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Ulviyya Nahmatova Azad,


Teacher of Baku Girls' University;

Psychologist of the Research Institute of Psychological Science,

PhD student in general psychology at Azerbaijan State

Pedagogical University, Doctor on Philosophy program.

Baku, Azerbaijan.

 <https://orcid.org/0000-0001-5335-5372>

ulviyyanahmatova@mail.ru

DIAGNOSTIC STUDY OF THE DEGREE OF MASCULINITY AND FEMININITY IN TEENAGER BOYS AND GIRLS

Abstract. Gender roles are a type of social roles are suitable behaviors for women and men. Masculine gender role means strong, independent, active, aggressive, focused on personal achievements and others however feminine gender role means gentle, tolerant, dependent, emotional, polite, and oriented to the interests of the family. For studying the gender roles of teenager boys and girls growing up in the cities and regions of Azerbaijan, we used the Bem Sex Role Inventory (BSRI) factor structure. S. Bem's questionnaire that examines the degree of masculinity and femininity of personality. As a result of the survey, 59.1% of teenage girls were feminine, 25.6% were androgenic, and 15.3% were masculine, while 33.7% of boys were feminine and 44.3% were androgenic. We determined that 22% have masculine characteristics. 61.6% of teenage girls in the urban environment have feminine qualities, 23.6% have androgenic qualities, and 14.8% have masculine qualities. 54.3% of teenage girls have feminine qualities, 29.5% have androgenic qualities, and 16.2% have masculine qualities in the district. 38.7% of teenager boys have feminine qualities, 40.9% have androgenic qualities, and 20.4% have masculine qualities in the urban environment. 24.2% of teenager boys have feminine qualities, 50.8% have androgenic qualities, and 25% have masculine qualities in the district. The survey revealed that the formation of feminine qualities in teenager boys was above the norm. The main reason for this is that women play a greater role in the upbringing of teenager boys in the family and school environment. Thus, we believe that preventive measures can be implemented as a result of the joint work of family, school and society in order to prevent the formation of gender roles that are not compatible with the mentality of teenagers, and the formation of

the correct gender roles of teenagers that are compatible with the mentality in their future life, for example, in their relationship with the opposite sex, in the care of their children in girls, in boys in military service, family administration, etc. will have a positive impact on issues.

Key words: teenager; gender roles; feminine; masculine; androgenic; BSRI; questionnaire-survey; city environment; district environment.

INTRODUCTION / ВСТУП

Formulation of the problem. Gender roles are a type of social roles and are appropriate behaviors for women and men. Gender roles reflect the normative instructions and expectations provided by the respective culture for "real" male or female behavior and act as criteria for evaluating the masculinity or femininity of a child or an adult. This means that the masculine gender role is strong, independent, active, aggressive, focused on personal achievements, and the feminine gender role is gentle, tolerant, dependent, emotional, polite, focused on the interests of the family. However, in the conditions of social development and globalization, we encounter certain defects in the formation of gender roles in teenager boys and girls. Thus, not only family and culture influence the formation of gender roles in teenagers in modern times, but social media and mass media also have a psychological effect on them.

Therefore, sometimes these factors create false gender roles in young people. That is, in such situations, some young girls acquire a culture of behavior that is not specific to their gender, and on this basis, signs of masculinization (male) are formed in them. At the same time, some young men do not pay attention to the formation of masculine qualities, and as a result, favorable conditions are created for the formation of female gender roles, that is, feminization (female) characteristics.

Analysis of the latest relevant research and publications. This study is based on sources written by various authors, such as "Bem Sex Role Inventory" by S. Bem [7], "Validity and reliability study of Bem Sex Role Inventory" by Z. Dokmen [8] and "Psychometric properties of the Turkish form of the Bem gender role inventory femininity and masculinity questionnaire [9].

