gender identity (femininity, masculinity, androgyny) and to consider the influence of gender identity on the level of general self-esteem of boys and girls aged 11-13.

The conducted studies of self-assessment of the physical development of boys and girls aged 11-13 show their certain disagreements, which can be associated both

with the lifestyle and the content of the process of physical education in the General Secondary Education Institutions (Table 1).

*Table 1*

**Average value of the indicators of the questionnaire  
"Self-description of physical development" (boys, girls aged 11-13),  
(% of the maximum score), (n=251)**

Grade		Health (48)	Coordination of movements (36)	Physical activity (36)	Body slimness (36)	Sports ability (36)	The global physical I (36)	Personal appearance (36)	Strength (36)	Flexibility (36)	Endurance (36)	Self-esteem (48)	General level of self-description (420)
5th grade	b	86,11	89,81	81,30	97,04	81,67	87,78	74,07	79,44	85,00	81,67	86,53	84,68
	g	74,70	83,93	89,58	85,71	84,52	82,14	71,43	73,81	83,53	92,66	83,11	82,09
6th grade	b	84,96	83,11	78,50	83,00	80,89	78,00	70,78	77,22	75,00	80,28	77,67	79,17
	g	82,14	85,13	78,24	76,34	79,63	81,69	76,34	74,02	75,05	69,44	81,13	78,31
7th grade.	b	82,29	82,03	75,98	79,17	80,23	80,88	74,35	76,47	74,02	81,70	82,35	79,23
	g	82,00	85,33	77,71	85,47	78,35	83,26	83,12	76,50	80,20	74,36	85,31	80,88

To compare the results of the test "Self-description of physical development" on separate scales, we chose relative indicators, for this, converting absolute scores into a percentage of the maximum score (according to E.V. Bochenkova).

Consequently, the average value for both boys and girls is from 71% to 86% of the maximum score, which generally indicates a somewhat overestimated level of schoolchildren's ideas about their own physical development and physical fitness (Table 1). According to the average score, the children of the 5th grade gave the highest marks on the following scales: "slimness of the body" (97,4% of the maximum score), "coordination of movements" (89.8%) and "global physical "I" (87,7%). For girls of the 5th grade, "endurance" received the highest score (92,6%), followed by the following indicators: "slimness of the body" (85,9%) and "sports ability" (84,5%). Comparing the self-assessment of the physical "I" of boys and girls, we find that in the 5th and 6th grades, out of eleven indicators of physical development, boys rated eight with a higher score than girls. In the 7th grade, the situation changed somewhat: on almost all scales of the questionnaire, the self-esteem

of the physical development of boys is equal to the self-esteem of girls, and on the scales "global physical "I", "strength" and "endurance" it becomes even lower.

Analyzing the indicators of self-assessment of the development of physical qualities and physical "I" of the guys, we conclude that their physical fitness has a weak level, they are not confident in their own appearance (Table 1). The worst indicators of the guys were noted on the scales: "appearance" and "flexibility", while "self-esteem" has one of the highest indicators. Girls aged 11-13, evaluating their own physical "I", gave the highest score to the following physical qualities: "slenderness" (5th grade: 97,4%, 6th grade: 76,3%, 7th grade: 85,4%), "self-esteem" (5th grade: 83,5%, 6th grade: 81,1%, 7th grade: 85,3%) and "global physical "I" (5th grade: 82,1%, 6th grade: 81,6%, 7th grade: 8,2%). At the same time, there is low physical activity in grades 6-7 and an underestimation of strength abilities. The scale "global physical I" gives a general assessment of the physical condition of the respondents, that is, it allows you to obtain aggregate data on the level of development of both your own physical qualities and health status, and appearance. On this scale, the guys have a slightly overestimated self-esteem.

Comparing the self-description of the physical development of boys and girls, we find that with a low level of physical activity and low self-esteem of physical qualities, the guys have an overestimated general self-esteem and an indicator of their own health. Girls aged 11–13 years with low physical activity, underestimation of their own physical qualities, have too high a general self-esteem and too highly appreciate the harmony of their bodies. That is, at this age, children with low self-esteem of physical qualities consider themselves quite attractive.