"The Validity of Bem Sex Role Inventory Norms in Other Samples: An Analysis of a Southern Sample," by P. Faulkender [10], P. Maloney, et al. "Androgyny between two cultures: USA and Israel" [13], I. Maznah, P. Choo "Bem Sex Role Inventory (BSRI) factor structure" [13], "Gender role patterning in an Irish student sample as measured by the Gender Role Inventory," by G. Ryan et al. Comparisons with the American example" [15], J. Wilcox, "Beyond gender stereotyping: examining the validity of the Bem Sex Role Inventory among 16-

19-year-old girls in England" by L. Francis [16], C. Ward, "Cross-Cultural Validation of the Bem Sex Role Inventory" by R. Sethi. A Study of Malaysia and South India' [17], "Cross-cultural validation of the Bem Sex Role Inventory in Zimbabwe," by D. Wilson et al. [18], "Psychological problems of modern Azerbaijani school" [3] and "Children and teenagers: psychopedagogy of sexual development" by A. Alizade [3], "The French version of the Bem Sex Role Inventory" [6] and others have been studied by M. Alain. The analysis of relevant scientific literature shows that S. Bem, Z. Dokmen, G. Ryan, C. Ward, R. Sethi, A. Alizadeh, and others have studied the level of development of gender roles in teenagers in more detail.

AIM AND TASKS / МЕТА ТА ЗАВДАННЯ

Purpose of this study – BGSИ (Bem's Sex Role Inventory) or S. Bem's questionnaire that examines the degree of masculinity and femininity of the personality, the of conducting a diagnostic study of the gender roles formed in Azerbaijani teenage girls and boys and to provide a comparative analysis of the results obtained from the urban and regional environment, as well as the reasons investigate and make recommendations.

For this purpose, the following **tasks** are set in the article:

- To study the degree of masculinity and femininity of the personality of Azerbaijani teenager boys and girls;
- Find out the reasons for the results obtained as a result of the survey;
- To give recommendations in the direction of correct formation of gender roles in teenagers.

THE THEORETICAL BACKGROUNDS / ТЕОРЕТИЧНІ ОСНОВИ ДОСЛІДЖЕННЯ

The validity of Bem Sex Role Inventory (GSRI) in different cultures has also been investigated and different results have been obtained. In 1997, Wilcox and Bem's survey reported no difference between women and men [16]. In 1987, Alain, in a study using the French version of Bem Sex Role Inventory, reported that the internal consistency and test-retest reliability of the questionnaire were similar to the original questionnaire and that the French form could be used in cross-cultural studies [6]. In a 1986 study by Ward and Sethi in Malaysia and South India, they showed that S. Bem's questionnaire was not a reliable questionnaire for measuring androgenicity in these two cultures [17].

Maznah and Choo, who examined the factor structure of the survey for Malaysians in the same year, noted that there were five interpretable factors [14]. In 1990, in a study conducted by Wilson and his colleagues in Zimbabwe,

Bem's survey was shown to have high reliability coefficients and factor reliability [18]. In a study comparing American and Israeli university students, Maioney et al. showed that the Feminine (F) and Masculine (M) scales of Bem's questionnaire were able to significantly differentiate between men and women in both cultures [13]. As a result of factor analysis of data obtained from Irish people, Ryan et al. identified six factors and concluded that femininity and masculinity can be considered as separate dimensions [15]. A study conducted by Faulkender at the University of Southern Mississippi showed that Southern women and men had higher femininity scores and Southern men had higher masculinity scores than Stanford University norms [17]. Apparently, some of the results support the cross-cultural validity of S. Bem's survey, while others show the opposite.

The adaptation of S. Bem's survey to the Turkish society was done by Kavuncu. Kavuncu evaluated the Turkish translation of the inventory (survey) by a group of experts and replaced the features that were said to be incompatible with Turkish society with other features that were suggested and agreed upon. Validity-reliability studies of this Turkish form of Bem's survey gave positive results [8]. Various and conflicting results are obtained in both Western culture and other cultures regarding the inquiry, and the debate about it continues; however, the survey is still being used. There are not many studies on the suitability of S. Bem's survey, which is used and studied in different cultures, to Azerbaijani culture. Our detailed research on Azerbaijani culture can contribute to the discussion on the cross-cultural use of the survey.

RESEARCH METHODS / МЕТОДИ ДОСЛІДЖЕННЯ

The following research methods were used during the research:

Theoretical analysis and composition. Scientific-pedagogical, psychological and methodical literature was studied and analyzed to study the situation of problem research (A. Alizadeh "Children and teenagers: psychopedagogy of sexual development", S. Bem "Bem Gender Role Inventory", "Bem Sex Role" by Z. Dokmen Inventory validity and reliability study" etc.).

- Observation. The behavior and interpersonal relations of female and male teachers, teenage boys and girls were observed in 14 schools, high schools and gymnasiums that we conducted our research.

- Mathematical-statistical methods. The data obtained through questionnaires and experimental methods were systematized and grouped, based on this, generalizations were made, and it was possible to determine quantitative dependencies between the studied psychological events and processes.

RESULTS OF THE RESEARCH / РЕЗУЛЬТАТИ ДОСЛІДЖЕННЯ

The formation of gender roles in teenagers in Azerbaijan has not been systematically and widely studied to date. Therefore, the study of the formation of gender roles in teenagers is one of the urgent problems in the context of the dynamism of our modern times. Thus, to the difficulties of adolescence, the transition from childhood to adulthood, the crisis stage, today, at the same time, the unclear performance of the gender role for the teenager is added. Therefore, one of our main goals is to determine the extent of masculine and feminine characteristics in teenage girls and boys in modern times.

That's why we used BGRI or S. Bem's questionnaire to study the degree of masculinity and femininity of personality in order to study gender roles in teenager boys and girls in Azerbaijan. The survey was conducted by Chemistry-Biology Oriented Republican High School No 229, Comprehensive High School No 151, Comprehensive High School No 5, Baku Atatürk High School, High School No 232, Baku Istanbul High School, Elite Gymnasium named after Ilyas Efendiyev, located in Baku, at the same time, in the districts Sundu village secondary school named after Sh. Shikarov, Guba district, high school No 2 named after A. Mammadov, Gavan village secondary school named after F. Masiyev, Yardimli district, Anzov village secondary school named after A. Fatullayev, Yardimli it was conducted in total 14 schools, high schools and gymnasiums, including Silavanga village secondary school, Yardimli district M. Akhundov secondary school number 1 (Table 2). A total of 667 teenagers (308 girls and 359 boys) between the ages of 12 and 15 participated in the survey. The number of teenagers in the urban environment was 438, and 229 in the district environment (Table 1).

Table 1

Number and percentage of teenagers according to their living environment

Living environment	Number	Percent
City	438	65.7%
Region	229	34.3%
Total	667	100%

Table 2

Survey – list of schools surveyed, number and percentage of those surveyed

Schools	Number	Percent
1	2	3
Secondary school number 5	67	10%

Continuation of the table 2

1	2	3
Chemical-biology-oriented Republican Lyceum	75	11.2%
Complete high school number 229	93	13.9%
Complete high school number 151	64	9.6%
Sundu village secondary school named after Sh. Shikarov, Gobustan region	58	8.7%
Gavan village secondary school named after F. Masiyev, Yardimli district	23	3.4%
Yardimli district Anzov village secondary school named after A. Fatullayev	31	4.6%
High school in the village of Silavanga, Yardimli district	7	1%
Yardimli district secondary school number 1 named after M. Akhundov	49	7.3%
Guba district high school number 2 named after A. Mammadov	61	9.1%
Baku Ataturk High School	25	3.7%
Complete high school number 232	48	7.2%
Baku Istanbul High School	18	2.7%
Elite Gymnasium named after Ilyas Efendiyev	48	7.2%
Total	667	100%

In researching gender roles, we found that there is hardly a boy with all masculine traits or a girl with purely feminine traits. Therefore, regardless of gender, every person has certain masculine and feminine characteristics. However, the percentage of masculine and feminine traits in boys and girls should be taken into account. According to S. Bem's classification, gender roles can be divided into four types: masculine, feminine, androgenic, undifferentiated.