Having studied the indicators of the test "Self-description of physical development" of children aged 11-13, using a separate formula, we determined the general level of self-assessment of physical development and physical fitness of our respondents. The results obtained are presented in Table 2.

Thus, the general level of self-assessment of the physical development of children aged 11-13 has a high and overestimated level.

At the next stage of the study, we determine the gender personality type of the respondents. To do this, we carry out standardized testing according to the method of Sandra Bem "Masculinity - Femininity".

Table 2

**General level of self-assessment of the physical development of schoolchildren (boys), n= 105, (%)**

№	General level of self-esteem	5th grade		6th grade		7th grade	
		boys	girls	boys	girls	boys	girls
1	Elevated	38,10	32,08	8,00	16,67	17,65	23,08
2	High	61,90	43,40	74,00	59,26	58,82	58,97
3	Medium	0,00	24,07	18,00	24,07	23,53	17,95
4	Low	0,00	0,00	0,00	0,00	0,00	0,00

The terms "masculinity" and "femininity" give normative ideas about the psychological and behavioral qualities that are characteristic of men and women and are associated with the differentiation of sex roles [45]. In humans, sexual differentiation is socially determined. Children traditionally differ in the nature of their activities: they perform different gender roles. The distribution of these roles occurs in childhood, it contains not only games that are common for children of different sexes, but also other significant differences between children. [13].

Table 3

**Distribution of the total number of respondents according to the S. Bem test results, (n=251)**

Androgenic psychotype	Masculine psychotype	Feminine psychotype	Androgenic psychotype	Masculine psychotype	Feminine psychotype
<i>Boys, 11-13 years old, n=105</i>			<i>Girls, 11-13 years old, n=146</i>		
64,92%	20,15%	14,93%	49,12%	5,85%	45,03%

An analysis of the data given in Table 3 allows us to state that the number of androgynous guys aged 11-13 years (64,92%) exceeds more than three times the number of masculine (20,15%) and more than four - feminine (14,93%). The number of androgynous and feminine girls with a small difference (4%) is 49,12% and 45,03%. However, only 5,85% are masculine among them.

In order to identify the relationship between the general level of self-esteem of the respondents and their belonging to the psychological gender, we conducted a

comparative analysis of the indicators of the test of self-description of physical development and the IS parameter of the respondents. Groups of respondents with the level of self-assessment by getting into the corresponding cluster were considered (4). Thanks to the study, we have established how the psychological type of personality affects the overall level of self-assessment of the physical development of boys and girls aged 11-13.

Analysis of the results shows that the children have an overestimated self-esteem of physical development, mainly representatives of the masculine psychological type. It should be noted that among the masculine children there were no respondents with low self-esteem of physical development. That is, the presence of masculine character traits in a person can contribute to an overestimated self-esteem of physical development and one's own abilities. In girls, an increased level of self-esteem of physical development is mainly for representatives of the androgynous psychotype, high and medium levels are for representatives of the feminine and masculine psychological types. Guys assigned to the feminine gender type underestimate their abilities (average self-esteem in 24% of boys and 30% of girls). Low self-esteem was found only in representatives of the feminine and androgynous psychological types (Table 4)

*Table 4*

**General level of self-assessment of the physical development of boys of different psychological types, (n=251), %**

General level of self-esteem	Androgynous psychological type		Masculine psychological type		Feminine psychological type	
	girls	boys	girls	boys	girls	boys
Elevated	28	18	4	32	12	22
High	48	62	64	53	55	54
Medium	22	18	32	15	30	24
Low	2	2	0	0,00	3	0,00
Total	100	100	100	100	100	100

Thus, the results of the scientific experiment suggest that the respondents' belonging to a certain type of gender identity has an impact on the level of general self-assessment of physical development.