It should be noted that in the psychology literature, psychologists focus more on masculine and feminine characteristics. In other words, the issue that worries them more is the emergence of masculinization in teenager girls and feminization in teenager boys. The sign of feminization is manifested in the qualities of will in some teenager boys in a favorable environment, in the dynamics of character traits. For example, some young men spend the whole day standing in front of the mirror and putting on make-up – putting on make-up, making subtle movements, etc. they love. Sociologists and psychologists who analyze the effects of feminization pay more attention to the fact that women play a more active role in raising boys at home and in school-majority female teachers. Boys, who spend most of the day in contact with women, often begin to adopt not only their own way of thinking, but also feminine traits. Masculinization effect – parents dress their daughters as boys from a very young age, not paying special attention to the upbringing of female characteristics.

When a girl grows up, especially around boys, her nature changes, she quickly acquires male characteristics. Parents are often inexperienced and do not teach female traits, especially the rules of behavior. For example, such girls are extremely protective of the same sex with which they are close and friendly, their behavior is similar to that of boys, their masculine style is evident, they prefer to befriend boys, etc. Therefore, we can predict the characteristics that will develop in teenager girls and boys. Therefore, we conducted Sandra Bem's research on the degree of masculinity and femininity of personality, which is more commonly used in psychological practice.

In one survey, we presented 60 personality traits to teenager girls and boys and asked them to mark the number that best suited them, and leave no marks for those who did not. Of the 60 questions, 20 are masculine, 20 are feminine, and 20 are universal. 1 point is awarded for each answer that matches the key. After that, the degree of masculinity and femininity is determined.

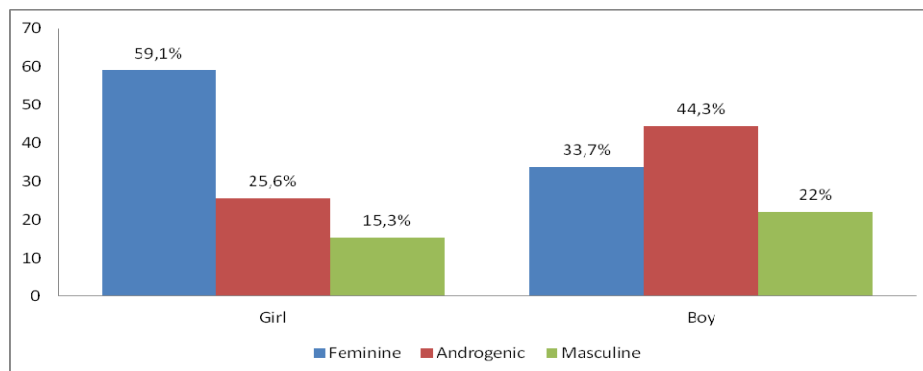
F= (total score on the femininity scale): 20.

M= (Masculinity scale total score): 20.

IS = (F-M): 2.322

If the IS index is in the range of - 1 to +1, androgenicity is a personality trait. In other words, masculinity and femininity do not manifest themselves clearly. Otherwise, if the unit is less than -1, it means masculinity, if it is greater than +1, it means femininity. Otherwise, if $IS < -2.025$, masculinity is clearly revealed. If $IS > +2.025$, femininity is evident [1].

As a result of the survey, 59.1% of teenager girls have feminine qualities, 25.6% have androgenic qualities, and 15.3% have masculine qualities, while 33.7% of boys have feminine qualities, 44.3% have androgenic qualities. We determined that 22% have masculine characteristics. The description of these indicators in the form of visual graphs and tables is presented below in graph and table 3.



Graph Study of masculinity and femininity of personality according to S. Bem

Table 3
**An examination of the degree of masculinity and femininity
 of personality according to S. Bem**

Gender	Number/ Percent	Feminine	Androgenic	Masculine	Total
Girl	N	182	79	47	308
	%	59.1%	25.6%	15.3%	100%
Boy	N	121	159	79	359
	%	33.7%	44.3%	22.0%	100%
Total	N	303	238	126	667
	%	45.4%	35.7%	18.9%	100%

At the same time, in order to see the difference in gender roles in teenager boys and girls in the urban and district environment, we conducted our research with a questionnaire that investigated the degree of masculinity and femininity of S. Bem's personality in both environments. As a result of the survey, it became clear that 61.6% of teenage girls in the urban environment have feminine qualities, 23.6% have androgenic qualities, and 14.8% have masculine qualities. The description of these indicators with a visual diagram is presented below in diagram 1.

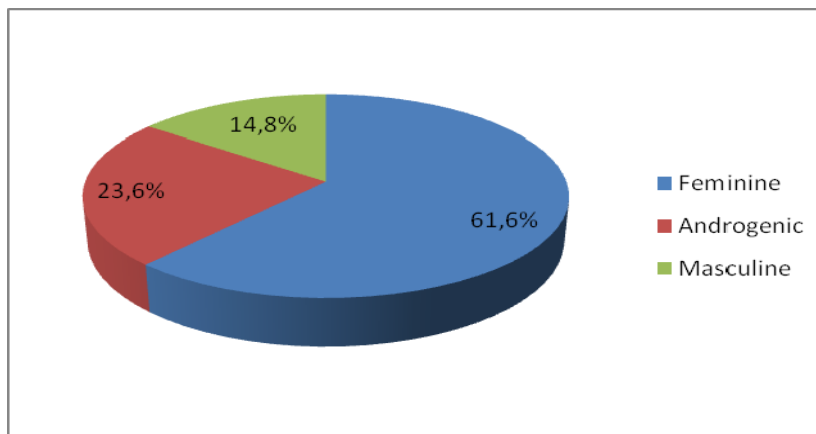


Diagram 1 Consequences of gender roles in urban teenager girls

54.3% of teenage girls in the district have feminine qualities, 29.5% have androgenic qualities, and 16.2% have masculine qualities. The description of these indicators with a visual diagram is presented below in diagram 2.

As can be seen from both diagrams, there is a certain degree of difference in the percentage indicators according to the environment. This shows that the environment also plays a fundamental factor in the formation of gender roles in teenager girls. Thus, the roles of teenage girls formed in the district environment

in the family and school environment and in the community, the demanding attitude shown to them and their involvement in farm and field work, willy-nilly encourage the formation of masculinity or androgyny in their gender roles.