## **Conclusions / Discussion**

Scientists argue that self-assessment of physical development and health status is a subjective indicator, but is based on objective indicators of physical fitness and morbidity [4, 5, 29, 44]. The formation of the level of need for achievements depends on the self-esteem of the individual. Only in the presence of reflection as an internal state of self-understanding and self-understanding can a person's self-esteem, self-confidence and self-respect can be brought up and strengthened [29]. Psychologists rightly point out that in the formation of self-control of educational activity, a significant incentive and regulatory role is played by the self-esteem of schoolchildren, which can manifest itself at different levels: overestimated, high, low, underestimated. The best option is an adequate level of self-assessment of physical development, physical condition and physical health [27, 29, 34]. The scientist E. Erickson notes that the physical qualities of a teenager, which form the basis of the physical "I", are an important factor in creating his identity and "I-concept" as a whole [42]. M. O. Mdivani (1991) foresaw that the "I-physical" has its own structure and content [28], however, due to the formation of sex-role stereotypes in boys and girls, the "I-physical" may partially change.

Based on the fact that a number of interrelated factors influence the formation of motivation for physical activity of schoolchildren, scientists argue that needs arise first, and then a goal is formulated. In order for the goal to become an effective and driving force, external and internal factors must play their role, which will form the motivation for a person's own program of behavior, who consciously chooses one or another type of physical activity in accordance with preferences, interests and desires and actively directs his activity towards the goal. [32, p. 60]. Self-assessment of physical development in this case can be one of the internal factors influencing the formation of motivation for physical activity. This indicates the ambiguity and complexity of the process of interconnection between the internal sphere of the personality and external factors and circumstances that are stimuli for action, deed or activity, forming the proper motivation of schoolchildren for physical education and sports [29].

According to the results of the obtained data on the self-assessment of the physical development of schoolchildren, we found that the self-assessment of physical development is directly connected by the boys with their strength and physical activity, the girls with the appearance and coordination of movements. The results of self-assessment of physical development and physical fitness of schoolchildren gave us the opportunity to analyze the interdependence of the general level of self-esteem of schoolchildren and their individual gender characteristics, which we determined using the S. Bem questionnaire "Masculinity - Femininity". It was found that more indicators affect the overall self-esteem of boys than girls. The overestimated self-assessment of physical development is predominantly the boys - representatives of the masculine and androgynous psychotypes. That is, the presence of male character traits in a person contributes to increased self-esteem of physical development and one's own abilities. In girls, an increased level of self-esteem of physical development is mainly found in representatives of the androgynous psychotype. Low self-esteem was found only in representatives of the feminine and androgynous psychological types. In girls, representatives of the androgynous psychotype have increased self-esteem. Boys and girls assigned to the feminine psychotype demonstrate average self-esteem or underestimate their own abilities.

Summing up the above, we emphasize that the gender of a person is a complex mental formation and, transforming educational tasks, has an impact on personal orientations, interests, preferences and self-esteem of the physical development of schoolchildren, which is formed under the influence of various factors. And no matter what judgments underlie self-esteem, one's own or other people's, it is always subjective.

So, the gender component is one of the components of a personality-oriented approach to the physical education of schoolchildren, takes into account their individual characteristics in accordance with gender and their gender identity, allows, on this basis, the choice of content, forms and methods of education and upbringing, creating a developing educational environment in accordance with with the natural potential of boys and girls. The use of gender characteristics of boys and girls in the

theory and methodology of physical education provides us with ample opportunities for constructive interaction between the content of gender studies and existing teaching methods and concepts in the field of physical education.

The conducted research does not exhaust the problem of studying the gender approach in the physical education of schoolchildren, but asks a number of questions affecting the means and methods in physical education for the formation of an individual's individual physical culture.

**Prospects for further research.** Our subsequent studies will be devoted to determining the adequacy of the self-assessment of the physical development of schoolchildren of different age groups, namely, to comparing the results of the “Self-description of physical development” test with the results of control standards for physical education.

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