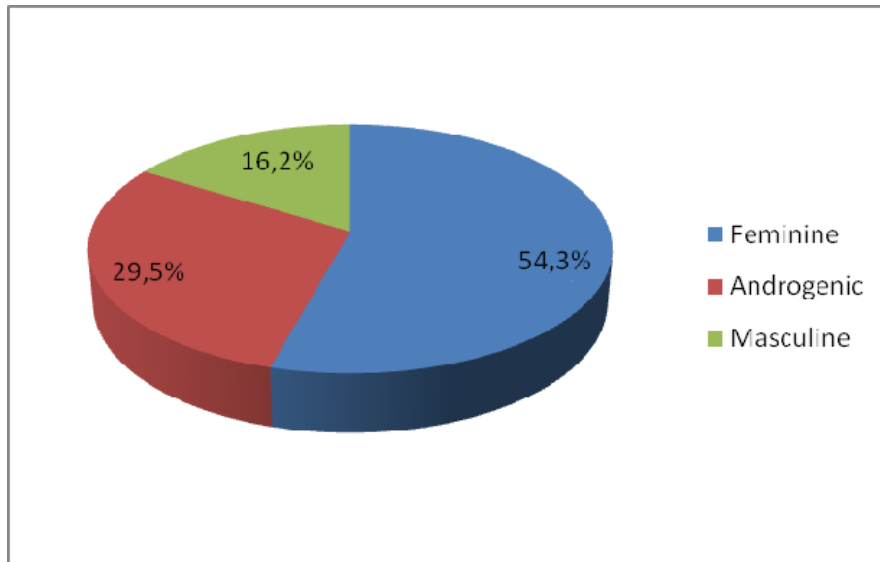


Diagram 2 Gender Role Consequences for Teenager Girls in the District

38.7% of teenager boys in the urban environment have feminine qualities, 40.9% have androgenic qualities, and 20.4% have masculine qualities. The description of these indicators with a visual diagram is presented below in diagram 3.

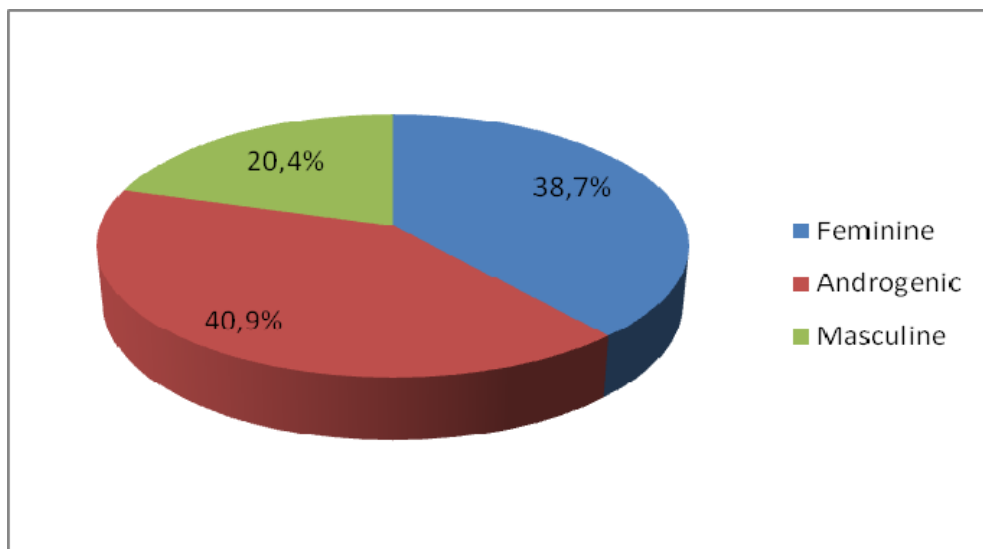


Diagram 3 Consequences of gender roles in urban teenager boys

24.2% of teenager boys in the district have feminine qualities, 50.8% have androgenic qualities, and 25% have masculine qualities. The description of these indicators with a visual diagram is presented below in diagram 4.

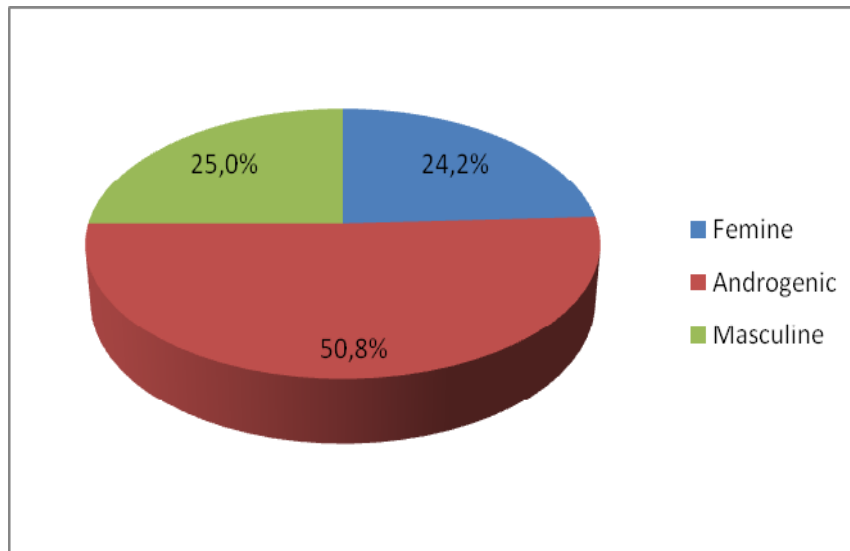


Diagram 4 Consequences of gender roles in teenager boys in the district

When we look at both diagrams, we see that there is a fundamental difference in the formation of gender roles between teenager boys growing up in the district environment and boys growing up in the urban environment. Thus, in the urban environment, 38.7% of teenager boys had feminine characteristics, while in the district environment, this percentage was lower, i.e. 24.2%. At the same time, there is a fundamental difference in androgenic properties. Thus, androgenicity in teenager boys in the urban environment is 40.9%, and in the regional environment, this percentage is 50.8%. Also, the difference in masculine features is striking. Thus, while masculinity is 20.4% among teenagers in the urban environment, it is manifested with a relatively higher percentage in the regional environment, i.e. 25%. This shows that the environment in which they grow up affects the formation of gender roles in teenager boys. Thus, teenager boys growing up in the district environment are more involved in physical and economic work, parents are a little more serious in their approach, there is a relatively large number of male teachers in schools, and at the same time, they have more interactions and relationships with the same sex, as well as the public's role expectation from them is masculine or causes the formation of androgenic characteristics.

CONCLUSIONS AND PROSPECTS FOR FURTHER RESEARCH / ВИСНОВКИ ТА ПЕРСПЕКТИВИ ПОДАЛЬШИХ ДОСЛІДЖЕНЬ

It became clear from the survey conducted by us (BSRI) that the formation of feminine qualities in teenage boys was above the norm. The main reason for this is that women play a major role in the upbringing of teenager boys in the family and school environment. The result of this inquiry requires us to sound the red alarm. To solve this problem, first of all, it is necessary to draw attention to this problem, educate everyone and try to solve the problem together with the public. Because gender roles are not biologically predetermined, they are socially formed later. That is why we need to pay special attention to the following issues:

- Special attention should be paid to sexual education in teenagers. The task of sexual education is to form moral mutual relations between teenager boys and girls, to educate the culture of feelings, to develop femininity in girls and masculinity in boys. A number of factors influence the formation of these qualities, and these factors include cultural and socio-political changes, family, school, religion, globalization, social media and mass media, etc. Proper promotion of gender roles in all these factors;

- Gender identification, self-awareness, sense of shame and interest in the opposite sex are formed in the process of communication, as a development factor and internal basis of personal mutual relations, as they appear in adolescence, pay special attention to communication and personal relations with them;

- The influence of the family in the formation of such false gender roles as feminization (belonging to a woman) and masculinization (belonging to a man) in teenagers is greater than other factors. The optimal way to overcome this problem is to systematically study the ethno-psychological and ethno-pedagogical roots of the upbringing of girls and boys in the family and at the same time effectively use the educational opportunities of the school;

- To increase the number of male teachers working in educational institutions and ensure that female teachers approach teenage boys and girls according to their gender role;

- To direct teenagers to movies and books that correctly reflect gender roles in our recommendations about movies to watch and books to read in order to form gender roles in accordance with their mentality.

Both our survey and the analysis of psychological literature show that a complex approach to the formation of correct gender roles in teenagers is necessary. So, not only family, but also school, mental values, culture, mass media, social media, religion, etc. all influencing factors must be taken into

account, and in all these factors attention must be paid to instilling in teenagers the correct gender roles according to their gender.

Prospects for further research. As a result of our analysis, we came to the conclusion that research on the formation of gender roles in teenagers in modern times has tried to cover the problem by attracting the attention of scientists from different countries and studying the system of facts, working on a complex preventive effect system. The formation of incorrect gender roles in teenagers requires us to develop and implement preventive measures. It also provides a basis for preventive measures at the social and psychological levels. Thus, we believe that preventive measures can be implemented as a result of the joint work of the family, school and community in order to prevent the formation of gender roles that are not compatible with the mentality of teenagers, and the formation of correct gender roles in accordance with the mentality of teenagers will have a positive impact on their future lives. So, in the future, for example, in the relations of representatives of both sexes with the opposite sex, girls in taking care of their children, boys in military service, family management, etc. It will help them to be more compatible and complement each other.

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ДІАГНОСТИЧНЕ ДОСЛІДЖЕННЯ СТУПЕНЯ МУЖНОСТІ І ЖІНОЧНОСТІ У ЮНАКІВ ТА ДІВЧАТ-ПІДЛІТКІВ

Нахматова Ульвія Азад,

доктор філософії, викладач Бакинського жіночого університету;

психолог НДІ психологічних наук;

аспірант загальної психології Азербайджанського

державного педагогічного університету.

Баку, Азербайджан.

 <https://orcid.org/0000-0001-5335-5372>

ulviyanahmatova@mail.ru

Анотація. Гендерні ролі – це тип соціальних ролей, які відповідають поведінці жінок і чоловіків. Чоловіча гендерна роль означає сильну, незалежну, активну, агресивну, орієнтовану на особисті досягнення та інших, а жіноча гендерна роль – ніжну, толерантну, залежну,

емоційну, ввічливу та орієнтовану на інтереси сім'ї. Для вивчення гендерних ролей хлопчиків і дівчаток-підлітків, що ростуть у містах і регіонах Азербайджану, ми використовували факторну структуру Bem Sex Role Inventory (BSRI). Опитувальник С. Бема, який досліджує ступінь маскулінності та фемінності особистості. У результаті опитування 59,1% дівчат-підлітків були фемінними, 25,6% – андрогенними, 15,3% – маскулініми, тоді як 33,7% хлопців були жіночими, а 44,3% – андрогенними. Ми визначили, що 22% мають маскуліні ознаки. 61,6% дівчат-підлітків у міському середовищі мають жіночі якості, 23,6% – андрогенні якості, 14,8% – чоловічі якості. Жіночими якостями в районі володіють 54,3% дівчат-підлітків, андрогенними – 29,5%, чоловічими – 16,2%. У міському середовищі 38,7% хлопчиків-підлітків мають жіночі якості, 40,9% – андрогенні, 20,4% – чоловічі якості. Жіночими якостями в районі володіють 24,2% хлопчиків-підлітків, андрогенними – 50,8%, чоловічими – 25%. Опитування показало, що сформованість жіночих якостей у хлопчиків-підлітків була вище норми. Основною причиною цього є те, що жінки відіграють більшу роль у вихованні хлопчиків-підлітків у сім'ї та школі. Таким чином, ми вважаємо, що профілактичні заходи можуть бути реалізовані у результаті спільної роботи сім'ї, школи та суспільства з метою запобігання формуванню гендерних ролей, несумісних з психікою підлітків, та формування правильних гендерних ролей підлітків, які сумісні з менталітетом у їх майбутньому житті, наприклад, у їхніх стосунках з протилежною статтю, у догляді за дітьми у дівчаток, у хлопців у військовій службі, сімейному управлінні тощо, матимуть позитивний вплив.

Ключові слова: підліток; гендерні ролі; жіночий; чоловічий; андрогенний; BSRI; анкета-опитування; міське середовище; районне середовище.

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